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BACK TO SCHOOL:

AN OBSERVATIONAL STUDY OF ADULT STUDENTS  
AT SECONDARY SCHOOL

VOLUME II

RALPH BARRY COCKLIN

December, 1988

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APPENDIX A

NEGOTIATING ACCESS TO SCHOOL:  
LETTERS TO DEAN AND PRINCIPAL

# Massey University

PALMERSTON NORTH, NEW ZEALAND

TELEPHONES, 69-079, 69-089, 69-099.

In reply please quote:

Barry Cocklin  
Department of Education

29 June 1983

[Insert name]  
Adult Dean  
[Insert address]

Dear [Insert Name]

I am following up on the Guardian article regarding adult students returning to secondary school. While this article appeared towards the end of last Term, I have waited until now and the end of the school holidays.

I am a Doctoral student in Education at Massey University. For my research thesis I hope to do a study of adult students returning to secondary education. In particular, I am interested in exploring: (1) their reasons for taking this 'second-chance' education; (2) the reactions of the teaching staff and secondary school-age pupils to them; (3) their socialisation at secondary school; (4) the problems and difficulties they encounter; and, (5) the achievements and attainments they make during the year.

From the newspaper article, it appears that many of these issues are of concern to you as well. The main part of the study would, I hope, be conducted during 1984, however I would be very interested in meeting you and discussing any points of interest you may have. If this is suitable, I can be contacted most days at my home phone number of 80-952.

I look forward to hearing from you.

Yours sincerely,

Barry Cocklin

# Massey University

PALMERSTON NORTH, NEW ZEALAND

TELEPHONES. 69-079. 69-089. 69-099.

In reply please quote:

Barry Cocklin  
Department of Education

27 January 1984

[Insert name]  
Principal  
[Insert address]

Dear [Insert name]

Following discussions held with you on October 14, 1983, I, Barry Cocklin, formally seek your approval to conduct my Ph.D research with the adult students, and their teachers, at [Insert name].

This investigation will be conducted this year, 1984, and focus on the broad issues of: (1) the reasons these adult students have for taking this 'second-chance' education; (2) the reactions of the teaching staff and secondary school-age pupils to them; (3) the socialisation of the adult students at secondary school; (4) the problems and difficulties they encounter; and, (5) the achievements and attainments they make during the year.

Should you, or any other person connected with the school, require any clarification of these intentions I would be only too willing to comply with such a request. Further, should you wish to make any comments regarding the research I would greatly appreciate your input.

Professor Ivan Snook of the Department of Education, Massey University, is to supervise this research, while I may also be contacted at my home phone number of 80952.

Yours sincerely,

Barry Cocklin

## APPENDIX B

NEGOTIATING ACCESS TO SAMPLE:  
INFORMATION REGARDING RESEARCH  
CONVEYED TO PARTICIPANTS

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## AN EXPLANATORY NOTE

In accordance with the ethical principles underpinning the research (see, Chapter 2, Appendix J) those participating were to be provided with information regarding the nature of the researcher and the study. This, in turn, contributed towards the general principle of allowing for 'informed consent'.

This appendix provides the specific information conveyed at the time of enrolment and, second, the issuing of diaries to the adult students. As such, these two points represented the situation where initial and then continued participation in the research was sought. It was during the diary issue that the 'Letter of Consent' was presented to each adult student, and this is contained within that section.

In turn, the members of the staff were provided with the same information, although not in the form of a letter, both at the time of first meeting with the whole group (see, Chapter 2) and then to each individual on the occasion of the initial interview.



### POINTS TO BE COVERED ON INITIAL MEETING WITH PARTICIPANTS:

- (1) I am embarking upon my Ph.D research which will focus on adult students, like yourself, who have returned to secondary school.
- (2) This is my own research and is quite independent of the school and any of its requirements.
- (3) As the first part of this research, it is necessary to collect biographical information in order to form a 'picture' of adult students in general.
- (4) In order to determine this, I am asking all adult students at this school if they would volunteer to complete this questionnaire. The information given by you will be confidential. While your name is required, this is only for identification at this stage, and the cover sheet will be removed and throughout the study a code number will be used in place of your name.
- (5) From the results of the questionnaire, a group will then be approached by me and asked to participate in the study during the remainder of the year.
- (6) Have you any questions?
- (7) Therefore, I have two questions to ask of you. Would you agree to volunteer to complete the questionnaire? If you were to be approached for the remainder of the study, would you be interested in taking part?

### STANDARD REPLY TO QUESTIONS REGARDING NATURE OF RESEARCH INVOLVEMENT:

The research involves my being present with you at school throughout the year, talking with you, listening to you, and recording your comments about all of your experiences. It will also involve some interviews, questionnaires, and the keeping of a diary. However, as most of it will involve the situation where I am present during normal gatherings in the Commonroom, it will hopefully not take up too much of your time. Indeed, should you find that I am taking up your time you should always feel free to point this out to me. As the research progresses, you will be provided with the details of what each phase involves and your continuing agreement to participate will be sought. Does that explain it, at this stage, satisfactorily?

## DIARY ISSUE AND LETTER OF CONSENT

Each student approached and addressed as follows:

You indicated previously that you would be willing to participate in the remainder of the study. Is this still the case?

As with the questionnaire, participation is voluntary for the rest of the investigation which will now continue for the remainder of the year:

First, I'd like to give you this letter which indicates some of the 'rights and obligations' involved for both of us as we proceed with the investigation.

The 'Letter of Consent' [see following page] was then read to each adult student and an opportunity provided for them to ask any questions.

For the remainder of the study, I would like you keep a diary of events which occur during the year. I have suggested in the front of the notebook that you record 'significant events' which happen in the time before lunch and the time after lunch. A 'significant event' could be a thought you have, an idea you consider, a comment by a teacher, pupil, or other adult student, and even something that happens outside school. Generally, I have taken it to mean anything that has some influence upon you as a person or specifically as an adult student. The idea is to enable us to build up a picture of what it is to be an adult student, within and outside the school.

The diary entries will then be considered during interviews where we will explore in greater depth what you have written. Therefore, I suggest that the entries are in note form to act as a 'reminder' of events rather than a complete description of them. In addition, and to provide some confidentiality, I recommend that you do not use names in the notes you make and place your code number on the front cover.

The interviews will consist of us meeting together and discussing events which have occurred. Should, however, you have something to discuss with me, we can meet at any time, or perhaps just a phone call will do, rather than wait until the next interview session.

Any questions?

# Massey University

PALMERSTON NORTH, NEW ZEALAND

TELEPHONES. 69-079. 69-089. 69-099.

In reply please quote:

Barry Cocklin  
Department of Education

13 February 1984

Dear

Thank you for agreeing to participate in the remainder of my research investigation of adult students at day-time secondary school.

As the research progresses I will endeavour to answer any questions you may have regarding the study, myself, or your part in the investigation. At any stage, should I ask a question which you would prefer not to answer, I would appreciate your giving reasons for not replying to it, these reasons I will respect. The interviews and comments you make will be recorded and then transcribed under your code name and should you wish to see the written version I can make such arrangements. All the written records relating to you will be given the confidentiality of a code name and, due to the time lapse, will not appear in my thesis until late 1985.

Throughout the research, should you have any suggestions to make, questions to ask, information to give, or for any other reasons wish to contact me, you may either do so at school or you are very welcome to phone me at home during the evening at 80-952.

I look forward to our working together.

Best wishes,

Barry Cocklin

APPENDIX C

THE SCHOOL'S ADULT STUDENT  
INFORMATION SHEET

## ADULT STUDENTS INFORMATION SHEET

Welcome back to school. Congratulations on having the courage to take such a big step. I hope that you will enjoy your time at this college. You have an excellent chance of gaining academic success if you follow these few hints:

1. Attend all your classes. It can be difficult trying to catch up on missed work.
2. 6th. form subjects are internally assessed and all assignments must be completed.
3. The readings, assignments and exercises set by your teachers are essential - there is no short cut.
4. Your teachers are serious - they expect you to be a serious student. They will help you as much as they can as long as you do your part.
5. You will be accepted by your teachers as an adult student. Please be adult in your behaviour - dress tidily, be punctual and polite.
6. It takes time to study and to do homework - budget your time carefully. I have a leaflet on study habits if you need help.
7. Examination entries are taken in July. Remember to budget for your exam fees.

Adult students have their own common room with tea and coffee making facilities. This is the only place in the school where you are allowed to smoke. You may park your car on \_\_\_\_\_ Street. There are a few spaces for cars close to the common room - see me for more information.

Please pay your school fees before you start classes. Your \$20 book deposit will be refunded when you leave school and have handed in all the text books issued to you. Your Activity Fee is a claim on your Income Tax return so save your receipt. All monies are payable at the school office.

A ring binder and A4 refill are sufficient stationery to start in the majority of classes. The school issues a full stationery list detailing individual subject requirements. Purchases may be made at the school shop during group time in the morning.

If you have any problems at all please see me. If you feel as though you are not coping see me as soon as possible - don't wait until you are going under for the third time. I'm always available between 8.45 and 9.15 am. in the Adult Common Room and other times in Room 23 which is my teaching room.

I am here to help you in any way I can. Have a successful year.

[signed, D.1]

Dean of Adult Students.

APPENDIX D

BACKGROUND DETAILS ABOUT THE SAMPLE OF  
ADULT STUDENTS AND TEACHERS  
INVOLVED IN THE RESEARCH

## AN EXPLANATORY NOTE

This Appendix contains, first, background information about the sample of Adult Students, and then their teachers, involved in the research. The prime objective is to supplement Chapter Four of Volume I, and, in particular, to provide further elaboration on the people who were the sources of data for the investigation of the processes of becoming an adult student.

### ADULT STUDENTS

Each adult student in the sample has been assigned a DATA FILE which contains details on:

- (a) Personal Background
- (b) Previous Schooling Record
- (c) Post-School Qualifications/Training
- (d) Present Enrolment
- (e) Academic Record
- (f) Research Participation
- (g) A Day in the Life of An Adult Student
- (h) Travel to School
- (i) Further information

In any particular instance, variations in either content of this list of sub-headings is the result of individual involvement in the research and/or their length of enrolment at the school.

The following notes clarify further some of the information contained within the DATA FILES under the above sub-headings.

#### Personal Background

Ethnic Group: The term 'Pakeha' is used to designate of person of non-Maori background, generally an Anglo-European.

Children: Only those children still resident in the family home are listed.

Past Work Experience and Present Occupation: Used to indicate prior and current occupational experiences, where P/T = Part-time, F/T = Full-time.

## Previous Schooling Record

This provides a listing of the secondary schools the student attended, the age at which they left secondary schooling, and the qualifications obtained by, and subjects taken in, this final year.

## Present Enrolment

Status: A 'full-time' adult student is one taking four (or more) subjects

Attendance Record: Derived from school records - School Register and those kept by the Dean - in which were recorded, as is usual practice, each 'half-day' the student was absent from school. As indicated in Chapter Four, the accuracy of this record was somewhat suspect.

Stated Reasons for Absences: These were obtained from both Part 3 of the Questionnaire and conversations with the researcher.

Stated Purpose of Enrolment: Initially derived from responses to Part 1 of the Questionnaire, these represent the goals held by the student at the time of enrolment. Where applicable, this has been supplemented by information obtained during the year where these goals were reported as having changed.

Actual Destination: This represents the known position of the student at the time of last contact with the researcher.

Timetable: The timetable depicted is that which operated for Term Two and Term Three. The daily timetable was divided in to Five Periods. On a Tuesday, an extra period termed CULTURAL was operated for the school-aged pupils, no adult students were involved. On a Thursday, an ELECTIVES period was worked in which such options as 'judo', 'pottery', 'guitar', 'drama', and 'dance' were offered. No adult student in the present research undertook any of these options. The following illustrates the timetable times in operation during the research:

### TERM ONE

#### Daily Except Tuesday

8.45	-	9.15	Groups
9.15	-	10.15	Period 1
10.15	-	10.30	Interval
10.30	-	11.30	Period 2
11.30	-	12.30	Period 3
12.30	-	1.30	Lunch

#### Tuesday

8.45	-	9.15	Assembly
9.15	-	10.15	Period 1
10.15	-	10.30	Interval
10.30	-	11.20	Period 2
11.20	-	12.10	Period 3
12.10	-	1.10	Lunch



1.30 - 2.30 Period 4  
2.30 - 3.20 Period 5

1.10 - 2.00 Cultural  
2.00 - 2.45 Period 4  
2.45 - 3.20 Period 5

#### TERM TWO

##### Daily Except Tuesday

As above, except Assembly on  
Wednesday

##### Tuesday

8.45 - 9.15 Groups  
9.15 - 10.00 Period 1  
10.00 - 10.45 Period 2  
10.45 - 11.00 Interval  
11.00 - 11.45 Period 3  
11.45 - 12.30 Period 4  
12.30 - 1.30 Lunch  
1.30 - 2.30 Cultural  
2.30 - 3.20 Period 5

[Also, the subject offered in Period  
3 during Term 1 was now interchanged  
with what had been in Period 5]

#### TERM THREE

As above, except Assembly now held on Thursday

The 'Group Meeting' was provided for the vertical-form groupings of the school-aged pupils, and no equivalent was held for adult students so they were not required at school until the start of Period One if they had a class then. However, on some occasions during the year, this 'Group Meeting' time was utilised for 'Form Meetings' - such as for the Sixth Form - during which examination entries were distributed, or other information was provided. On the majority of such occasions, most adult students were neither at school nor aware of these meetings. The adult students were also not required to attend the school Assembly.

#### Academic Record

School Reports: Issued following both of the school examinations - June and October - and of identical format to that used for school-aged pupils. The student was provided with the original and a duplicate was held in the Personal File in the School Office. As depicted here, the content is the same as the original but with the addition of a column for marks. This figure was derived from conversations with the student following each examination period, but remained unchecked as no other source of marks was available. It is this which accounts for those instances where the marks column is blank: M.8 was a 'non-participant' beyond Part 1 of the Questionnaire; F.23 'declined' to specify her

marks, stating that she 'could not remember them'; and, F.27 may have sat some examinations but did not return to school following them. In each of these cases, the source of the School Report was the Personal File held in the School Office. All other adult students brought their Report along for the researcher to view. The section for 'Comments' at the bottom of the Report was always completed by the Dean, while the Principal reported selecting some 'at random' to comment upon.

External Examinations: Held in November. Accrediting is a process of Internal Assessment available to those in the Sixth Form. If not Accredited, the option is there for the individual to sit the external examination. From remarks made by the Dean, it appeared that while the adult student could 'qualify' for 'mature age' entry to university, the university adopted a 'practice' of suggesting that a return to school was 'desirable' first for those with few school or post-school credentials.

The marks for external examinations were made available to the researcher by the individual adult student, and verified from school records and the official notification each student received. The one exception, and source of some concern, was the case of F.19 which is documented in her DATA FILE.

### Research Participation

This section contains both derived data and, where appropriate, the subjective comments of the researcher.

### STAFF PROFILES

These provide a brief summation of teacher credentials, teaching experience - including that with adult students - and a listing of the subjects and adult students taught.



CLASS: *Form Six*

SUBJECTS AND TEACHERS:

*6th Form Applied Mathematics, [N/I]\**  
*6th Form English, TF.5*  
*6th Form Biology, TF.7*  
*6th Form Physics, TM.6*  
*6th Form Mathematics, TM.4*  
*6th Form Chemistry, [N/I]\**

ATTENDANCE RECORD (Half-days abs):

*Term 1: 10/64'*

STATED REASONS FOR ABSENCES:

*Became frustrated with other adult students. They influenced me to bunk classes.*

STATED PURPOSE OF ENROLMENT:

*To obtain Sixth Form Certificate, University Entrance. Expressed an interest in careers in: Air Force, Teaching, Farming - including degree in agriculture, University study.*

ACTUAL DESTINATION:

*After six weeks at school, M.4 returned to the family farm.*

### RESEARCH PARTICIPATION

DATA BASE: *Questionnaire: Part 1, Part 2, Part 3.*

*Diary: one entry only.*

*Participant Observation: M.4 was frequently in the Commonroom during the six weeks of his enrolment, and held a number of conversations with the researcher - including an extended one on the day before he left school.*

*Personal File: viewed, but contained no additional information.*

COMMENTS: *M.4 appeared uncertain of what he wished to do in terms of a career, or as to why he had returned to school. He did report his intentions of undertaking university study of his own, and expressed considerable interest in the present research - noting at the time that he 'liked observing people'. His participation in the research was starting to develop just as he left school. The discussion held with M.4 at this time was very insightful and informative - his comments providing further incentive for the researcher to develop 'key informants'. M.4 willingly completed all parts to the questionnaire, despite having left school nearly a year prior to Part 3 being issued. As he had moved to another district, there was no opportunity to discuss M.4's questionnaire responses to either Part 2 or Part 3.*

### TRAVEL TO SCHOOL

DISTANCE: *5km*

MODE: *Car*

Timetable M.4

Mon	Tues	Wed	Thurs	Fri
1 APPLIED MATHS	1 CHEMISTRY	1 PHYSICS	1 ENGLISH	1 BIOLOGY
10.15 -	2 APPLIED MATHS	10.30 INTERVAL		
2 ENGLISH	10.45-11	2 BIOLOGY	2 CHEMISTRY	2 MATHS
	3 BIOLOGY			
3 BIOLOGY	4 ENGLISH	3 CHEMISTRY	3 PHYSICS	3 APPLIED MATHS
12.30-1.30 LUNCH-TIME				
4 PHYSICS	CULTURAL	4 APPLIED MATHS	4 MATHS	4 CHEMISTRY
5 MATHS	5 MATHS	5 ENGLISH	ELECTIVES	5 PHYSICS

\* Rather unclear, but M.4 appeared to change from Chemistry to Applied Mathematics shortly after enrolment.

## DATA FILE: M.5

PERSONAL BACKGROUND

SEX: *Male*                      AGE: *23*                      ETHNIC GROUP: *Part-Maori*

MARITAL STATUS: *De facto*                      CHILDREN: *0*

RESIDENCE: *Flat with de factor partner*                      RELIGION: *N/I*

FATHER'S OCCUPATION: *Foreman*                      MOTHER'S OCCUPATION: *Machinest*

FAMILY SIZE: *5*                      PLACE IN FAMILY: *4*

PAST WORK EXPERIENCE: *F/T: Freezing Worker, 1978-1980; Building Labourer, 1980-1981; Farm Labourer, 1981-1982; Freezing Worker, 1982-1983; Joinery Labourer, 1983*

PRESENT OCCUPATION: *P/T: Waiter, 12hrs/wk.*

PARTNER'S OCCUPATION: *University Student*

PRESENT INCOME: *\$5000-\$7500*                      SOURCE: *Own income, Benefit [type N/I]*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*                      LEAVING AGE: *17*

CLASS LEVEL: *Form Six*                      QUALIFICATIONS: *School Certificate - Geography, Science; Sixth Form Certificate - English, Biology, Geography*

SUBJECTS TAKEN: *English, Geography, Mathematics, Chemistry, Biology*

SYNOPSIS OF M.5's COMMENTS REGARDING THIS SCHOOLING:

*I didn't like it - I would rather be out of it - I'd rather be somewhere else - no place in particular, just didn't want to be there.*

*[Disliked] being forced to run the school crosscountry, some sports (rugby), some of the teachers, some of the other students.*

*I suppose I would have been in the lower group - average group. The ones who were going to get things - U.E and that - weren't in that group.*

*[Absences due to] Just stayed home - went round to friend's places - if we managed to get a car, we went off somewhere.*

*[Left due to] Parental pressure - because I was just fooling around - Mum and Dad wanted me to leave. [Teachers] also wanted me to leave school - mostly my Form Teacher.*

*[School now] is more informal, discipline is more relaxed, and the teachers are more friendly - things are better now.*

POST-SCHOOL QUALIFICATIONS/TRAINING*U.E Biology, 1980, Night School*PRESENT ENROLMENTENROLLED: *1 February*LEFT: *30 November*STATUS: *1st year adult student,  
Full-time*CLASS: *Form Six*

## SUBJECTS AND TEACHERS:

*6th Form English, TF.11**6th Form Art, TF.13**6th Form Art History, TF.17**6th Form Geography, TM.12**6th Form Technical Drawing, TM.2*

## ATTENDANCE RECORD (Half-days abs):

*Term 1: 3/124**Term 2: 12/122**Term 3: 13/94*

## STATED REASONS FOR ABSENCES:

*That break between sitting the exams  
at school and the announcement of the  
Accrediting - it was just a total wash-  
out - yuk!*

## STATED PURPOSE OF ENROLMENT:

*To obtain U.E for entry of Technical Institute and study Home Design-  
Interior Design.*

## ACTUAL DESTINATION:

*M.5 achieved both goals. He was Accredited U.E and accepted for entry  
to the Technical Institute Course in 'Interior Design'.*

Timetable M.5

Mon	Tues	Wed	Thurs	Fri
1 TECHNICAL DRAWING	1	1 ENGLISH	1 ART	1 ART HISTORY
2 ART	2 TECHNICAL DRAWING	10.30 INTERVAL		
	10.45-11	2 ART	2	2 GEOGRAPHY
3 ART HISTORY	3 ART HISTORY	3	3 ENGLISH	3 TECHNICAL DRAWING
	4 ART	12.30-1.30 LUNCH-TIME		
4 ENGLISH	4 CULTURAL	4 TECHNICAL DRAWING	4 GEOGRAPHY	4
5 GEOGRAPHY	5 GEOGRAPHY	5 ART	5 ELECTIVES	5 ENGLISH

WITHDREW: Technical Drawing, June.

## ACADEMIC RECORD

### SCHOOL REPORTS:

Record of Progress for:  
Absences (Half-Days): 9

M.5

Mid-Year

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	49	B	C-	A	M.5 has been producing a high standard of work in this subject.
ART	55	C	C	C+	Indecision is the sole problem. Because the prescription requires attention directed to one area, you must sort this out soon. Your interest and pleasant attitude is appreciated.
GEOGRAPHY	36	A	D	A	You are working really well M.5. With improved exam technique you will undoubtedly improve.
ART HISTORY	60	B	C+	B	M.5 works very hard and participates in a lively manner in class.
TECHNICAL DRAWING	44	C+	D	C	M.5 finds this level of work difficult but has made steady progress. More revision needed.

D.1: Your Term Marks show how well you have been working M.5. Your study techniques can be improved with the help of some of our specialist staff. Keep working hard and we will help you as much as we can.

Record of Progress for:  
Absences (Half-Days): 12

M.5

End-of-Year

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	48	B	C-	A	M.5 has continued to produce work of a high standard, but he did not do himself justice in the exam.
ART	70	C	B	B	It has taken innumerable 'up hills and down dales' to have finally arrived at a coherent presentation but it is now working beautifully. Congratulations.
ART HISTORY	59	B	C	B	M.5 works very steadily and well. His written work has improved considerably.
GEOGRAPHY	59	A	C+	A	You have worked very well this year, M.5, and deserve success.

D.1: It has been a pleasure having you as an adult student this year. It has been gratifying to see the standard of your work improve through the year. Good luck for the future.

AWARDS: *Adult Student Recognition Award, Geography*

EXTERNAL EXAMINATIONS:

*University Entrance: Accredited: English, Geography, Art, Art History*

### RESEARCH PARTICIPATION

DATA BASE: *Questionnaire: Part 1, Part 2, Part 3 plus interview.*

*Interviews: Term 1, Term 2, Term 3*

*Diary: While issued, and during early stages reporting that he 'intended' making entries, M.5 made no Diary entries, and stated that he 'never got around to it', and that he 'couldn't be bothered'. A similar outcome occurred with the 'Day in the Life of an Adult Student' - again, he merely stated that 'I don't think I'll bother with that'.*

*Participant Observation: M.5 was a regular attender in the Commonroom.*

*Telephone Conversations: very infrequent, and only to setup meetings - M.5 was not on the phone, although one was 'shared' with the next door flat.*

*Personal File: also viewed, but provided only a 'check' of Reports which had been provided previously by M.5.*

COMMENTS: *M.5 appeared very 'shy' during the early stages of the year.*

*He interacted only infrequently with the other adult students in the Commonroom, indeed F.16 and M.5 formed an 'isolate' group preferring to talk with each other. As the year progressed, he came to join in with the other adult students to a greater extent. M.5 was involved in some aspects of the preparation of the School Magazine - in that it included some [teacher] selected Art and English contributions. M.5 generally reported 'good relationships' with teachers, although did often mention that he 'disliked' the pupils - "It [school] would be good if there were no kids around - I'm just not a 'kid' person."*

### TRAVEL TO SCHOOL

DISTANCE: *2km*

MODE: *Bike, walk, car*



## DATA FILE: M.6

PERSONAL BACKGROUND

SEX: *Male*                      AGE: *19*                      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*    CHILDREN: *0*  
 RESIDENCE: *With parents*    RELIGION: *N/I*  
 FATHER'S OCCUPATION: *Businessman*    MOTHER'S OCCUPATION: *Housewife*  
 FAMILY SIZE: *2*    PLACE IN FAMILY: *1*  
 PAST WORK EXPERIENCE: *Nil*  
 PRESENT OCCUPATION: *Nil*  
 PRESENT INCOME: *Less than \$500*                      SOURCE: *Parents, Emergency Benefit*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Boys' High (State)*                      LEAVING AGE: *19*  
 CLASS LEVEL: *Form Six*                      QUALIFICATIONS: *School Certificate -  
 Science, Biology, Economics, English;  
 Sixth Form Certificate - Chemistry,  
 Biology, Economics; U.E - Chemistry*  
 SUBJECTS TAKEN: *Chemistry, English, Geography, Biology, Economics*

## SYNOPSIS OF M.6's COMMENTS REGARDING THIS SCHOOLING:

*Below average - [didn't] achieve anything except for Sixth Form Cert - [got] a 7 for Economics, 5 was my best mark.*

*I didn't like the petty rules - the 'system', basically - at Boys' High. ...the way they were always going on about the 'tradition' of the school and how it was up to you to keep it up. It was sort of as if you were failing the school as well if you didn't do well in the exams and that. When I was younger, though, I enjoyed that type of system - it gave you a base - and a sense of security, I reckon. It was only when I got older - see, in my last year there, I was about 19. I was getting a bit old. .... I think, also, it was the frustrations I had - a lot of my peers were at work - and there I was still at school.*

*But, see, that was my fifth year at High School.*

*If I had problems, I used to stay home and get them fixed up. See, I'd stay at home to catch-up, but then I'd be further behind when I went back.*

*I was put in the 'Special Class' at Boys' High [this appeared to be as a result of M.6's examination results, and his reported difficulties with written language - both writing it and reading it]*

POST-SCHOOL QUALIFICATIONS/TRAINING

Nil

PRESENT ENROLMENT

ENROLLED: 1 February

LEFT: 17 August

STATUS: 1st year adult student  
Full-time

CLASS: Form Six

## SUBJECTS AND TEACHERS:

5th Form Maths, TM.4  
 6th Form English, TF.11  
 6th Form Economics, TF.3  
 6th Form Biology, TM.7/  
 7th Form Biology, TM.15  
 6th Form Chemistry, [N/I]/  
 7th Form Chemistry, TM.8

[M.6 underwent a number of 'changes' in both subjects and teachers. On April 8th he dropped English - on the 'advice' of the teacher, having previously - either late February or early March, he was unsure - having changed from Sixth Form to Seventh Form for Biology and Chemistry. By mid-Second Term, he had changed back to Sixth Form level work in both these subjects, although did not change classes or teachers]

## ATTENDANCE RECORD (Half-days abs)

Term 1: 17/124

Term 2: 20/122

## STATED REASONS FOR ABSENCES:

I was enjoying school, but, academically things weren't too helpful. Chemistry was a big pull-down when I went to the Seventh Form. [A 'lack of academic progress' was cited as the main reason for M.6's absences]  
 Well - I would look and think "Gee, I'm in the classroom again this year". Still at school - frustrated with the school in being 'school' and still being there.

## STATED PURPOSE OF ENROLMENT:

University Entrance, Tertiary education towards New Zealand Certificate of Science as a long-term goal.

## ACTUAL DESTINATION:

Laboratory Assistant. M.6 was to cite the major 'outcome' of his return as being the 'discovery' of the fact that the work was 'beyond him' at present, as well as having 'developed socially' in being more 'independent'.

Timetable M.6

Mon	Tues	Wed	Thurs	Fri
1 MATHS	1 CHEMISTRY	1 ENGLISH	1 ECONOMICS	1 ECONOMICS
10.15 -	2 MATHS	10.30 INTERVAL		
2 ECONOMICS	10.45-11	2	2 CHEMISTRY	2 BIOLOGY
3	3	3 CHEMISTRY	3 ENGLISH	3 MATHS
12.30-1.30 LUNCH-TIME				
4 ENGLISH	CULTURAL	4 MATHS	4 BIOLOGY	4 CHEMISTRY
5 BIOLOGY	5 BIOLOGY	5 ECONOMICS	ELECTIVES	5 ENGLISH

WITHDREW: English, April

## ACADEMIC RECORD

### SCHOOL REPORTS:

Record of Progress for: *M.6* Mid-Year  
Absences (Half-Days): 14

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
BIOLOGY	21	C	D	C	M.6 has not made full use of the year because of reasons outside the classroom. A pleasant, able, student.
CHEMISTRY	17	D	E	C	M.6 has difficulty understanding this subject. Despite hard work, success has not come. 17% (Median 63).
ECONOMICS	44	C-	D	B	M.6 is a pleasant student who is very interested in this subject. He must attend class more regularly if he is to succeed.
MATHS	44	C-	C	B	Keep up regular revision and you will find your results improving steadily. 44% (Median 47).

*D.J.*: I am sure that you have found your time with us to be rewarding, M.6. You are a polite and well-mannered young man. I hope that we can be of assistance to you as you continue to examine your career choices.

### EXTERNAL EXAMINATIONS:

University Entrance: *Biology, 44*  
*Chemistry, 47*

### RESEARCH PARTICIPATION

DATA BASE: Questionnaire: *Part 1, Part 2, Part 3 plus interview.*  
Interviews: *Term 1, Term 2.*  
Diary: *Entries made throughout enrolment, but irregular.*  
Participant Observation: *M.6 was frequently in the Commonroom during the initial stages of the year. However, this attendance became less common towards the end of Term 1 and very infrequent during Term 2. This, M.6 reported as being due to the fact that he spent his time in the Seventh Form Commonroom - in this case, M.6 did not 'become' an adult student in that he associated and identified himself with the 'pupils'. While this saw less observation, M.6 often sought out the researcher to provide information regarding his experiences.*  
Telephone Conversations: *Infrequent, and for arranging meetings only.*  
Personal File: *viewed, but no further information derived.*

COMMENTS: M.6 reported that his mother had enrolled him as an adult student, and that he considered that he was 'unlikely' to succeed as he found the work too 'difficult'. He came to spend most of his time with friends in the Seventh Form, noting that he felt 'more a pupil, than an adult student'. Both teachers and Dean spent a lot of time counselling M.6 - assisting him 'cope' with his academic difficulties, as well as his relationships with his parents. M.6 reported that his younger sister was 'brainy' and that his mother wanted him to 'work hard' to 'pass the exams'. Often he remarked upon the 'pressure' he was under at home to succeed. M.6 noted that he had always had problems with language - in particular, writing ideas down - and that he was receiving specialist assistance with this area [SPELD]. This was clearly evident in his Diary entries, and also in that he requested to voice his answers to Part 3 of the questionnaire rather than write them down. He still intended returning to attempt U.E some time in the future.

#### TRAVEL TO SCHOOL

DISTANCE: 6kms

MODE: Car, bike

## DATA FILE: M.7

PERSONAL BACKGROUND

SEX: *Male*                      AGE: *18*                      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*    CHILDREN: *0*  
 RESIDENCE: *With parent*  
 PAST WORK EXPERIENCE: *P/T: Farm Labourer*  
 PRESENT OCCUPATION: *Nil*  
 PRESENT INCOME: *N/I*    SOURCE: *Parent, Emergency Benefit*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Boys' High (State),*                      LEAVING AGE: *16*  
*Co-educational State, Boys'*  
*(Private). [All indicated by*  
*M.7, but not confirmed]*  
 CLASS LEVEL: *Form Six*    QUALIFICATIONS: *School Certificate -*  
*English, Biology.*

POST-SCHOOL QUALIFICATIONS/TRAINING

*Nil*

PRESENT ENROLMENT

ENROLLED: *1 February*  
 LEFT: *14 February*  
 STATUS: *1st year adult student,*  
*Full-time*  
 CLASS: *Form Six*  
 SUBJECTS AND TEACHERS:  
*6th Form English, TF.11*  
*6th Form Biology, TF.7*  
*6th Form Economics, TF.3*  
*6th Form Geography, [N/I]*  
 ATTENDANCE RECORD (Half-days abs):  
*Term 1: 14/20*

## STATED PURPOSE OF ENROLMENT:

*University Entrance. Reported a*  
*desire for a 'better job' and a*  
*'permanent career'.*

Timetable M.7

Mon	Tues	Wed	Thurs	Fri
1 GEOGRAPHY	1 ECONOMICS	1 ENGLISH	1 BIOLOGY	1
10.15 -	2 GEOGRAPHY	2 10.30	INTERVAL	
2 BIOLOGY	3 10.45-11	2	2 ECONOMICS	2
3	4 BIOLOGY	3 ECONOMICS	3 ENGLISH	3 GEOGRAPHY
12.30-1.30 LUNCH-TIME				
4 ENGLISH	CULTURAL	4 GEOGRAPHY	4	4 ECONOMICS
5	5	5 BIOLOGY	ELECTIVES	5 ENGLISH

**ACTUAL DESTINATION:**

*After two weeks at school, M.7 left to take up a job as a labourer on a road repair gang. He also reported intending to take up work as a ski guide, but no confirmation could be obtained.*

**RESEARCH PARTICIPATION**

**DATA BASE: Questionnaire: Part 1.**

*Participant Observation: During the short time he was at school, M.7 spent most of his time in the Commonroom. He was contacted after having left and had a discussion with the researcher as to his reasons - reporting money and lack of motivation or interest in returning to school as the central ones.*

**COMMENTS:** *It was unclear as to why M.7 had returned to school, he did not appear to have any defined goals in view, nor seem to attend very frequently - spending more time in the Commonroom than in class when at school.*

## DATA FILE: M.8

PERSONAL BACKGROUND

SEX: *Male*                      AGE: *19*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Single*    CHILDREN: *0*

RESIDENCE: *Living with Grandmother*    RELIGION: *N/I*

FATHER'S OCCUPATION: *Farmer (Deceased)*    MOTHER'S OCCUPATION: *N/I*

PAST WORK EXPERIENCE: *F/T: Office advertising artist, 1981-1983*

PRESENT OCCUPATION: *Nil*

PRESENT INCOME: *\$1000-\$2500*    SOURCE: *Parent, Emergency Benefit, Trust Fund*

PREVIOUS SCHOOLING RECORD

LEAVING AGE: *16*    CLASS LEVEL: *Form Four*

QUALIFICATIONS: *Nil*

POST-SCHOOL QUALIFICATIONS/TRAINING

*Nil*

PRESENT ENROLMENT

ENROLLED: *1 February*

LEFT: *30 November*

STATUS: *1st year adult student, Full-time*

CLASS: *Form Seven*

SUBJECTS AND TEACHERS:  
*6th Form English, TF.11*  
*7th Form Art, TF.13*  
*7th Form Art History, TF.17*

ATTENDANCE RECORD (Half-days abs):  
*Term 1: 4/124*  
*Term 2: 13/122*  
*Term 3: 10/94*

STATED PURPOSE OF ENROLMENT:  
*To obtain Bursary Art, hopes for career in art.*

Timetable M.8

Mon	Tues	Wed	Thurs	Fri
1	1	1 ENGLISH	1 ART	1
10.15 -	2	10.30	INTERVAL	
2 ART	10.45-11 3	2	2	2 ART HISTORY
3	4 ART	3	3 ENGLISH	3
12.30-1.30 LUNCH-TIME				
4 ENGLISH	CULTURAL	4	4 ART HISTORY	4
5 ART HISTORY	5 ART HISTORY	5 ART	5 ELECTIVES	5 ENGLISH

WITHDREW: English, Term One

ACADEMIC RECORD

## SCHOOL REPORTS:

Record of Progress for: M.8 End-of-Year  
 Absences (Half-Days): 4

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ART		B	A	B	M.8, the intensity of work completion seems to have slowed down the second half, but the existing work is beautifully executed.
ART HISTORY		C+	D	C	M.8 has some difficulty with written work. Further practice with basic writing skills would help him.

D.1: I hope that you have enjoyed your year's stay with us M.8. The very best of luck for the future - may you get the opportunity to fully develop your artistic potential.

Record of Progress for: M.8 Mid-Year  
 Absences (Half-Days): 4

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ART		A	A	A	M.8 has submitted a considerable body of work which shows extraordinary technical expertise and understanding of a painterly way of working. A sensitive and gentle student.
ART HISTORY		C	D	B	M.8 is very interested in this subject but shaky English hampers him in examinations.

D.1: It is good to see that you are doing so well in your artistic endeavours M.8. Keep up the good effort.



AWARDS: *Adult Student Achievement Award, Practical Art*

EXTERNAL EXAMINATIONS:

*University Bursary: Art History, 40  
Practical Art, 112 [out of 200]*

RESEARCH PARTICIPATION

DATA BASE: *Questionnaire: Part 1*

*Personal File - source of School Reports, marks unavailable  
as access to student not forthcoming  
Teacher Interviews and comments.*

COMMENTS: *As reported in Chapter Two, M.8 declined to be interviewed using the tape recorder or to be phoned in order to arrange meetings. As his attendance in the Commonroom was very infrequent, indeed only twice during Term 2 and briefly on the day of Prize-giving (8-11-84), his participation was minimal. From information gathered during the year, from observations on those few occasions he was seen by the researcher and from teacher comments, the following 'explanation' of his pattern of participation and a 'profile' of the student is possible:*

Following the conversation (20-2-84) at which he declined to be interviewed using the recorder or to be phoned, possible explanations were sought by the researcher. M.8 was a 'loner' in the Commonroom and appeared to avoid contact with all others present. Even on those few occasions during Term 1 when he was in the Commonroom he sat as far apart as possible from the other adult students and avoided any contact with them. On the few instances that other adult students, and the researcher, approached him, he would look down and virtually ignore their attempts at engaging him in conversation, replying in monosyllables or with dismissive gestures until they gave up the effort. It was these factors: his lack of attendance in the Commonroom, no means of ready contact, and what appeared to be considerable reluctance to participate, then, which led to the situation where M.8 did not take part beyond the first stage of the research, although teacher comments and reports on his progress were still gathered.

Further indications of the view that M.8's reluctance to participate stemmed from his personal characteristics, rather than representing some problem with the research or researcher, came from various comments made by his art teacher (TF.13) during interviews. On the first occasion, this teacher commented:

*M.8 is brilliant. He's a very gifted person. .... But, for every ounce of giftedness he has, he's that much immature. He's a very strange fellow. .... It would help if I understood more about him. I think he has immersed himself in a private little world. The most insight I got into M.8 was a phone call I received. I've insisted that he be involved in certain things with the students and, although he resisted, he did go - he went to the camp. Recently we had a reunion for the camp people. When I got home from that evening - I'd stayed with them for a period - it was dark, I received a call from his Grandmother. She was very concerned about M.8 - "He hasn't returned home". I thought 'Gee whiz' [laugh] - 'He's nearly 20 and his Grandmother's calling to see!' - "He went off on his bike and he hasn't come*

home yet". I explained to her that they were just having a later evening. Now, I feel that he is so overprotected, perhaps, that he has not been able to come out of this shell structure. Because, I feel, that he's very very sensitive and afraid of being hurt that he won't come out of this world. Looking at the pictures he makes, it is obvious that he does have a little world. It's set way back in a bygone era [laugh].

(Interview, TF.13, 13-6-84)

Indeed, while TF.13 saw him as a very competent artist, she felt that he was unlikely to make a living at this as he avoided any contact with other people as far as possible, to the extent that he was something of a recluse, and would be unable to sell his work directly to the public. The only 'solution' TF.13 could see was if M.8 obtained a 'sponsor' who would act as an intermediary between the artist and the public.

Following a visit M.8's mother made to the school, apparently without his knowledge, TF.13 informed the researcher (10-7-84) of some possible explanations for his behaviour. It appeared that M.8 had a very close relationship with his father and had been considerably upset, and left school for this reason, when his father died while M.8 was in the Fourth Form. Indeed, from the comments made by TF.13, it seemed that his virtual withdrawal from contact with people started with this period in M.8's life, and, she further reported, it was then 'compounded' by his mother's remarriage at which time he left home to live with his Grandmother.

Some indication that M.8 made some 'progress' as a 'result' of his year of study was evident from two events. First, on the occasion when he received his 'Achievement Award' he was observed to be talking readily with other students and acknowledging their congratulations, in a much more 'open' fashion than had been apparent in his interactions at the beginning of the year. The second indication came from comments made by TF.13 at the end of the year:

*M.8 - well, his work was outstanding all year. If only we could have overcome his shyness I feel that quite a lot of his work could have been sold. He improved a bit towards the end of the year - he actually started to take part in discussions a bit. .... The admiration he got for his work also helped, I think. It helped his feelings of self-worth considerably to see that others really appreciated his work. In fact, some of the Staff are actually buying some of his work. I'm just hoping that he can find someone to take him under their wing and look after him while he works. He has the ability to do very well with his art - he just needs someone to handle the other side of it - the dealing with people.*

(Interview, TF.13, 29-11-84)

## DATA FILE: M.9

### PERSONAL BACKGROUND

SEX: *Male*                      AGE: *18*                      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*                                      CHILDREN: *0*  
 RESIDENCE: *Flat*  
 PAST WORK EXPERIENCE: *F/T: Kitchenhand, 1983*  
 PRESENT OCCUPATION: *Nil*  
 PRESENT INCOME: *\$2500-\$5000*                      SOURCE: *Unemployment Benefit, Insurance*

### PREVIOUS SCHOOLING RECORD

SCHOOL: *N/I*                                      LEAVING AGE: *17*  
 CLASS LEVEL: *Form Seven*                      QUALIFICATIONS: *School Certificate - English, French, Latin, Mathematics, Science; University Entrance - English, History, Chemistry, Physics, Mathematics, Ceramics*

### POST-SCHOOL QUALIFICATIONS/TRAINING

*Nil*

### PRESENT ENROLMENT

ENROLLED: *1 February*  
 LEFT: *1 February*  
 STATUS: *1st year adult student, Part-time*  
 CLASS: *Seventh Form*  
 SUBJECTS AND TEACHERS:  
     *7th Form Art, [N/I]*  
 ATTENDANCE RECORD:  
     *Term 1: Never attended school, although marked as 'absent' until taken off official roll in March.*  
 STATED PURPOSE OF ENROLMENT:  
     *Not for qualification or examination - reported as 'interest' in Art.*

*Timetable M.9*

Mon	Tues	Wed	Thurs	Fri
1	1	1	1 ART	1
10.15 -	2	10.30	INTERVAL	
2 ART	10.45-11	2	2	2
3	3	3	3	3
	4 ART			
12.30-1.30 LUNCH-TIME				
4	CULTURAL	4	4	4
5	5	5 ART	ELECTIVES	5

## ACTUAL DESTINATION:

*Unemployment Benefit. Reported that he might go overseas.*

RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1.

*Telephone Conversation: One when contacted by researcher seeking information to enrolment status. M.9 had made some entries in his Diary which he read to the researcher. Some extracts perhaps indicate the nature of this student:*

*Wednesday, 22nd [Feb] - slept in till noon - p.m - did bank business, had lunch at coffee bar, went to do Corso business, went to [Hotel], found an ounce in the sofa which was old as hell and harsh but a good buzz, decided to get a job and save up \$5000 and go through Asia to Europe around 1985 to 6. Thursday ... pissed off with Labour Department over PEP job for Corso - I couldn't have it because I was under six months unemployed although Corso wanted me and I wanted the job too. Hired a television. Apathy in relation to art - worked in Trade-Aid shop, went to Hotel - didn't like it much, and then went to Stock Cars free... .  
.... Sunday - frustration at lack of motivation.*

COMMENTS: *The meeting where M.9 and the researcher discussed his participation in the research was the one and only time he was present in the Commonroom, and indeed the school other than to enrol.*

## DATA FILE: M.10

PERSONAL BACKGROUND

SEX: *Male*                      AGE: *17*                      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*    CHILDREN: *0*  
 RESIDENCE: *Flatting*    RELIGION: *N/I*  
 PAST WORK EXPERIENCE: *Nil*  
 PRESENT EMPLOYMENT: *Nil*  
 PRESENT INCOME: *\$1000-\$2500*    SOURCE: *Unemployment Benefit*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*                      LEAVING AGE: *16*  
 CLASS LEVEL: *Form Five*    QUALIFICATIONS: *S.C: Metalwork*

POST-SCHOOL QUALIFICATIONS/TRAINING

*Nil*

PRESENT ENROLMENT

ENROLLED: *9 February*  
 LEFT: *17 February*  
 STATUS: *1st year adult student,  
 Part-time*  
 CLASS: *Form Six*  
 SUBJECTS (Teachers unknown):  
*5th Form Technical Drawing  
 6th Form English*  
 ATTENDANCE RECORD (Half-days abs):  
*Term 1: 5/24*  
 STATED PURPOSE OF ENROLMENT:  
*To obtain School Certificate  
 in these two subjects.*

Timetable M.10

Mon	Tues	Wed	Thurs	Fri
1	1	1	1	1
		ENGLISH	TECHNICAL DRAWING	
10.15 -	2	10.30                      INTERVAL		
2	10.45-11	2	2	2
TECHNICAL DRAWING	3			
3	4	3	3	3
	TECHNICAL DRAWING		ENGLISH	
12.30-1.30                      LUNCH-TIME				
4	4	4	4	4
ENGLISH	CULTURAL			
5	5	5	5	5
		TECHNICAL DRAWING	ELECTIVES	ENGLISH

RESEARCH PARTICIPATION

DATA BASE: *Questionnaire: Part 1*  
*Personal File: no further information obtained from this  
 source.*

COMMENTS: M.10 was, in fact, only seen on two occasions: when he first enrolled on February 9 and when he was issued with his diary and agreed to participate further in the research on February 13. Indeed, it does appear from my observations that he may have actually left school shortly after February 13, rather than the March 5 date given in the School Register. At a 'maximum', then, he attended school for only three weeks.

It is for this reason that little data relating to him was available. All efforts to locate him, seeking further information and his co-operation in completing the questionnaire-phase, were to no avail. While it may be surmised that M.10 was one of those who had moved from one school to another, with a short period on the Unemployment Benefit, without any time spent working, his reasons for leaving or destination remain unknown.

## DATA FILE: M.11

PERSONAL BACKGROUND

SEX: *Male*                      AGE: *20*                      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*    CHILDREN: *0*  
 RESIDENCE: *With parents*    RELIGION: *None*  
 FATHER'S OCCUPATION: *Printer*    MOTHER'S OCCUPATION: *Machinist*  
 FAMILY SIZE: *2*    PLACE IN FAMILY: *2*  
 PAST WORK EXPERIENCE: *F/T: Architectural Draughtsman, 1980-*  
 PRESENT OCCUPATION: *As above. After leaving school, M.11 left this job to move to Auckland, where he was working as a salesperson and attending Architectural School.*  
 PRESENT INCOME: *\$7500-\$10 000*                      SOURCE: *Own income*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*                      LEAVING AGE: *17*  
 CLASS LEVEL: *Form Six*    QUALIFICATIONS: *School Certificate - Art, Woodwork*  
 SUBJECTS TAKEN: *English, Art, Woodwork, Technical Drawing, Work Experience*  
 SYNOPSIS OF M.11's COMMENTS REGARDING THIS SCHOOLING:

*[Successful experience, liked school]*  
*[Liked] friends, the optional hobby-type classes, work experience.*  
*[Disliked] institutional way of running things, i.e. classes 5 a day, every day. Too much routine.*  
*[In 'below average class', 'in lower group in this class']*  
*[Average attendance, absent to 'avoid punishment at school']*  
*[Left as 'wasn't passing exams' and 'job available']*

[Derived from responses to Questionnaire Part 3 - not available for discussion]

POST-SCHOOL QUALIFICATIONS/TRAINING

*Ongoing study towards New Zealand Certificate of Draughting*

PRESENT ENROLMENT

ENROLLED: *1 February*  
 LEFT: *4 May*

STATUS: 1st year adult student,  
Part-time

CLASS: Form Six

SUBJECTS AND TEACHERS:  
6th Form Mathematics, TM.14

ATTENDANCE RECORD (Half-days abs)  
Term 1: 18/124

STATED REASONS FOR ABSENCES:  
*Work commitments, lost interest  
in school, subject more difficult  
than expected.*

STATED PURPOSE OF ENROLMENT:  
*Ongoing study for New Zealand  
Certificate of Draughting.  
Long-term goal of entry to  
Architectural School.*

ACTUAL DESTINATION:  
*Reported himself as an 'Architectural Student', but the nature of his  
present status could not be confirmed.*

### RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1, Part 2, Part 3.  
Interviews: Term 1.  
Diary: issued, but reported that there was 'nothing in it'.  
Participant Observation: M.11 was never in the Commonroom.  
The interview at the end of Term 1 was the only extended  
conversation with this student, other than that where he  
was inducted as a participant.  
Telephone Conversations: Limited, brief information and  
meeting arrangements.  
Personal File: viewed, but no additional data.

COMMENTS: *With the infrequent contact, relationships remained those of  
subject/interviewer. However, M.11 willingly undertook to complete the  
questionnaires and returned the completed forms promptly. He reported  
that his job commitments made his return 'difficult', although he also  
noted that the subject was 'more difficult' than he had expected which  
also contributed to his decision to leave school.*

Timetable M.11

Mon	Tues	Wed	Thurs	Fri
1	1	1 MATHS	1	1
10.15 -	2	10.30	INTERVAL	
2	10.45-11	2	2	2
	3			
3	4	3	3 MATHS	3
		12.30-1.30	LUNCH-TIME	
4 MATHS	CULTURAL	4	4	4
5	5	5	ELECTIVES	5 MATHS



## DATA FILE: M.13

PERSONAL BACKGROUND

SEX: *Male*                      AGE: *21*                      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*                                      CHILDREN: *0*  
 RESIDENCE: *With parents*                                      RELIGION: *Christian*  
 FATHER'S OCCUPATION: *Cleaner*                                      MOTHER'S OCCUPATION: *Kitchenhand*  
 FAMILY SIZE: *4*                                      PLACE IN FAMILY: *4*  
 PAST WORK EXPERIENCE: *F/T: Fitter and Turner, 1979-1984*  
 PRESENT OCCUPATION: *At enrolment, M.13 did not have employment, however within a short period he obtained a Part-time job as a fitter and turner which soon became a full-time job.*  
 PRESENT INCOME: *\$1000-\$2500*                      SOURCE: *Emergency Benefit*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*                      LEAVING AGE: *15*  
 CLASS LEVEL: *Form Five*                                      QUALIFICATIONS: *School Certificate - Mathematics, English*  
 SUBJECTS TAKEN: *Woodwork, English, Mathematics, Technical Drawing, Physics*  
 SYNOPSIS OF M.13's COMMENTS REGARDING THIS SCHOOLING:

*I never used to like school at all, really. I couldn't wait to leave, actually. I was out working before I was 15 - just part-time - so that, when I turned 15, I could go straight out to work.*

*My problem was that I couldn't see...the point in doing a lot of the stuff they were teaching. .... We learnt a lot of stuff that I've never ever used.*

*I used to go working with my brother-in-law - rather than go to school. I guess it was a case of using anything to get out of school - I would do anything rather than go.*

*When I was doing Tech. Drawing I just got so bored with it I just didn't do it. The teacher just seemed to think that as long as you were nice and quiet at the back of the class, and reading a book, he didn't worry about you - so that's all I did - just sat down the back of the class and read a book.*

*That was the worst time I ever had at school - was when I [changed schools]. .... My problem was that we couldn't afford a uniform and I ended up having to wear my [previous school] uniform at [new school] for quite a few weeks. I got a hell've hard time over it. The other kids really gave me a hard time. But, never mind, I weathered it - it hardened me up a bit.*

POST-SCHOOL QUALIFICATIONS/TRAINING

Trade Certificate: *Fitting, Turning, and Machining*

PRESENT ENROLMENT

ENROLLED: *29 February*

LEFT: *16 April*

STATUS: *1st year adult student,  
Full-time*

CLASS: *Form Six*

## SUBJECTS AND TEACHERS:

*7th Form Applied Mathematics, [N/I]  
6th Form Mathematics, [N/I]  
6th Form English, [N/I]  
6th Form Biology, TM.15  
6th Form Chemistry, [N/I]  
6th Form Physics, TM.6*

## ATTENDANCE RECORD (Half-days abs):

*Term 1: 14/66*

[M.13 was listed as 'enrolled', and even as 'present' and 'absent' until 14.6.84 in the School Register. However, he 'left' school by mid-April following a period where he had been 'absent' for every day for two weeks. The 'record' in this case is not a true representation of his 'attendance']

## STATED REASONS FOR ABSENCES:

*Took up a full-time job, found it too 'difficult' to adjust to being back at school, and 'lost interest' in school.*

## STATED PURPOSE OF ENROLMENT:

*To obtain University Entrance for future enrolment in Bachelor of Engineering degree course.*

## ACTUAL DESTINATION:

*Full-time job as fitter and turner. By the end of the year, M.13 now married with a new child expressed interest in a teaching career.*

RESEARCH PARTICIPATION

DATA BASE: *Questionnaire: Part 1, Part 2, Part 3 plus interview.*

*Diary: issued but no entries made.*

*Participant Observation: M.13 was only at school for a few weeks, indeed was attending for some six weeks, but only a month saw him frequenting the Commonroom. During this time, M.13 provided information through a number of conversations with the researcher.*

Timetable M.13

Mon	Tues	Wed	Thurs	Fri
1 APPLIED MATHS	1 CHEMISTRY	1 PHYSICS	1 BIOLOGY	1 ENGLISH
10.15 -	2 APPLIED MATHS	10.30 INTERVAL		
2 BIOLOGY	10.45-11	2 ENGLISH	2 CHEMISTRY	2 MATHS
3 ENGLISH	3 ENGLISH	3 CHEMISTRY	3 PHYSICS	3 APPLIED MATHS
4 PHYSICS	4 BIOLOGY	12.30-1.30 LUNCH-TIME		
4 PHYSICS	CULTURAL	4 APPLIED MATHS	4 MATHS	4 CHEMISTRY
5 MATHS	5 MATHS	5 BIOLOGY	ELECTIVES	5 PHYSICS

*Telephone Conversations: Some made. First, to contact M.13 to determine his status after he 'disappeared' from the Commonroom. As with many others of those who left, M.13 just did not appear and after some time the researcher sought to confirm his status. M.13 reported that he still intended sitting the external examinations, but was doing the study at home while working full-time. This did not eventuate. At the end of the year, further telephone conversations arranged his completion of the Questionnaire phase of the investigation.*

*Personal File: viewed, but provided no further data.*

*COMMENTS: Determining the actual length of M.13's enrolment or his attendance in class was impossible. He was unsure of when he left school, although thought it was 'April sometime' and reported that he had not 'attended often'. The school records showed him 'enrolled' until June. During his stay at school he was often in the Commonroom and willingly participated in the research, completing the questionnaire phase when approached at the end of 1984. M.13 appeared somewhat 'uncertain' as to his future career directions, although he did seem to have tertiary study towards a degree in engineering as a 'major' goal when he enrolled. His reasons for leaving were given as his job commitments, along with the 'lack of money' living on the Emergency Benefit.*

#### TRAVEL TO SCHOOL

DISTANCE: 1km

MODE: Bicycle

## DATA FILE: M.15

PERSONAL BACKGROUND

SEX: *Male*                      AGE: *20*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Single*                                      CHILDREN: *0*

RESIDENCE: *Flat*    RELIGION: *Christian*

FATHER'S OCCUPATION: *Photogramatist*                      MOTHER'S OCCUPATION: *Teacher*

FAMILY SIZE: *3*    PLACE IN FAMILY: *1*

PAST WORK EXPERIENCE: *F/T: Horticultural Cadet, Dec 1980-May 1981; Poultry Raspberry Farm Laboratory, June 1981-March 1983; Car Sales, May 1983-March 1984*

PRESENT EMPLOYMENT: *Term 2: P/T: Newspaper vendor.*

PRESENT INCOME: *Less than \$500*                      SOURCE: *Savings [Did report having saved \$3000 for his return to school]*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*                      LEAVING AGE: *16*

CLASS LEVEL: *Form Six*                                      QUALIFICATIONS: *School Certificate - English, Mathematics, Economics, Science, Technical Drawing*

SUBJECTS TAKEN: *Mathematics, English, Physics, Biology, Chemistry*

SYNOPSIS OF M.15's COMMENTS REGARDING THIS SCHOOLING:

*[Liked] girlfriend, working in the canteen - the relatively easy-going lifestyle.*

*[Disliked] Senior Mistress, and one or two people forced to associate with - a couple of the other students.*

*[Absent] in the Sixth Form because I didn't like school, so stayed away, and I wanted to be with the girlfriend.*

*[Left school] I had a job lined up, yeah. But I didn't actually leave for one - I didn't leave part-way through or anything - I left at the end of the year.*

*I used to take lots of time off, but the only time I was actually marked absent was a day I was actually crook. I used to get on really well with all my teachers and they just used to mark me 'present', whether I was or not. They used to think I was down the Canteen - ...I always used to have the excuse of being down the Canteen or doing this, that, or the other thing - and if they checked up, that's usually where I was, so they probably just didn't bother after that.*

POST-SCHOOL QUALIFICATIONS/TRAINING

Nil

PRESENT ENROLMENT

ENROLLED: 26 March

LEFT: 30 November

STATUS: 1st year adult student,  
Full-time

CLASS: Form Six

SUBJECTS AND TEACHERS:

6th Form English, TF.1  
 6th Form Economics, TF.3  
 6th Form Biology, TF.7  
 6th Form Physics, TM.6

ATTENDANCE RECORD (Half-days abs):

Term 1: 1/52  
 Term 2: 14/122  
 Term 3: 9/94

Timetable M.15

Mon	Tues	Wed	Thurs	Fri
1 ENGLISH	1	1 PHYSICS	1 ECONOMICS	1 BIOLOGY
10.15 -	2 ENGLISH	10.30 INTERVAL		
2 ECONOMICS	10.45-11	2 BIOLOGY	2	2
3 BIOLOGY	3 ECONOMICS	3	3 PHYSICS	3 ENGLISH
12.30-1.30 LUNCH-TIME				
4 PHYSICS	4 CULTURAL	4 ENGLISH	4	4
5	5 BIOLOGY	5 ECONOMICS	5 ELECTIVES	5 PHYSICS

STATED REASONS FOR ABSENCES:

*I got to the stage where I really didn't give a stuff. I knew that I wasn't going to be able to get it Accredited - um - and I wasn't particularly interested in sitting [laugh]. So, I just thought "Well, bugger it" - and I treated it from then on more as a holiday than anything else. Very infrequent attendances. [M.15 put part of his 'difficulties' down to having started 'late' - this meant he never 'caught up' and could not 'gain' the necessary marks, so his attendance dropped off. The official figures in M.15's case appear well below the number he was absent for - for instance, he was absent for three weeks in a row during Term 2, but this does not appear in the record].*

STATED PURPOSE OF ENROLMENT:

*To obtain University Entrance. Long-term goals expressed in terms of gaining a 'better job' although nothing specified.*

ACTUAL DESTINATION:

*M.15 obtained a full-time job as a trainee bank officer at the end of the year. This he reported as being 'possible' as the employers had viewed his return to school very favourably. M.15 also worked part-time at a local garage where the researcher continued to encounter him often throughout the year following the present research.*

## ACADEMIC RECORD

### SCHOOL REPORTS:

Record of Progress for:  
Absences (Half-Days): 4

M.15

Mid-Year

Subject	Mark	Level in Class Term	Class Exam	Effort	Remarks
ENGLISH	40	C	E	B	M.15 has worked well however he did not provide enough detail in his examination to gain good marks.
ECONOMICS	61	D	B	C	M.15 has adapted well to this subject. He must remember to hand in written work and attend class more regularly.
PHYSICS	40	D	D	B	M.15 is working hard in this subject and with perseverance will achieve a satisfactory standard.
BIOLOGY	62	A	C+	A	You are working hard and achieving good results. Keep up the good work.

D.1: Keep up with the hard work and regular attendance and success can be yours at the end of the year. Your leadership in the Adult Commonroom is much appreciated.

Record of Progress for:  
Absences (Half-Days): 12

M.15

End-of-Year

Subject	Mark	Level in Class Term	Class Exam	Effort	Remarks
ENGLISH	47	E	C-	C-	You need to attend class and hand in more work to increase your marks.
ECONOMICS	54	E	C	C-	Spasmodic attendance reflects the grades you have achieved!
PHYSICS	28	D	D	C	Thorough revision is now needed in this subject if results are to be improved.
BIOLOGY	65	C+	C+	B	You have worked well this year, M.15, and achieved good results. You have plenty of ability and common-sense which would have told you that better attendance would improve your results even further.

D.1: I hope that you can reach your goal of University Entrance in spite of your lack of attendance at times. Your positive attitude and confident manner will help to see you through. Good luck.

## EXTERNAL EXAMINATIONS:

University Entrance: English, 40  
 Biology, 61  
 Economics, 56  
 Physics, 37

RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1, Part 2, Part 3 plus interview.  
 Interviews: Term 1, Term 2, Term 3.  
 Diary: Some entries made, Term 1 only.  
 Participant Observation: When not 'absent', M.15 was a frequent user of the Commonroom which saw considerable data being collected during the year. M.15 also approached the researcher from the outset with additional information concerning his activities and experiences.  
 Telephone Conversations: some, but predominantly during examination times to gather impressions or, other times, to arrange meetings.  
 Personal File: viewed, but no additional information.

COMMENTS: M.15, called the 'car salesman' by his peers, had a very confident and outgoing manner. He attempted to instigate greater out-of-school interaction among the group - suggesting visits to the hotel, for instance - but these were relatively unsuccessful. He had some social interaction with a few of the other adult students - M.6, F.17, F.23, and F.15 (in order of frequency). During Term 2, he was often observed sitting in his car listening to the radio rather than coming to the Commonroom - sometimes in the company of a female pupil at the school (a junior by her uniform) - this situation was never explained by M.15.

A DAY IN THE LIFE OF AN ADULT STUDENT

Rose about 10am. Supposed to have my first class then, English, but had decided to skip it because haven't completed Eng Assignment yet. Had a shower & lesiurley(?) breakfast, then went to Economics (4th Period - i.e 11.45) sat in common Room for 15 min because early. 12.30 Took one of the girls out for lunch (Don't say anything if you value your life!) Lunch in Town then back to my place for approx 1 hour. Went back to school 2.30 for Biology. Went up town for ½ hour after school, then home. Did some Eng. Assing. then watched M.A.S.H! 6.30 had Tea, then talked & generally stuffed around (ie making coffee, doing dishes, etc) untill 8.00. Watched Fair Go, Inside Straight, Fresh Fields, Van Der Valk, and Hawaii Five-O, while talking with Flatmates and a couple of friends who dropped around. Mates went home about 1.30-200 so went to bed.

(Diary, M.15, 18.9.84)

TRAVEL TO SCHOOL

DISTANCE: 5km

MODE: Car

## DATA FILE: M.16

### PERSONAL BACKGROUND

SEX: *Male*                      AGE: *16*                      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*    CHILDREN: *0*  
 RESIDENCE: *With parents*    RELIGION: *Athiest*  
 FATHER'S OCCUPATION: *Aircraft Engineer*                      MOTHER'S OCCUPATION: *Secretary*  
 FAMILY SIZE: *2*    PLACE IN FAMILY: *1*  
 PAST WORK EXPERIENCE: *F/T: Farm Labourer, Sept 1983-Jan 1984*  
 PRESENT OCCUPATION: *P/T: Fish shop*  
 PRESENT INCOME: *\$500-\$1000*                      SOURCE: *Income, Parents, Emergency Benefit*

### PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*                      LEAVING AGE: *15*  
 CLASS LEVEL: *Form Five*    QUALIFICATIONS: *Nil*  
 SUBJECTS TAKEN: *English, Mathematics, Economics, Geography, Science*  
 SYNOPSIS OF M.16's COMMENTS REGARDING THIS SCHOOLING:

*[Disliked] Mainly the authority the teachers have - I don't like being told what to do. Assembly - e.g. stand, sit, everyone follows like sheep.*

*[This year was the 'best'] 'cause the other years I've been a naughty boy, to say the least. Um - just mainly trouble about wearing mufti - being smart to the teachers. Things like that - that was mainly in the Fourth and Fifth Form. Detentions, cane, being kicked out of class for being smart to the teacher - just things like that.*

*[Reported having had only infrequent absences]*

*[Left to take up a job]*

### POST-SCHOOL QUALIFICATIONS/TRAINING

*Nil*

### PRESENT ENROLMENT

ENROLLED: *27 February - as Adult Student. Originally enrolled - 1 February - as a full-time pupil returning in the Fifth Form.*  
 LEFT: *30 November*



STATUS: 1st year adult student, Full-time.

CLASS: Form Five

SUBJECTS AND TEACHERS:

5th Form English, TF.11  
 5th Form Biology, TM.18  
 5th Form Science, TM.8  
 5th Form Economics, TM.12

ATTENDANCE RECORD (Half-days abs):

Term 1: 9/90  
 Term 2: 9/122  
 Term 3: 25/94

STATED REASONS FOR ABSENCES:

I had to stay home and watch 'Prisoner' [T.V. 'Soap' - on Tuesdays and Thursdays during the early afternoon]. The transport was the problem I had in Term Three when I was fixing up my bike [at the time, M.16 reported having been away from school for two weeks while he repaired his motorbike]. [M.16 also reported that he did not attend 'revision' lessons - which saw him almost continuously absent following the school end-of-year examinations - as they were a 'waste of time'].

STATED PURPOSE OF ENROLMENT:

To obtain School Certificate. Long-term goal reported as a career in broadcasting. M.16 did have some occasions when he 'appeared' on the student radio at the local university.

ACTUAL DESTINATION:

M.16 returned to school the following year, having been 'unsuccessful' in the School Certificate examinations.

Timetable M.16

Mon	Tues	Wed	Thurs	Fri
1	1 ECONOMICS	1 SCIENCE	1 BIOLOGY	1
10.15 -	2	10.30	INTERVAL	
2 BIOLOGY	10.45-11 3	2	2 ECONOMICS	2 ENGLISH
3	4 BIOLOGY	3 ECONOMICS	3 SCIENCE	3
12.30-1.30 LUNCH-TIME				
4 SCIENCE	CULTURAL	4	4 ENGLISH	4 ECONOMICS
5 ENGLISH	5 ENGLISH	5 BIOLOGY	ELECTIVES	5 SCIENCE

## ACADEMIC RECORD

### SCHOOL REPORTS:

Report of Progress for:  
Absences (Half-Days): 16

M.16

Mid-Year

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	53	C	C	C	Increased attendance could improve M.16's grades.
BIOLOGY	39	D	D	C-	M.16 has got a good understanding of the concepts involved in Biology. Better work habits will improve results.
SCIENCE	50	C	C-	C	Increased attendance could improve M.16's grades.
ECONOMICS	57	C-	C	C+	You have a good understanding of the subject but need to concentrate on improving your written work.

D.I: You need to improve your attendance record, M.16. You seem to spend too much time in the Adult Commonroom talking instead of studying. I am sure that, with a bigger commitment, you could really improve your grades.

Record of Progress for:  
Absences (Half-Days): 10

M.16

End-of-Year

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	44	C	D	C	Concentrated and consistent revision could see M.16 being successful in the external exams.
BIOLOGY	49	E	C-	D	M.16 has the ability to achieve better results. He must hand in all work for marking and do careful revision to pass external exams.
SCIENCE	52	D	C	C	M.16 has the ability to do well in this subject. He must make an effort to revise his work to improve his marks.
ECONOMICS	43	C	C-	C+	You have worked steadily this year, M.16, however you must increase the effort for the remainder of the year.

D.I: You have the potential to pass School Certificate M.16. Really put as much effort as you can into your final revision. Good luck!

P.I: Revision and effort over the next few weeks will see you succeed in the examinations.

## EXTERNAL EXAMINATIONS:

*School Certificate: English, 37  
Economics, 54  
Science, 41  
Biology, 41*

RESEARCH PARTICIPATION

DATA BASE: *Questionnaire: Part 1, Part 2, Part 3 plus interview.*

*Interviews: Term 2, Term 3.*

*Diary: issued and maintained, although entries brief and relatively non-informative.*

*Participant Observation: From the time he 'arrived' in the Commonroom, M.16 was frequently present and the focus of much comment. It was this which led to him being 'inducted' into the research after a period of 'covert' observation [see, Ethics]. A considerable amount of data was derived from the observations of M.16 - both directly from or pertaining to his activities, or as a result of the remarks others made about him.*

*Telephone Conversations: meeting arrangements and follow-up on examinations only.*

*Personal File: viewed, but no additional information. M.16 expressed some concern to the Dean about possible researcher access to this file, but did not raise this with the author when given an opportunity to do so [see, Ethics]. No reason for his concern could be ascertained.*

COMMENTS: *M.16 represented the most 'difficult' case regarding his role in the present research, a 'difficulty' stemming as much from the perceptions of the researcher as anything else. Some comments made in the Fieldnotes shortly after he 'arrived' in the Commonroom illustrate the issue:*

*This particular student has presented quite a dilemma as far as the researcher is concerned. He has been here for about a week, or possibly a bit longer, and just arrived in the Commonroom. At first it was thought that he was one of the Sixth Form pupils who have been utilising the Commonroom [on some days to have a smoke]. However, some subsequent comments he made indicated that he was in the Fifth Form. One day last week he announced that he must be the youngest adult student as "I'm not sixteen yet", an announcement which was greeted by a look of surprise by F.14 and F.15 who were both present at the time. He has not fitted in with the group, but whether this is due to his age, his [chain]smoking, or his frequent habit of making sweeping generalisations about every topic remains uncertain. .... The problem comes from whether this person is an 'adult student' as he does not fulfil either the requirement of age nor that of having had left school for a period of one year. That he is having an effect on the other is, however, apparent from the comments of F.32:*

*He pisses me off! He keeps on coming in here, switches on the heaters and then shuts all the windows. To make it worse he chain-smokes all the time as well. .... Why do they allow someone that young [having been informed by the researcher of M.16's age] to become an adult student! There's no way he is an adult and it makes it difficult for us as well putting up with someone that young and immature! It pisses me off!*

*(F.32, Fieldnotes, 9.4.84)*

Accordingly, he will be given a code number so that he may be referred to as he does frequent the Commonroom most days. He will go under the code of M.16 from now on. As far as the description provided by F.32 is concerned, her assessment is very accurate. He has turned the heaters on most days recently, independent of the temperature in the room or the wishes of the other students. He does tend to chain-smoke, lighting one cigarette from the previous one and often leaves them going in an ashtray when he finishes.

(Fieldnotes, 9.4.84)

*This situation then persisted until near the end of Term Two when the decision was taken that ethical considerations could no longer permit such 'covert' observation, particularly in view of the fact that M.16 had continued to be a 'dominant' topic of comment from both his peers and his teachers. The overall consensus was that M.16 'should not' be an adult student - due to both age and 'behaviours' - although there were some - such as F.10, F.13, and F.30 - who 'accepted' him to some extent. His teachers continued to refer to M.16 as 'different' from the 'usual adult student', although they did report some degree to which he had 'matured' during the course of the year.*

*M.16 was duly inducted, informed of the nature of the research, and informed that his retrospective 'approval' for observations was being sought. Over the remainder of the research, M.16 was a very willing participant.*

#### A DAY IN THE LIFE OF AN ADULT STUDENT

*Got up 8am. Went to school 9am. Left at midday. Had a dentist appt. at 12.30 got out at 1.15pm. Had some lunch. Started mowing the lawns at 1.45pm. Watched Prisoner at 2.30pm. At 3.30 thought I would get tea ready. Had tea 5.30pm. After tea 6.15 went into fun parlour for Pinball Club night. Got to bed 11.40pm.*

(Diary, M.16, 18.9.84)

#### TRAVEL TO SCHOOL

DISTANCE: 2.5km

MODE: Motorbike



PRESENT ENROLMENT

ENROLLED: 26 April

LEFT: 30 November

STATUS: 1st year adult student, Full-time

CLASS: Form Seven

## SUBJECTS AND TEACHERS:

7th Form Physics, TM.6

7th Form Mathematics, TM.4

7th Form Chemistry, TM.8

7th Form Biology, TM.15

## ATTENDANCE RECORD (Half-days abs):

Term 1: 0/14

Term 2: 0/122

Term 3: 1/94

## STATED REASONS FOR ABSENCES:

[M.17 rated his attendance as 'average'] Proably the main reason was that I couldn't be bothered. Yeah - it wasn't so much, it might have just been the odd class here and there. Say, if it was an hour or two after another one, I'd decide to go home and do some work. It was easier to go home and do some work rather than waste all that time at school - if one class was in the late afternoon and the one before was in the morning.

## STATED PURPOSE OF ENROLMENT:

'Preparation' for 'next year' - M.17 reported that his only purpose of enrolment was to have a 'trial run' for his long-term goal of entry to university in pursuit of a degree in Veterinary Science.

## ACTUAL DESTINATION:

M.17 enrolled at university, thereby 'achieving' this goal.

Timetable M.17

Mon	Tues	Wed	Thurs	Fri
1	1 CHEMISTRY	1 MATHS	1 PHYSICS	1
10.15 -	2	10.30	INTERVAL	
2 PHYSICS	10.45-11	2	2 CHEMISTRY	2 BIOLOGY
3	3 PHYSICS	3 CHEMISTRY	3 MATHS	3
12.30-1.30 LUNCH-TIME				
4 MATHS	4 CULTURAL	4	4 BIOLOGY	4 CHEMISTRY
5 BIOLOGY	5 BIOLOGY	5 PHYSICS	5 ELECTIVES	5 MATHS

## ACADEMIC RECORD

### SCHOOL REPORTS:

Record of Progress for: *M.17* Mid-Year  
Absences (Half-Days): 0

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
PHYSICS	67	--	B	A	A pleasing result after such a short time. M.17 has a good understanding of the material.
MATHS	30	--	C-	A	A good result considering your late start to the term. You will reach Bursary standard at this rate. 30% (Median 44).
BIOLOGY	47	C	C-	C	Your examination results were very good considering the short time you have been in class.
CHEMISTRY	64	--	C+	B	A pleasing result considering the short time you have been in class. 64% (Median 63%).

*D.I:* It is difficult coming into school late in the year knowing that you have missed so much work. I have only admiration for the way you have worked and studied. Keep it up and success can be yours at the end of the year.

Record of Progress for: *M.17* End-of-Year  
Absences (Half-Days): 2

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
CHEMISTRY	62	C-	C+	B	M.17 has made sound progress with his work. Exam 62%. Median 51%.
PHYSICS	48	C	C	B	A slightly disappointing examination result after some excellent work during the year.
BIOLOGY	Abs	C	(C+)	B	You will have to revise fully before the final examination.
MATHS	Abs	C	N.A.	B	M.17 has gained much of the ground lost through starting late and is making good progress. Ask more questions when having difficulty M.17.

*D.I:* You have worked well throughout the year M.17. I appreciate your regular attendance and your determination to succeed. The best of luck in the Bursary examinations.

## EXTERNAL EXAMINATIONS:

University Bursaries: *Biology, 28*  
*Chemistry, 62*  
*Physics, 57*  
*Mathematics, Absent*

RESEARCH PARTICIPATION

DATA BASE: Questionnaire: *Part 1, Part 2, Part 3 plus interview.*

Interviews: *Term 1, Term 2, Term 3.*

Diary: *issued, but no entries made. M.17 did report making some entries towards the end of the year, but then 'couldn't find the Diary'.*

Participant Observation: *M.17 was a fairly regular attender in the Commonroom, and held a number of conversations with the researcher during the course of the year. His interactions with the other adult students, however, were minimal. This, M.17 attributed to his 'late arrival' and that 'by then' all the group 'knew each other' and he felt a little 'isolated'. He did spend most of his time in the Commonroom talking with two Asian students who were also doing some Seventh Form subjects, as well as an E.S.L course. On a number of occasions, M.17 reported that he 'wished' he had enrolled earlier in the year, and that enrolment as a 'pupil' would have 'been better' as he felt 'closer' to them.*

Telephone Conversations: *examination follow-up and meeting arrangements only.*

Personal File: *viewed, but no additional data.*

COMMENTS: *M.17 appeared rather 'shy' upon first arriving, although he did not make many efforts at 'mixing' with the other adult students, seeming to prefer to sit apart or with the Asian students. He also appeared to feel rather ambivalent regarding his status as an 'adult student' - reporting that he felt 'isolated' in the classroom and would like to be more involved with the social activities of the pupils - on some occasions noting that he should have enrolled as a 'pupil' in the Seventh Form. Summing up his year, M.17 felt that he had gained 'very little' - that he had not worked 'as hard' as he 'should have' and that the 'relationships' - with both adult students and pupils - had not 'developed' at all.*

A DAY IN THE LIFE OF AN ADULT STUDENT

5.00	<i>Got up &amp; made a cup of coffee</i>
5.20	<i>Left for the farm</i>
5.30	<i>Arrived at the farm &amp; started milking. Milked on my own whilst Andrew did running about.</i>
8.00	<i>Finished milking</i>
8.20	<i>Left farm for home</i>
8.30	<i>Arrived home, showered and had breakfast</i>
9.05	<i>Left for school</i>
9.15	<i>Arrived at school, went to Chemistry class</i>
10.00	<i>Finished Chemistry</i>
10.00-10.15	<i>Interval</i>
10.15-11.00	<i>Free period, read some of physics book</i>
11.00-11.45	<i>Biology (did next to nothing)</i>



11.45-12.30	Physics. No class after lunch, so I went to the Gym (Olympian)
2.30	Arrived home & had some lunch
3.30	Left for farm
4.00	Started milking $\frac{1}{2}$ hour late. Had trouble with heifers
6.30	Late finish
6.50	Arrived home, had tea
	Looked at some physics for test tomorrow
8.30	Hill Street Blues
10.30	Bed

(Diary, M.17, 18.9.84)

TRAVEL TO SCHOOL

DISTANCE: 6.5km

MODE: Car, motorbike

## DATA FILE: F.9

PERSONAL BACKGROUND

SEX: *Female*      AGE: *17*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*      CHILDREN: *0*  
 RESIDENCE: *With parents*  
 PAST WORK EXPERIENCE: *Nil*  
 PRESENT OCCUPATION: *P/T: Fish shop*  
 PRESENT INCOME: *Less than \$500*      SOURCE: *Income, parents, savings,  
 Emergency Benefit*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*      LEAVING AGE: *17*  
 CLASS LEVEL: *Form Six*      QUALIFICATIONS: *School Certificate -  
 English, Geography; Sixth Form  
 Certificate - Economics, English, Biology,  
 Geography; University Entrance - English;  
 Pitmans [Typing] - Intermediate*

POST-SCHOOL QUALIFICATIONS/TRAINING

*Nil*

PRESENT ENROLMENT

ENROLLED: *1 February*  
 LEFT: *9 April*  
 STATUS: *1st year adult student,  
 Part-time*  
 CLASS: *Form Six*  
 SUBJECTS AND TEACHERS:  
*6th Form Geography, [N/I]  
 6th Form Economics, TF.3  
 6th Form Biology, TF.7*  
 ATTENDANCE RECORD (Half-days abs):  
*Term 1: 32/94*  
 STATED PURPOSE OF ENROLMENT:  
*Obtain University Entrance.  
 Long-term goal - Kindergarten teacher*

Timetable F.9

	<i>Mon</i>	<i>Tues</i>	<i>Wed</i>	<i>Thurs</i>	<i>Fri</i>
<i>1</i>		<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>
<i>GEOGRAPHY</i>				<i>ECONOMICS</i>	<i>BIOLOGY</i>
<i>2</i>		<i>2</i>	<i>10.30 INTERVAL</i>		
<i>10.15 -</i>		<i>GEOGRAPHY</i>	<i>2</i>	<i>2</i>	<i>2</i>
<i>2</i>		<i>10.45-11</i>	<i>BIOLOGY</i>		
<i>ECONOMICS</i>		<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
		<i>BIOLOGY</i>			
<i>3</i>		<i>4</i>			<i>3</i>
<i>BIOLOGY</i>		<i>ECONOMICS</i>			<i>GEOGRAPHY</i>
<i>12.30-1.30 LUNCH-TIME</i>					
<i>4</i>		<i>4</i>	<i>4</i>	<i>4</i>	<i>4</i>
		<i>CULTURAL</i>	<i>GEOGRAPHY</i>		
<i>5</i>		<i>5</i>	<i>5</i>	<i>5</i>	<i>5</i>
			<i>ECONOMICS</i>	<i>ELECTIVES</i>	

## ACTUAL DESTINATION:

At last contact, F.9 reported having a Part-time position as Child Care Assistant in a kindergarten.

RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1. When other Parts of the Questionnaire were prepared, F.9's address was obtained from her parents - she had moved to a flat - and the questionnaire forms were posted to her. These were followed up by two letters requesting her 'assistance' by completing the forms and returning them to the researcher. No reply was received.

Diary: issued, and F.9 reported having made entries but this was never presented.

Participant Observation: During her time at school, F.9 was a regular participant in Commonroom interactions to the extent where she - and other members of the 'younger group' (M.4, M.7, F.13, F.15 - in particular) dominated the fieldnotes during this time. This group were most often in the room and dominated both space and conversations. There was a period where this became the 'in group' and others - such as F.11 and F.17 appeared to make considerable 'efforts' at being 'accepted' by the 'leaders' (F.9, F.15) - generally only to be 'rebuffed', especially F.11 who was quite openly rejected when her efforts at joining conversations were 'ignored'. During this time, F.9 and F.15 formed a close friendship, sometimes taking themselves out of the Commonroom to hold 'private discussions'. These two had a number of social contacts outside the school - and often would decide to take time off school to 'go up town'. The relationship came to an end at the time where F.9 left home and took up temporary residence with F.15. From accounts by F.15, F.9 'abused' the privilege and was 'thrown out'. This 'rejection' by F.15 was then evident when, shortly after leaving school, F.9 came to the Commonroom for 'a chat' and was 'pointedly' ignored.

Personal File: viewed, but no additional data.

COMMENTS: On the basis of comments made by the Dean, F.9, and others, this student was enrolled by her mother, having transferred from another school from the previous year. It appeared that F.9 had considerable 'trouble' at her last school, although the exact nature was never specified. F.9 was very critical of her parents, particularly her mother, and this underpinned her decision to leave home, and consequently school. However, within a few days, F.9 had returned home. During her time at school, F.9 was a 'dominant' force in the Commonroom, and in the fieldnotes - partly as a result of her 'vivid' language, but more through her 'leadership' of the younger age group. She often spent time in the Commonroom rather than attending class.

## DATA FILE: F.10

PERSONAL BACKGROUND

SEX: *Female*      AGE: *31*      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married*      CHILDREN: *3 - one at each of primary, intermediate, and secondary school*

RESIDENCE: *Own home*      RELIGION: *Presbyterian*

FATHER'S OCCUPATION: *Ambulance Driver*      MOTHER'S OCCUPATION: *Housewife*

FAMILY SIZE: *4*      PLACE IN FAMILY: *3*

PAST WORK EXPERIENCE: *F/T: Shop Assistant, 1968-1970; P/T: District Nurse Aid, 1980-1984*

PRESENT OCCUPATION: *P/T: District Nurse Aid, 21hrs/fortnight*

PARTNER'S OCCUPATION: *Clerk*

PRESENT INCOME: *\$17 500-\$20 000*      SOURCE: *Family income*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State), LEAVING AGE: 15½*  
*six months; Girls' High (State),*  
*18 months*

CLASS LEVEL: *Form Four*      QUALIFICATIONS: *Nil*

SUBJECTS TAKEN: *Mathematics, English, Science, Social Studies, Art, Physical Education, Book-keeping (at Co-ed), French (at Girls')*

SYNOPSIS OF F.10's COMMENTS REGARDING THIS SCHOOLING:

*Yeah - most of the subjects I did like and - especially with it being a Girls' school, sports were quite well organised.*

*I just didn't feel that you - I didn't feel you had the same communication with your teachers as what I've experienced going back this year. Not that I felt that I ever had any problems I had to discuss with them - but I still felt that they were sort of 'moodier'.*

*I changed schools during the Third Form - half-way through. That's something I would never ever do to my kids. I'd only been in [rural area] for a couple of years, as well - I'd gone from country to town, then from town to a city. That is really, I feel, the main reason why I was put off school. The main thing was that the subjects were changed.*

*I hardly ever had any time off school.*

*I took Book-keeping at [Co-ed] but when I came to [Girls'] I had to drop that and pick up the French. Now, see, I had to pick up the French in July - and the rest of the kids had started at the end of January. .... But, that's what the choices were. I didn't feel that I got a lot of help with that - I was only 13 - trying to decide that!*

At that stage [with changes and subject choice problems], see, I was really put off. I think I'd got to the stage where I didn't think I could handle it.

[Left - as an 'outcome' of this situation, and] also because I had a job to walk straight in to.

Dad sort of said "Well, if you've got a job, you can leave, But if you haven't got a job, you're not." - well, I had a job, so I left. I just signed myself out and that was it. Really - you don't know at - what, I was only 15½ - you don't really know enough at that age, I don't feel.

## POST-SCHOOL QUALIFICATIONS/TRAINING

School Certificate - passed Biology and History; failed English and Science, as adult student at the school 1983 (last year)

## PRESENT ENROLMENT

ENROLLED: 1 February

LEFT: 30 November

STATUS: 2nd year adult student,  
Full-time

CLASS: Form Six

SUBJECTS AND TEACHERS:

6th Form English, TF.5  
6th Form History, TM.19  
6th Form Biology, TF.9  
6th Form Geography, TF.10

ATTENDANCE RECORD (Half-days abs):

Term 1: 0/124  
Term 2: 0/122  
Term 3: 1/94

STATED REASONS FOR ABSENCES:

F.10 derived considerable personal satisfaction from her attendance record, sometimes bringing it to the attention of others - although not in any 'superior' manner. At the end of the year, after accrediting, F.10 sought 'permission' not to attend class, even when she had been told by teachers that adult students were no longer required to be at school.

STATED PURPOSE OF ENROLMENT:

To obtain University Entrance, for entry to nurse training in 1985.

ACTUAL DESTINATION:

Entered nurse training - goals achieved.

Timetable F.10

Mon	Tues	Wed	Thurs	Fri
1 HISTORY	1	1 BIOLOGY	1 ENGLISH	1 GEOGRAPHY
10.15 -	2 HISTORY	10.30	INTERVAL	
2 ENGLISH	10.45-11	2 GEOGRAPHY	2	2
3 GEOGRAPHY	3 GEOGRAPHY	3	3 BIOLOGY	3 HISTORY
4 ENGLISH	4	4	4	4
12.30-1.30 LUNCH-TIME				
4 BIOLOGY	CULTURAL	4 HISTORY	4	4
5	5	5 ENGLISH	ELECTIVES	5 BIOLOGY

## ACADEMIC RECORD

### SCHOOL REPORTS:

Record of Progress for: F.10 Mid-Year  
Absences (Half-days): 0

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	49	B	C-	A	F.10 has worked extremely hard. I hope that her exam result will encourage her to keep working towards success.
HISTORY	57	C	C+	A	Your work is steadily improving, F.10. Obviously you are now grasping some of the more difficult concepts.
BIOLOGY	50	B	C	A	You are a very conscientious worker and with increased confidence in your own ability you will succeed in this subject.
GEOGRAPHY	52	A	C	A	F.10 is a very conscientious student who is using her obvious ability well. Her work is always of high quality.

D.1: You are an extremely hard-working student, F.10. Keep up the good work and success can be yours at the end of the year.

Record of Progress for: F.10 End-of-Year  
Absences (Half-days): 0

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	62	B	C+	A	F.10 has been an outstanding student. She has remarkable determination to succeed and it has been pleasing to see her confidence grow with success. Best wishes.
HISTORY	51	B	C	A	F.10, you have worked extremely hard and deserve success. Confidence is a big factor for continual success.
BIOLOGY	57	B	C	A	You have worked extremely hard during the year and have achieved a good standard. Well done.
GEOGRAPHY	51	A	C	A	An excellent conscientious year's work. Your understanding of Geography has developed well and you deserve an easy success.

D.1: Congratulations F.10 on achieving such a good standard in your subjects. You are a shining example of what regular attendance and consistent hard work can lead to - increased self confidence and academic success. Well done!

AWARDS: *Memorial Cup, 'Excellence in Sixth Form by an adult student'  
Adult Student Recognition Award, Geography*

EXTERNAL EXAMINATIONS:

*University Entrance: Accredited: English, Biology, Geography, History*

RESEARCH PARTICIPATION

DATA BASE: *Questionnaire: Part 1, Part 2, Part 3 plus interview.*

*Interviews: Term 1, Term 2, Term 3.*

*Diary: issued, maintained during Term 1, then reported as  
'nothing to put in it' and 'no time to keep it up'.*

*Participant Observation: During Term 1, F.10 was not often in  
the Commonroom. This, she explained, was due to the 'noise',  
'smoke', and lack of facilities for study. F.10 noted that  
she had 'no time to waste' in 'casual conversation' so tended  
to avoid the Commonroom. However, by the start of Term 2, and  
from then on, F.10 was regularly in the Commonroom and  
involved in discussions with other adult students and with the  
researcher. As the year progressed, F.10 became a 'key  
informant' providing both information and insight.*

*Telephone Conversations: while primarily follow up on  
examinations and to arrange meetings, there were a number of  
telephone conversations with F.10 during the year, some of which  
were quite extensive in terms of both time and data.*

*Personal File: viewed, but no additional data.*

COMMENTS: *F.10 appeared very definite in her goals from the outset, and  
determined to achieve entry to nurse training. She became the acknowledged  
'leader' of the adult students by mid-year. F.10 initiated a collection  
of money for the purchase of a gift for D.1 and to present a book to the  
library on behalf of the adult students. Evidently, this was a 'tradition'  
over past years. F.10 gave a speech of thanks to staff on the occasion  
of the morning tea put on by the adult students towards the end of the  
year. The organisation of this was also undertaken by F.10. Finally,  
F.10 presented the book to the school, with an accompanying speech, at  
the final school assembly of the year. In terms of both her own  
school work and her 'leadership' role, F.10 brought a very determined  
attitude. Despite this, F.10 also appeared to require frequent  
'reassurance' of her 'progress', often asking the researcher to give an  
opinion as to her 'chances' of accrediting.  
F.10 was often cited by staff as being the 'ideal' adult student - where  
her 'determination', 'effort', and 'continuous' attendance were held to  
be important. This was particularly evident when the Dean reported the  
criteria used to determine who was to be awarded the 'Memorial Cup':*

*[F.10] was the only nomination for it and all the Staff supported  
her. .... She's not a brilliant person but she's worked really  
hard and made it in the end. .... She really deserves everything  
she gets because she works so hard for it. .... See, it has to  
be a full-time adult - one doing four subjects. That only leaves  
F.16 who has been absent too much and whose attitude is a bit  
annoying at times - she's rubbed some of the teachers up the wrong  
way. .... See, the cup is awarded for all-round ability - not  
just exam results. F.10 is the only one who qualifies.*

*(D.1, Fieldnotes, 26.10.84)*

## A DAY IN THE LIFE OF AN ADULT STUDENT

6.30-7.00	Exercises and shower
7.00-7.45	Breakfast
7.45-8.15	Get children off to school. Listen to daughter's speech
8.15-9.15	Housework
9.15-9.35	History homework
9.35-10.00	Biked to school
10.00-10.45	History
10.45-11.00	Interval (coffee in Commonroom)
11.00-11.45	Study in Library
11.45-12.30	English
12.30-1.00	Study in Home Economics room
1.00-2.00	Home for lunch
2.00-2.30	Study in library
2.30-3.20	Geography
3.20-4.30	Bike home, after going up town
4.30-6.45	Prepared tea, baked 2 cakes, helped children with their homework
6.45-7.30	Tea
7.30-8.55	Read paper, childrens homework, iced cakes
8.55-9.40	Studied Geography exam paper
9.40-10.20	Ironing
10.20	Bed

(Diary, F.10, 18.9.84)

[F.10 reported this as a 'typical' day, except that it was not one of the evenings where she also had to go out to work]

## TRAVEL TO SCHOOL

DISTANCE: 5km

MODE: Bike, car

## SCHOOL MAGAZINE

As the year progressed, F.10 came to be seen by both staff and other adult students as the 'leader' of the group. This was manifested in her being responsible for the collection of money to present a gift to D.1 and to purchase a book for the library on behalf of the adult students. Furthermore, F.10 was given, by the group, the 'task' of preparing a 'report' for the school magazine, which read:

*The year began with 13 guys and 26 girls, it ended with 8 guys and girls. There were various reasons for this final total. Some pounced on job opportunities (nothing like money coming in instead of out), others had family and financial problems. Those of us who made it through to the end of the year also had our ups and downs, but I am sure I can speak for others in saying it has been worthwhile, and we are pleased with the results.*

*We are also pleased with the fact that there will soon be a new commonroom. The previous arrangements were usuitable for quiet and peaceful study as the room was also used for storing books and equipment.*

*We have been fortunate this year in having a supportive Dean, D.1, who along with the teachers and pupils has become our friend. On behalf of all the adult students of 1984, a hearty thank you.*

F.10



## DATA FILE: F. 11

PERSONAL BACKGROUND

SEX: *Female*      AGE: 22      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married (Sep 1983)*      CHILDREN: 3 - 1 preschool (F.11's),  
1 primary, 1 intermediate (Step-children)

RESIDENCE: *Own home*

PAST WORK EXPERIENCE: *F/T: Nurse Aid, Tea Shop Assistant, Leather Machinest - 1977; Machinest, 1978; Machine Operator, 1980-1981*

PRESENT OCCUPATION: *Housewife*

PARTNER'S OCCUPATION: *Owner Driver*

PRESENT INCOME: \$30 000+      SOURCE: *Family income*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*      LEAVING AGE: 14

CLASS LEVEL: *Form Four*      QUALIFICATIONS: *Nil*

[Although not directly discussed as an issue, F.11 did indicate that she was 'often in trouble' at school - for absences and 'bad behaviour'. She reported having 'run away from home' at 14, leaving school, and being pregnant within a few months of this]

POST-SCHOOL QUALIFICATIONS/TRAINING

*Nil*

PRESENT ENROLMENT

ENROLLED: *1 February*

LEFT: *17 August*

STATUS: *1st year adult student,  
Full-time*

CLASS: *Form Five*

## SUBJECTS AND TEACHERS:

*5th Form English, TF.1*  
*5th Form Science, TF.9*  
*5th Form Biology, D.P.1*  
*5th Form Mathematics, TM.4*  
*5th Form Art, TF.13*

Timetable F.11

Mon	Tues	Wed	Thurs	Fri
1 MATHS	1 ART	1 ENGLISH	1 SCIENCE	1
10.15 -	2 MATHS	10.30	INTERVAL	
2 SCIENCE	10.45-11 3	2	2 ART	2 BIOLOGY
3	4 SCIENCE	3 ART	3 ENGLISH	3 MATHS
12.30-1.30 LUNCH-TIME				
4 ENGLISH	CULTURAL	4 MATHS	4 BIOLOGY	4 ART
5 BIOLOGY	5 BIOLOGY	5 SCIENCE	ELECTIVES	5 ENGLISH

## ATTENDANCE RECORD(Half-days abs):

Term 1: 4/124

Term 2: 57/122

## STATED REASONS FOR ABSENCES:

*The reasons for F.11's absences and for her eventual withdrawal from school were cited as her 'homelife' situation. In short, F.11 reported a 'very difficult marriage' and often mentioned the possibility that she would leave her husband. This she eventually did mid-year which then saw both her absences increase and a number of difficulties occur which led to her leaving school. In particular, F.11 was unable to make arrangements for the care of her daughter - either in resources of facilities or finances. This outcome saw F.11 abandon her goals which she had earlier reported as of 'central importance' to her:*

*I don't want to stay at home and be a housewife - if that was all the choice I had I'd go insane! That's why school's so important to me - it keeps my sanity! I'll definitely stay at school until I've finished what I want to do because it's not just for the exams that I'm here - it's a form of escape from a situation I don't want to be in and it's the only thing that keeps me sane and going at times.*

*(F.11, Fieldnotes, 30.3.84)*

*F.11 reported that her husband often ridiculed her efforts, study, and gave her little support in her schooling endeavours. However, this was stated by F.11 to be only part of a wider conflict between them and which all contributed to her decision to leave.*

## STATED PURPOSE OF ENROLMENT:

*School Certificate. Saw a long-term goal as being tertiary level in the 'sciences', possibly working towards a degree or Laboratory Technician qualifications. Reported intending to return the following year as an adult student to work towards University Entrance.*

## ACTUAL DESTINATION:

*F.11, as did many of the others, 'drifted out' of school. There was a period at the end of Term 2 where she was usually absent, but still reporting her intention of completing the year and sitting the external examinations. Indeed, early in Term 3 she came to school for a day and still stated her intentions as being to sit the examinations. On this occasion, she did not attend any classes. This was the last time F.11 came to the school. Sometime afterwards, the researcher made efforts to locate F.11 to determine what had transpired. Her parents provided an address in another district and stated that she was working as a 'live in housekeeper' for a farmer. As far as could be ascertained, this remained F.11's 'actual destination' as she did not reply to the letter sent her requesting further information and asking her co-operation in completing the questionnaire.*

ACADEMIC RECORD

## SCHOOL REPORTS:

Record of Progress for:  
Absences (Half-Days): 15

F.11

Mid-Year

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	70	B	B	A	F.11 has done well. Her work shows thought and detail. She needs to watch her spelling however.
SCIENCE	88	A	A	A	You have done extremely well in this subject with excellent test and examination results.
MATHS	85	A	A	A	An excellent result. You have developed a good understanding of this subject. 85% (Median 47).
BIOLOGY	87	A	A	A	87% - 1st in class overall. Excellent progress. We can aim for the high 90's in School C now.
ART	61	B	C+	A	You have done very well indeed with this subject, F.11. Keep up the good work. Exam 60%.

D.I: Congratulations on such a successful return to Secondary School. Keep up the good work, F.11, and you will be rewarded with good results in the external examinations.

## EXTERNAL EXAMINATIONS:

School Certificate: F.11 was recorded as 'absent' for all examinations

RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1. Although Part 2 and Part 3 were posted to F.11, no reply was received.

Interviews: Term 1, Term 2.

Diary: issued, and some entries made in Term 1. Reported having made 'a few' entries in Term 2 but F.11 left school still 'intending' to bring the Diary for the researcher.

Participant Observation: Apart from the period from mid-year to the end of Term 2 when absences were most frequent, F.11 spent a considerable amount of time in the Commonroom. She also often approached the researcher with 'details' on her homelife situation.

Personal File: viewed, but no additional data.

COMMENTS: Although of a similar age to the 'younger group', F.11 did not appear to be accepted by them, often being 'ignored' when she attempted to enter in on conversations and discussions. The reasons for this could not be accurately determined, but factors such as F.11's frequent mention of 'marriage difficulties' and her 'domination' of

discussions were reported by her peers as 'disliked features'. As a consequence, F.11 often sat separately from the group of her own age, but this pattern decreased during Term 2 when the 'age based' differences appeared to reduce as the 'dominant' 'younger group' members left school.

F.11 had considerable problems during her enrolment, yet did appear to achieve good results in ther examinations.

A further difficulty F.11 faced - shortly before she left her husband - was that her car became 'unusable' and she had to resort to cycling the 16kms to school.





POST-SCHOOL QUALIFICATIONS/TRAINING

Nil

PRESENT ENROLMENT

ENROLLED: 1 February

LEFT: 17 August

STATUS: 1st year adult student,  
Full-time

CLASS: Form Six

## SUBJECTS AND TEACHERS:

6th Form English, TF.5  
 6th Form History, TM.19  
 6th Form Geography, TM.12  
 6th Form Art History, TF.17  
 6th Form Economics, TF.3

## ATTENDANCE RECORD (Half-days abs):

Term 1: 32/124  
 Term 2: 52/122

Timetable F.13

Mon	Tues	Wed	Thurs	Fri
1 HISTORY	1 ECONOMICS	1	1 ENGLISH	1 ART HISTORY
10.15 -	2 HISTORY	10.30 INTERVAL		
2 ENGLISH	10.45-11	2 ART HISTORY	2 ECONOMICS	2 GEOGRAPHY
3 ART HISTORY	3 ART HISTORY	3	3	3 HISTGRY
	4 ENGLISH	3 ECONOMICS		
12.30-1.30 LUNCH-TIME				
4	CULTURAL	4 HISTORY	4 GEOGRAPHY	4 ECONOMICS
5 GEOGRAPHY	5 GEOGRAPHY	5 ENGLISH	5 ELECTIVES	5

Nil THOREW: Geography, 27 Feb.

## STATED REASONS FOR ABSENCES:

Lost interest in school. Found it too difficult to adjust to being back at school - I just found it quite hard sometimes to get down to the routine. I couldn't be bothered. [During the year, F.13 listed a large number of factors contributing to her absences, including: watching T.V 'Soaps'; father's wedding; had hair done and didn't want anyone to see; away on holiday; didn't like teacher/subject/another adult student.]

## STATED PURPOSE OF ENROLMENT:

University Entrance. At enrolment, F.13 indicated an interest in teacher training. During the course of the year, she also suggested university study and journalism. None of these appeared to be a strongly held career ambition.

## ACTUAL DESTINATION:

At last contact, F.13 had a temporary job with the Post Office. At the time, she reported being very 'dissatisfied' with the position and as 'very likely' to 'quit' in the near future.

ACADEMIC RECORD

## SCHOOL REPORTS:

Record of Progress for: F.13 Mid-Year  
Absences (Half-Days): 25

Subject	Mark	Level in Class Term	Class Exam	Effort	Remarks
ENGLISH	60	C+	C+	B	I hope that F.13's exam result will encourage her to attend regularly and continue to work effectively in this subject.
HISTORY	67	C+	B	A	Obviously you have grasped the essentials of this subject F.13. Keep at it.
ECONOMICS	43	D	D	C-	F.13 is a pleasant student but it is imperative that she attends every class if her understanding is to improve.
ART HISTORY	53	C+	C	C	F.13 has ability but misses too many classes to be able to do well.

D.1: You have the ability to do very well academically, F.13. To really develop your potential you must make the effort to attend classes regularly and to make full use of your time with us.

## EXTERNAL EXAMINATIONS:

University Entrance: English, 71  
Economics, 43  
History, 51  
Art History, 51

F.13 sat the external examinations, although had left school and had a large number of absences during the two Terms of her enrolment. Her results in these exams are difficult to 'explain', as F.13 herself reported having done very little work for them - indeed, she was unaware that she could sit them until shortly before the examinations when she received notice from the school that she was 'eligible'. On a few occasions, other students remarked on F.13's 'memory' stating that she had a 'photographic memory' and could recite large passages of material after only a few readings. F.13 herself reported being able to watch a Television advert, or even a short programme, and recall the dialogue afterwards. However, the Dean was considerably annoyed about F.13 being 'permitted' to sit these exams in light of her attendance record. As far as could be determined, no-one checked her eligibility for entry to the exams.



RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1, Part 2, Part 3 plus interview.

Interviews: Term 1, Term 2.

Diary: issued, but no entries made. F.13 did comment on a few occasions that she had 'written in the Diary' but this was never made available - either, it could not be located, or it still needed more put in it.

Participant Observation: Although F.13 had a significant number of absences, she was often present in the Commonroom. When at school, F.13 spent a lot of her time in the Commonroom, frequently staying there to talk to others rather than attending class. Also, F.13 openly reported to the researcher a variety of information regarding her experiences during her time at school.

Personal File: viewed, but no additional data.

COMMENTS: When present in the Commonroom, F.13 often dominated events there - partly through the use of 'descriptive' language, partly by the volume level of her voice, and also through her frequent use of 'sarcastic/cutting' comments directed both about and to other adult students. One instance was a period where F.13 and M.16 'rated' other adult students on a scale of '1 to 10', then informed some of their 'rating' - noting, for instance, that F.14 was a '1' because 'We don't like you'. F.13 was often 'held up' among the group as 'not an adult student' due to her frequent absences, and as the year progressed became less tolerated by the others in the group.

F.13 was always a willing participant in the research, although there were times when the researcher wondered whether or not her replies to questions were given in a 'serious' manner. This was difficult to determine, as F.13 appeared to treat her return to school as a 'joke' and this carried over to some of the interviews, as the following comments made after the interview concerning Questionnaire Part 3 illustrate:

F.13 reported that she had 'done the last section in a rush starting at 6.30 because the researcher was coming at 7'. Further, she commented that she had 'gone back and changed some of the answers because it looked like too many '3s' and '4s' which might get boring'. Listening to the tape of the interview, these concerns were further substantiated. While extremely difficult to describe in words, F.13's 'laugh' [during discussions] was a more 'sarcastic' and 'dismissive' form, often, it seemed, expressing a form of 'derision' about the situation - whether that be her answer and its accuracy, or the circumstances to which she was referring. It is these instances which leave some doubt as to the 'seriousness' with which she approached the questionnaire and interview.

(Fieldnotes, 29.1.85)

TRAVEL TO SCHOOL

DISTANCE: 2km

MODE: Bus, walk

## DATA FILE: F.14

PERSONAL BACKGROUND

SEX: *Female*                      AGE: *39*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Divorced*                      CHILDREN: *3 - 1 at primary, 2 at secondary school*

RESIDENCE: *State Rental Unit*                      RELIGION: *Anglican*

FATHER'S OCCUPATION: *BCNZ technician*                      MOTHER'S OCCUPATION: *Housewife*

FAMILY SIZE: *3*                      PLACE IN FAMILY: *1*

PAST WORK EXPERIENCE: *F/T: Clothing Machinest, 1959-1964; Air Force Machinest, 1964; Clothing Machinest, 1965-1966 and 1976-1977*

PRESENT OCCUPATION: *Nil*

PRESENT INCOME: *\$5000-\$7500*                      SOURCE: *Domestic Purposes Benefit*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational, District High (State)*                      LEAVING AGE: *15*

CLASS LEVEL: *Form Four*                      QUALIFICATIONS: *Nil*

SUBJECTS TAKEN: *English, Science, Mathematics, Social Studies, Geography, Commercial Practice*

## SYNOPSIS OF F.14's COMMENTS REGARDING THIS SCHOOLING:

*I went to a little wee school, and we only had two courses we could take. What they called a 'Modern' and an 'Academic'. [Did] The Academic.*

*[Left] I missed a lot due to a broken arm, and a job became available. I missed so much school through my broken arm - I broke it twice.*

*I wasn't over-fussed on the teachers.*

*I found it difficult to cope with some of the work - mainly because of the teacher. Just couldn't project to the class - I wasn't the only one - we all fell back in that subject - Maths, it was. He just didn't have the teaching ability - he couldn't get it across to us - couldn't project himself. But, I didn't thoroughly enjoy school.*

*I enjoyed all the sport at school. I was very active in sport at school.*

*[Teachers] were more distant and less friendly than they are now. This means you can approach them easier now.*

POST-SCHOOL QUALIFICATIONS/TRAINING*Clothing Machinist Apprenticeship*PRESENT ENROLMENTENROLLED: *1 February*LEFT: *30 November*STATUS: *1st year adult student, Part-time*CLASS: *Form Five*

## SUBJECTS AND TEACHERS:

*5th Form English, TM.16**5th Form Biology, D.P.1*

## ATTENDANCE RECORD (Half-days abs):

*Term 1; 10/124**Term 2; 13/122**Term 3; 11/94*

## STATED REASONS FOR ABSENCES:

*Own illnesses - such as 'monthly' ones - I have a lot of problems with that. Children's illnesses and injuries. Like, my daughter cut her leg badly so I stayed at home to look after that. Just little things like that.*

## STATED PURPOSE OF ENROLMENT:

*School Certificate. To go on to further study, kindergarten teaching.*

## ACTUAL DESTINATION:

*At last contact (mid-1985) F.14 reported having a part-time job as an Office-Aid in the School Office preparing absence lists. This, she informed the researcher, enabled her to 'continue' her contact and involvement in the school.*

Timetable F.14

Mon	Tues	Wed	Thurs	Fri
1	1	1	1 ENGLISH	1
10.15 -	2	10.30	INTERVAL	
2 ENGLISH	10.45-11	2	2	2 BIOLOGY
3	3 BIOLOGY	3	3	3
4	4 ENGLISH	4	4	4
12.30-1.30 LUNCH-TIME				
5	5 CULTURAL	5	5 BIOLOGY	5
5 BIOLOGY		5 ENGLISH	5 ELECTIVES	5

ACADEMIC RECORD

## SCHOOL REPORTS:

Record of Progress for:  
Absences (Half-Days): 8

F.14

Mid-Year

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	52	C	C	D	A very steady improvement in all aspects. You show a good temperament to study and have done very well.
BIOLOGY	44	B	D	A	Good progress. Development of study and exam skills essential now.

D. J: You have made a good start on your return to school. Keep up the good work and success will be yours F.14.

Record of Progress for:  
Absences (Half-Days): 9

F.14

End-of-Year

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	45	C	C-	B	A good year's effort. Steady progress towards a now realistic goal.
BIOLOGY	37	B	D	B	Some steady revision will ensure success.

D. J: I hope that you have gained a lot from your year's work F.14. Good luck in the School Certificate examinations.

## EXTERNAL EXAMINATIONS:

School Certificate: English, 45  
Biology, Absent

F.14 did not sit the Biology examination owing to the death of a friend a few days previously. She did contemplate applying for an aegrotat consideration but, mid-1985, reported that she had not followed up on this deciding that she could not 'prove' she was at the funeral, nor was it a 'close relative' who had passed away as F.14 considered the regulations for aegrotat implied. Also, F.14 felt that her application would have been unsuccessful in view of her 'low examination marks' in this subject during the year. A fellow adult student in the Biology class, F.28, also suggested that F.14 had 'lost interest' in Biology and had done very little work in this subject for the second half of the year. This, F.28 reported, was a further factor which may have influenced F.14's decision 'not to sit' the School Certificate examination, even without the unfortunate occurrence of the death of the friend.

RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1, Part 2, Part 3 plus interview.

Interviews: Term 1, Term 2, Term 3.

Diary: issued, but F.14 reported having made 'no entries'.

Participant Observation: F.14 was frequently present in the Commonroom, often remaining there for considerably longer periods than her part-time status would suggest. When present, F.14 tended to 'dominate' discussion, usually by talking 'over' any other conversation, even to the point where she would increase her voice level until others were no longer speaking. This, on some occasions, created difficulties for the researcher in that ongoing discussions were brought to an abrupt conclusion. Also, F.14 would often 'take over' a discussion - between another adult student and researcher - and bring the 'focus' to her 'opinions' or 'viewpoints'. This, however, is not to suggest that this always occurred, but it did eventuate on a number of occasions where the researcher was required to 'abandon' a conversation with a student due to F.14's 'presence' or 'conversation'. F.14 did provide information willingly, and openly throughout the period of the research.

Personal File: viewed, but no additional data.

COMMENTS: While F.14 stated the purpose of her enrolment in terms of gaining School Certificate and, long-term, entering training towards becoming a kindergarten teacher, there was that element of her involvement in Commonroom activities - her tendency to 'take over' discussions, her efforts to be a 'central force', such as her frequent references to the teachers and the 'social contacts' she had with them through the P.T.A - that led the researcher to the view that her 'hidden purpose' was more one of social interaction. While little 'evidence' can be cited in support, F.14 did not appear to give much 'effort' to her schoolwork, spent considerable periods of time in the Commonroom, and appeared to derive considerable 'satisfaction' from being a 'member' of the group. These facets lent some support to the researcher's perceptions, as did the point that F.14 made no effort to submit her application for teacher training - indeed, despite being informed of the due date by others, F.14 reported having 'forgotten' to send the

form in, even when 'reminded' the day before the due date.

#### A DAY IN THE LIFE OF AN ADULT STUDENT

7am Have risen from the dead

8am Had breakfast

Did housework till 10.15am

Spent next three hours at school

Spent afternoon in town

Cooked tea at 5pm had tea at 5.43pm

Went out for evening at 7pm

(Diary, F.14, 18.9.84)

#### TRAVEL TO SCHOOL

DISTANCE: 1km

MODE: Bicycle, or often would ask  
F.28 to make a 'side trip' to  
take F.14 in the car

## DATA FILE: F.15

PERSONAL BACKGROUND

SEX: *Female*      AGE: *19*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *De facto*      CHILDREN: *0*  
 RESIDENCE: *Flat with De facto (fiance)*      RELIGION: *Nil*  
 FATHER'S OCCUPATION: *Mechanic*      MOTHER'S OCCUPATION: *Solo mother*  
 FAMILY SIZE: *4*      PLACE IN FAMILY: *2*  
 PAST WORK EXPERIENCE: *F/T: Shop Assistant, 1982-1984*  
 PRESENT OCCUPATION: *P/T: Baker's Labourer, 20hrs/wk*  
 PARTNER'S OCCUPATION: *Pastry Cook*  
 PRESENT INCOME: *\$20 000-\$25 000*      SOURCE: *Partner and Own Income, Emergency Benefit*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*      LEAVING AGE: *16*  
 CLASS LEVEL: *Form Six*      QUALIFICATIONS: *School Certificate - English, Science, Geography*  
 SUBJECTS TAKEN: *English, Science, Geography, Mathematics, Economic Studies*

POST-SCHOOL QUALIFICATIONS/TRAINING

*Nil*

PRESENT ENROLMENT

ENROLLED: *1 February*  
 LEFT: *14 June*  
 STATUS: *1st year adult student, Full-time*  
 CLASS: *Form Six*

## SUBJECTS AND TEACHERS:

*5th Form Mathematics, TM.4*  
*6th Form English, TF.5*  
*6th Form Biology, TF.9*  
*6th Form Geography, TF.10*  
*6th Form Economics, TF.3*

Timetable F.15

Mon	Tues	Wed	Thurs	Fri
1 MATHS	1 ECONOMICS	1 BIOLOGY	1 ENGLISH	1 GEOGRAPHY
10.15 -	2 MATHS	10.30      INTERVAL		
2 ENGLISH	10.45-11 3 GEOGRAPHY	2 GEOGRAPHY	2 ECONOMICS	2
3 GEOGRAPHY	4 ENGLISH	3 ECONOMICS	3 BIOLOGY	3 MATHS
12.30-1.30      LUNCH-TIME				
4 BIOLOGY	CULTURAL	4 MATHS	4	4 ECONOMICS
5	5	5 ENGLISH	ELECTIVES	5 BIOLOGY

WITHDREW: *Geography, March.*

## ATTENDANCE RECORD (Half-days abs):

*Term 1: 39/124**Term 2: 24/36*

## STATED REASONS FOR ABSENCES:

*During Term 1, F.15 took two weeks off school for an overseas holiday, as well as a number of other days/classes off to spend in the Commonroom or with F.9. In Term 2, the absences represent the fact that F.15 had decided to leave school as an outcome of her conflict with school policy, practices, and staff members.*

## STATED PURPOSE OF ENROLMENT:

*University Entrance. Long-term goal of entry to Social Work Degree*

## ACTUAL DESTINATION:

*Full-time job as baker's labourer*

RESEARCH PARTICIPATION

*DATA BASE: Questionnaire: Part 1, Part 2. Part 3 was issued, but on three occasions where the researcher went to collect it from F.15 it was 'unfinished'. At this point, with no questions being attempted, it appeared unlikely that F.15 would complete this part of the questionnaire.*

*Interviews: Term 1.*

*Participant Observation: F.15 was frequently in the Commonroom during the time of her enrolment at school. As a member of the 'younger age group', considerable data was collected during Term 1. F.15 willingly provided information and a number of discussions were held involving this student. In particular, F.15 provided a very detailed account of the conflict situation which arose between her and members of the staff (see, Case Studies). Also, details were provided as to her outside-school activities and relationships.*

*Diary: a few entries were made.*

*Telephone Conversations: These were primarily concerned with establishing further details relating to the conflict situation.*

*Personal File: viewed, but no further data.*

*COMMENTS: Fairly 'outspoken', F.15 was a 'leader' of the younger age group evident during Term 1 - along with F.9. She appeared very concerned about her 'dependence' upon her fiancé for financial support during her return to school and this contributed further to the conflict situation which arose. Initially, an outcome of F.15's difficulties in keeping up with homework requirements in Geography, and the fact that this was compounded by her part-time work and relationship commitments, F.15 was also critical of the 'lack of advice' regarding requirements for her entry to university, and various teacher practices. This situation was to become one of the critical incidents of the year when F.15 'confronted' the Principal with her 'complaints'.*

TRAVEL TO SCHOOL

DISTANCE: 500m

MODE: Walk





POST-SCHOOL QUALIFICATIONS/TRAINING

Typist/Clerical course, Polytech. U.E, English, Night School

PRESENT ENROLMENT

ENROLLED: 1 February

LEFT: 30 November

STATUS: 1st year adult student,  
Full-time

CLASS: Form Six

## SUBJECTS AND TEACHERS:

6th Form English, TF.11  
6th Form Biology, TM.15  
6th Form History, TM.19  
6th Form Art History, TF.17  
6th Form Mathematics, TM.4

## ATTENDANCE RECORD (Half-days abs):

Term 1: 14/124  
Term 2: 30/122  
Term 3: 29/94

Timetable F.16

Mon	Tues	Wed	Thurs	Fri
1 HISTORY	1	1 ENGLISH	1 BIOLOGY	1 ART HISTORY
10.15 -	2 HISTORY	10.30 INTERVAL.		
2 BIOLOGY	10.45-11	2 ART HISTORY	2	2 MATHS
	3 ART HISTORY	3	3	3
3 ART HISTORY	4 BIOLOGY		3 ENGLISH	3 HISTORY
12.30-1.30 LUNCH-TIME				
4 ENGLISH	CULTURAL	4 HISTORY	4 MATHS	4
5 MATHS	5 MATHS	5 BIOLOGY	5 ELECTIVES	5 ENGLISH

Wf HODREW: Maths, March.

## STATED REASONS FOR ABSENCES:

Lost interest in school and became frustrated with one class, school system, and one teacher. The class was Art History - I think it was just as good to do the work on our own as go to that class. ...it just got boring. The system - the sexism, racism and that - that was TM.15, mainly, although the whole system is like that. The education system is sexist, racist, and biased against minority groups and these aspects of society appear to be more abundant in the schooling system. The system perpetuates itself. That's why I stayed away.

## STATED PURPOSE OF ENROLMENT:

University Entrance. At enrolment, reported possible intentions of entry to university. During the year, these goals changed. F.16 became interested in doing a course in Holistic Health, and as University Entrance was not required, devalued this as a goal as well.

## ACTUAL DESTINATION:

Enrolled in Holistic Health course

## ACADEMIC RECORD

### SCHOOL REPORTS:

Record of Progress for:  
Absences (Half-Days): 16

F.16

Mid-Year

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	48	C+	C-	B	F.16 has been producing a high standard of work in this subject.
BIOLOGY	51	B	C	A	You are making very good progress, F.16. Keep up the good work.
HISTORY	[46]	B	[C+]	A	Good term work, F.16. It was unfortunate that you were sick for the exam but I am sure you would have passed.
ART HISTORY	51	C-	C	C	F.16 works quite hard but her results are rather disappointing.

D.1: Keep up with your studies F.16 and success can be yours. Regular attendance would surely help you reach your goal at the end of this year.

Record of Progress for:  
Absences (Half-Days): 25

F.16

End-of-Year

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	51	B	C	A	Good work from an able student.
BIOLOGY	60	C+	C+	A	A solid year's work, F.16. Well done.
HISTORY	59	B	C+	B	F.16, you have worked well and shown considerable ability, particularly in your essay work.
ART HISTORY	65	B	B	C+	F.16 has improved greatly and gained confidence.

D.1: Congratulations on a good year's effort F.16. I hope that success will be yours. Good luck for the future.

## EXTERNAL EXAMINATIONS:

University Entrance: Accredited: English, History, Biology, Art History

RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1, Part 2, Part 3 plus interview.

Interviews: Term 1, Term 2, Term 3.

Diary: maintained throughout the year. F.16 provided the most complete diary accounts of all the adult students.

Participant Observation: During Term 1, little observational data was gained relating to F.16. This was primarily due to the fact that while present in the Commonroom, F.16 and M.5 remained 'isolated' infrequently interacting with the other students. As subsequent data was to show, this was an outcome of F.16's 'shyness' and reluctance to involve herself in group situations. As the year progressed, however, F.16 interacted to a greater extent, and frequently approached the researcher with information and details regarding events and her experiences. With the detail here and through her Diary, F.16 developed to become one of the key informants in the present research.

Telephone Conversations: predominantly to arrange meetings and discuss examinations, there were a few occasions where these served to provide elaboration of certain events and aspects of F.16's experiences.

Personal File: viewed, but no further data obtained.

COMMENTS: F.16 provided considerable insight into her perceptions of the school and particular teachers. This was expressed in very detailed form which appeared to reflect her involvement in the feminist movement - although the exact nature of this was not specified, other than F.16 noting her membership of the 'feminist group at university'. She brought her views on feminist and lesbian issues to the attention of staff - lending books on these subjects to teachers (TM.15, TM.19).

A DAY IN THE LIFE OF AN ADULT STUDENT

9.30 Get up  
 9.40 Breakfast  
 9.50 Leave for school  
 10.00 History class  
 10.45 Free period spent in school library  
 11.45 Biology class  
 12.30 Lunch time - go home - study (1 hr)  
 2.30 Art History class  
 3.30 Town library  
 4.00 Home - 1 hr homework  
           1 hr study  
           - watched too much t.v. (2½hrs)  
 10.30 bed

(Diary, F.16, 18.9.84)

TRAVEL TO SCHOOL

DISTANCE: 8km

MODE: Car



POST-SCHOOL QUALIFICATIONS/TRAINING

School Certificate, English, Geography, Biology, 1983 as an Adult Student

PRESENT ENROLMENT

ENROLLED: 1 February

LEFT: 30 November

STATUS: 2nd year adult student,  
Full-time

CLASS: Form Six

SUBJECTS AND TEACHERS:

5th Form Mathematics, TM.4  
6th Form English, TF.5  
6th Form Biology, TF.9  
6th Form Economics, TF.3  
6th Form Geography, TF.10

ATTENDANCE RECORD (Half-days abs):

Term 1: 15/124  
Term 2: 17/122  
Term 3: 41/94

Timetable F.17

Mon	Tues	Wed	Thurs	Fri
1 MATHS	1 ECONOMICS	1 BIOLOGY	1 ENGLISH	1 GEOGRAPHY
10.15 -	2 MATHS	10.30 INTERVAL		
2 ENGLISH	10.45-11	2 GEOGRAPHY	2 ECONOMICS	2
3 GEOGRAPHY	3 GEOGRAPHY	3 ECONOMICS	3 BIOLOGY	3 MATHS
	4 ENGLISH	12.30-1.30 LUNCH-TIME		
4 BIOLOGY	CULTURAL	4 MATHS	4	4 ECONOMICS
5	5	5 ENGLISH	5 ELECTIVES	5 BIOLOGY

WITHDREW: Maths, Feb.

STATED REASONS FOR ABSENCES:

I didn't miss any. If I did miss any, then, it was a lot of one subject, like Economics - 'cause she was never there. But, I was always there when she did turn up. I lost interest in school. I just got restless and I wanted to get out - I wanted to work instead of coming to school. I just got restless and fed-up - you know - 'I'm 20 and I'm still at school and still living at home!' [laugh].

F.17 also listed frustration with progress, difficulties with the work, that she couldn't be bothered, and overtiredness as factors bringing about absences.

The difficult stuff was the Geography - which was also some of the part where I couldn't be bothered - I hated that subject. I got tired sometimes 'cause having to work at night as well as go to school was a bit of a struggle at times - I had trouble getting out of bed in the mornings.

STATED PURPOSE OF ENROLMENT:

University Entrance. Long-term goal of teacher (kindergarten) training

ACTUAL DESTINATION:

F.17 applied for entry to teacher training, but was unsuccessful. At last contact, she was working as a kitchen hand in a local hotel, but continuing to apply for courses in 'teacher training', 'journalism' and the Air Force.

## ACADEMIC RECORD

### SCHOOL REPORTS:

Record of Progress for:  
Absences (Half-Days): 12

F.17

Mid-Year

Subject	Mark	Level in Term	Class Exam	Effort	Remarks
ENGLISH	46	D	C-	B	F.17 has made a lot of progress and with growing confidence I am sure that she will continue to work towards success.
BIOLOGY	39	C-	C-	B	You are showing increasing confidence in this subject and have achieved good grades in class assignments.
GEOGRAPHY	45	C	D	C+	F.17 is trying in this subject and is capable of some excellent work. This is not reflected in her exam result however. Greater confidence is needed.
ECONOMICS	44	D	D	B	F.17 is now taking a more active part in discussion work. This is good to see. However she must attend class more regularly and ask questions.

D.I: I am sure that your grades would improve if you attended regularly F.17. A bigger commitment to your studies could see you succeed in the end of year examinations.

Record of Progress for:  
Absences (Half-Days): 11

F.17

End-of-Year

Subject	Mark	Level in Term	Class Exam	Effort	Remarks
ENGLISH	57	D	C	C	F.17's exam result should encourage her to revise carefully so that she can approach U.E. with confidence. Good luck.
ECONOMICS	34	D	D	C-	It is essential that you are up-to-date with your notes as well as committing yourself to steady revision.
GEOGRAPHY	34	E	D	C	Efforts must be consistent to improve these marks. Results are disappointing and are not truly indicative of your ability. Serious study and a confident approach are needed.
BIOLOGY	40	D	D	C+	You will pass the examination if you revise all the work thoroughly. You must also answer the question as fully as possible.

D.I: I have enjoyed getting to know you this year F.17. I hope that you have gained a lot from doing University Entrance with us. Good luck for the future.

P.I: Revision in all subjects is now necessary.

## EXTERNAL EXAMINATIONS:

University Entrance: English, 56  
 Biology, 60  
 Economics, 43  
 Geography, 33

RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1, Part 2, Part 3 plus interview.

Interviews: Term 1, Term 2, Term 3.

Diary: maintained, although not regularly, for the year.

Participant Observation: F.17 was often in the Commonroom, where - in Term 1 - she was a 'fringe' member of the younger group. While of the same age, there was some 'reluctance' on part of the leaders (F.9, F.15) to 'admit' F.17 to 'membership' - on the basis that she was 'too goody goody' and 'inexperienced' for the others. As the year progressed, and these smaller groups became the one group of adult students, F.17 fitted in to a greater extent.

Personal File: viewed, but no additional data.

COMMENTS: F.17 often gave the impression of being 'younger' than she was.

She made numerous efforts to 'fit in' with the younger group - even to the extent of taking on their behaviours - and on some occasions repeating accounts of their activities as if she had done them. F.17 appeared somewhat 'ambivalent' regarding her status - at times noting that she had 'been at school' continuously. She was the only one who became an adult student, yet still interacted with the pupils to the extent of joining a 'social soccer' team, and having a backstage role in the school play. Despite her account of 'few absences', F.17 was often observed in the Commonroom on occasions where she should have been at class. At times, the social interaction in the Commonroom appeared to have a higher priority for F.17.

A DAY IN THE LIFE OF AN ADULT STUDENT

7.30am	Up and about
8.15	Walk to school
Period One	Economic Studies
Period Two	Study Biology
Interval	sit in common room and talk
Period Three	Biology, study
Period Four	English class
Lunch	Go for a walk around town
Period Five	Study Biology & do Geography homework
Period Six	Geography
Go home and sleep	
Tea at 7.30pm	
Go out to hall until 8.45pm	
home at 9 o'clock where I pass out in front of tv.	
10pm drop dead in bed	

(Diary, F.17, 18.9.84)



TRAVEL TO SCHOOL

DISTANCE: 4km

MODE: *Walk, bus*

## DATA FILE: F.18

PERSONAL BACKGROUND

SEX: *Female*                      AGE: *37*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Separated*                      CHILDREN: *3 - 1 at primary, 1 at secondary, 1 working & living at home*

RESIDENCE: *Own home*                      RELIGION: *Anglican*

FATHER'S OCCUPATION: *Commercial Traveller*      MOTHER'S OCCUPATION: *Housewife*

FAMILY SIZE: *2*                      PLACE IN FAMILY: *2*

PAST WORK EXPERIENCE: *F/T: Florist, 1961-1965*

PRESENT OCCUPATION: *Nil*

PRESENT INCOME: *\$5000-\$7500*                      SOURCE: *Domestic Purposes Benefit*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*                      LEAVING AGE: *15*

CLASS LEVEL: *Form Five*                      QUALIFICATIONS: *School Certificate - English, Art*

SUBJECTS TAKEN: *English, Mathematics, Art, Geography, Biology*

## SYNOPSIS OF F.18'S COMMENTS REGARDING THIS SCHOOLING:

*[Average achievement, Liked school - contact with friends, above average class, in the 'middle group' in class]*

*[Infrequent absences]*

*[Left - alcoholic father, financial difficulties] They couldn't really afford to keep me at school, and I wanted to get away from the home situation as quickly as I could.*

*[Decision to leave 'wrong] Because I know jolly well that I could have done a lot better - and tried a lot harder - and I should have done it. I feel I should have stuck it out, then, maybe, I would have had something now to fall back on instead of having no qualifications of any sort. I'm probably going to have to work - but, without the qualifications, I don't have a very good chance of getting a good job.*

POST-SCHOOL QUALIFICATIONS/TRAINING

*Nil*

PRESENT ENROLMENT

ENROLLED: 1 February

LEFT: 16 July

STATUS: 1st year adult student,  
Part-time

CLASS: Form Five

SUBJECTS AND TEACHER:  
5th Form Typing, [N/I]

ATTENDANCE RECORD (Half-days abs):

Term 1: 7/124

Term 2: 16/122 [correctly /76]

[This represents the point that F.18 was still being marked 'present' in the School Register until mid-Term 3, and so had an 'absence' figure for the whole of Term 2, despite leaving in July]

Timetable F.18

Mon	Tues	Wed	Thurs	Fri
1	1 TYPING	1	1	1
10.15 -	2	10.30 INTERVAL		
2	10.45-11	2	2 TYPING	2
	3			
3	4	3 TYPING	3	3
12.30-1.30		LUNCH-TIME		
4	CULTURAL	4	4	4 TYPING
5	5	5	ELECTIVES	5

STATED REASONS FOR ABSENCES:

[Attendance rated 'average'] The main reasons were illness of children and myself, as well as the fact that I just lost interest, family commitments, and I couldn't be bothered. They all go back to the problems I was having outside school, really. That was the main reason I left - I just couldn't cope with everything outside as well as attend school. [This was the circumstances of F.18's divorce proceedings, and the fact that she considered it unlikely that she would ever attain a standard in typing sufficient to get a job - also, she did not 'like' typing]

STATED PURPOSE OF ENROLMENT:

No qualifications being sought. F.18 reported that her enrolment was to determine whether or not she could attain a standard in typing sufficient to obtain a job and that attending school was a means of getting 'out of the house' - to give her some activity not associated with the divorce.

ACTUAL DESTINATION:

A return to the status quo. F.18 remained at home, involved in the ongoing difficulties of her divorce. However, she did report that the experience of school had, first, demonstrated the 'unsuitability' of typing as an occupation, and had allowed her some 'escape' from her personal difficulties.

RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1, Part 2, Part 3 plus interview.

Interviews: Term 1.

Diary: maintained during time at school.

Participant Observation: F.18 was an infrequent attender in the Commonroom - owing to both Part-time status and her difficulties outside school. Little data pertaining to F.18 was derived from this aspect of the methodology.

Personal File: viewed, but no additional data.

COMMENTS: *F.18 willingly completed the questionnaire phase of the research. She was very forthcoming with information, providing details of her outside experiences which were directly influencing her return to school.*

TRAVEL TO SCHOOL

DISTANCE: *5km*

MODE: *Car*

## DATA FILE: F.19

PERSONAL BACKGROUND

SEX: *Female*                      AGE: 38                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Single*    CHILDREN: *1 - at intermediate school*

RESIDENCE: *Own home*    RELIGION: *None*

FATHER'S OCCUPATION: *Bushman*    MOTHER'S OCCUPATION: *Farm work*

FAMILY SIZE: 4    PLACE IN FAMILY: 3

PAST WORK EXPERIENCE: *F/T: Factory worker, 1963-1964; Machinest, 1964-1968; Ward Maid, 1968; Nurse Aid, 1968-1972; Laboratory Technician, 1976-*

PRESENT OCCUPATION: *F/T: Laboratory Technician*

PRESENT INCOME: \$10 000-\$15 000                      SOURCE: *Own income*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*                      LEAVING AGE: 16

CLASS LEVEL: *Form Five*    QUALIFICATIONS: *Nil*

SUBJECTS TAKEN: *F.19 reported: I can only remember two, English and Typing.*

## SYNOPSIS OF F.19'S COMMENTS REGARDING THIS SCHOOLING:

*I neither liked nor disliked the time spent at school, it was something that was simply required.*

*[Rated school as a place 'disliked', 'unsuccessful' experience, 'below average' achievements, 'in the lower group' of an 'average ability class']*

*[Left] I'd reached the leaving age, so left.*

*I was also very surprised [this year] to find that I was just as intimidated by the teachers as I was when I was at school! I still am! I was [previous schooling] petrified by the teachers at school. Probably it dates right back to when I first started school. Up until I was five, I lived in a very small area and the nearest neighbour was two miles down the road. When I went to school, I was suddenly dumped in an environment where there were 500 kids. I had no pre-school education so talk about 'culture-shock' - I think. I never adapted to school very well at all. Then, it just got worse as I went through. Plus the fact that I changed school so many times when I was at school. I had two different primary schools and three different High Schools.*

POST-SCHOOL QUALIFICATIONS/TRAINING

*School Certificate, English, Night School, 1981; Mathematics I, Technical Institute, 1982.*

PRESENT ENROLMENT

ENROLLED: *1 February*

LEFT: *30 November*

STATUS: *1st year adult student, Part-time*

CLASS: *Form Six*

## SUBJECTS AND TEACHERS:

*6th Form Mathematics, TM.4*

*6th Form Biology, TF.9*

## ATTENDANCE RECORD (Half-days abs):

*Term 1: 2/124*

*Term 2: 24/122*

*Term 3: 23/94*

## STATED REASONS FOR ABSENCES:

*Job commitments, family commitments [F.19 reported having missed some classes, for instance, due to taking her daughter to gymnastics meetings].*

## STATED PURPOSE OF ENROLMENT:

*Ongoing - further credit towards New Zealand Certificate of Science*

## ACTUAL DESTINATION:

*Ongoing.*

Timetable F.19

Mon	Tues	Wed	Thurs	Fri
1	1	1 BIOLOGY	1	1
10.15 -	2	10.30	INTERVAL	
2	10.45-11	2	2	2 MATHS
	3 MATHS			
3	4	3	3 BIOLOGY	3
12.30-1.30		LUNCH-TIME		
4 BIOLOGY	CULTURAL	4	4 MATHS	4
5 MATHS	5	5	ELECTIVES	5 BIOLOGY

WITHDREW: Maths, March.

ACADEMIC RECORD

SCHOOL REPORTS:

Record of Progress for: F.19 Mid-Year  
 Absences (Half-Days): 4

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
BIOLOGY	30	B	C-	B	You are capable of achieving good results in this subject. Your help in Practical classes is greatly appreciated.

D.1: Keep up with the studying, F.19, and success can be yours.

Record of Progress for: F.19 End-of-Year  
 Absences (Half-Days): 7

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
BIOLOGY	51	C	C	A	Your work has been of a pleasing standard.

D.1: I hope that you have enjoyed your year with us and that you can find the time to continue with us next year. Good luck in the examination.

## EXTERNAL EXAMINATIONS:

*University Entrance: Biology - F.19 reported a result of 51, the results sheet held by the school recorded a mark of 34.*

*This situation provided one of the dilemmas of the present research. While in the majority of cases the researcher viewed the personal result form of the student, F.19 was 'not available' to meet with the researcher at the time these were received by the student. When the difference between these marks was discovered by the researcher, it was decided to seek 'clarification' from F.19, having first discussed the matter with the Principal and being assured that the school results were 'correct'. The fieldnotes reported the outcome of the conversation with F.19:*

*F.19 was phoned in an attempt to resolve the difference between the marks for her external examinations. Shortly before this, F.19 had been encountered at her work by the researcher, who greeted her only to be 'totally ignored' despite the fact that we were face-to-face. The telephone call was therefore approached with considerable 'unease'. When the researcher introduced himself, the reply was a very gruff "Oh! Yeah?!" However, when it was explained that "I have two different marks for your U.E results - a 34 and a 51?" she was less abrupt with her reply that it was 51 on the official form. Accordingly, the dilemma is unresolved. One of these results is incorrect, but without actually sighting F.19's own results slip the correct one cannot be determined.*

RESEARCH PARTICIPATION

*DATA BASE: Questionnaire: Part 1, Part 2, Part 3 - F.19 was 'unavailable' for the follow up interview, nor was this Part fully completed when eventually returned to the researcher.*

*Interviews: Term 1, Term 2, Term 3.*

*Diary: issued, but F.19 reported that she 'did not have the time' to fill it in.*

*Participant Observation: There were only a few occasions where F.19 was present in the Commonroom, and these produced very little data. This was a result of F.19's lack of interaction when she was present. As a number of the students commented, F.19 would enter the Commonroom - generally with a few minutes to wait for a class to start - sit herself at a desk, and not speak to anyone present - to the point, on many occasions - of not responding to greetings from the others. Accordingly, there was little in the way of data to be gathered from this source, a difficulty compounded by F.19's Part-time status. In class, so her peers informed the researcher, F.19 also did not mix with the other adult students until very near the end of the year.*

*Personal File: viewed, but no additional data other than her University Entrance result.*

*COMMENTS: F.19 did co-operate in the research, and agreed to participate. However, some 'difficulties' did arise during the course of the year - some of which are noted above. One other was the interview situations. These were conducted at F.19's workplace and were marked by a number of interruptions. This was particularly the case during the Term 3 interview where it was considered that F.19 was not replying in full to questions - partly due to the fact that she could be 'overheard' - she indicated this at the time, but then did not elaborate when the 'listeners' moved - and an almost continuous stream of 'interruptions'. At the end of the research, when seeking her co-operation over Questionnaire Part 3, F.19*



responded with "I don't have the time to complete it - nor to discuss it - you'll just have to take it as it is".

#### A DAY IN THE LIFE OF AN ADULT STUDENT

6.30	Get up. Wake kids. Cook breakfast	[Throughout the year, F.19 referred to 'kids' in the plural, although she has only one child - no detail of why this should be the case was forthcoming]
7-7.30	Breakfast. Wash dishes	
7.30-8	Get ready for work school	
8.00	Leave home	
8.15	Drop Toni at school	
8.30	Arrive at [school] for class	
10.15	Leave [school] for work	
10.30	Arrive at work	
	Coffee break	
10.45	Work	
12-12.30	Lunch	
12.30-5	Work	
5.00	Finish work	
6.00	Pick up Toni from Gym	
	Home cook & eat tea. wash dishes change clothes	
7.15	Drop Toni at baby sitters	
7.30	Swimming club meeting	
11.00	Bed	

(Diary, F.19, 18.9.84)

#### TRAVEL TO SCHOOL

DISTANCE: 6km (from home)                      MODE: Car  
              12km (from work)

## DATA FILE: F.20

PERSONAL BACKGROUND

SEX: *Female*      AGE: *48*      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *De facto*      CHILDREN: [*Did indicate that there were children, but not dependent*]

RESIDENCE: *Own home*

PAST WORK EXPERIENCE: *F/T: Shorthand typist, 1951-1957; Computer Operator, 1981-1982*

PRESENT EMPLOYMENT: *P/T: Secretary, 24hrs/wk*

PARTNER'S OCCUPATION: *Manager*

PRESENT INCOME: *\$15 000-\$17 500*      SOURCE: *Own, Partner's income*

PREVIOUS SCHOOLING RECORD

SCHOOL: *N/I*      LEAVING AGE: *16*

CLASS LEVEL: *Form Five*      QUALIFICATIONS: *Public Service Exam, Junior Chamber of Commerce*

POST-SCHOOL QUALIFICATIONS/TRAINING

*Nil*

PRESENT ENROLMENT

ENROLLED: *1 February*

LEFT: *15 March*

STATUS: *1st year adult student, Part-time*

CLASS: *Form Six*

SUBJECTS AND TEACHERS:  
*6th Form Accountancy, [N/I]*

ATTENDANCE RECORD (Half-days abs):  
*Term 1: 4/62*

STATED REASONS FOR ABSENCES:  
*Not specifically mentioned, but F.20 reported being 'frustrated' when turning up to school to find teacher 'absent' or late.*

Timetable F.20

Mon	Tues	Wed	Thurs	Fri
1	1	1	1	1
ACCOUNTING	2			
10.15 -	ACCOUNTING	10.30	INTERVAL	
2	3	2	2	2
	10.45-11			
3	4	3	3	3
				ACCOUNTING
		12.30-1.30	LUNCH-TIME	
4	CULTURAL	4	4	4
		ACCOUNTING		
5	5	5	ELECTIVES	5

## STATED PURPOSE OF ENROLMENT:

*University Entrance. No statement of long-term goals.*

## ACTUAL DESTINATION:

*Unknown - contact lost.*

RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1.

COMMENTS: *F.20 was met with on the one occasion where she agreed to participate in the research. This contact required the researcher to meet with her outside her class - F.20 being unsure of the location of the Commonroom. It was then some time after her actually leaving school that the researcher was aware that she had left. Her reasons, F.20 reported, were 'frustration' with the teacher being 'absent' or 'always late'. At this time, F.20 indicated that she was working as a secretary still, and hoped it would develop into a more full-time position. When the second and third parts of the questionnaire were prepared, F.20 was again contacted and asked if she would complete this phase of the research. However, she declined stating that 'it was too long ago to be bothered with'.  
On the occasion of the one meeting, F.20 appeared very 'concerned' about her age - reporting that she was 'too old to study' and that the return to school 'probably isn't a good idea'.*

## DATA FILE: F.22

PERSONAL BACKGROUND

SEX: *Female*      AGE: *24*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Separated*      CHILDREN: *0*  
 RESIDENCE: *Flat*  
 PAST WORK EXPERIENCE: *F/T: Horticulture/Nursery, 1983*  
 PRESENT OCCUPATION: *P/T: Horticulture - variable hours/wk*  
 PRESENT INCOME: *Less than \$500*      SOURCE: *Own income*

PREVIOUS SCHOOLING RECORD

SCHOOL: *N/I*      LEAVING AGE: *17*  
 CLASS LEVEL: *Form Six*      QUALIFICATIONS: *School Certificate - English, Art, Biology*

POST-SCHOOL QUALIFICATIONS/TRAINING

*Diploma of Horticulture - papers completed: Zoology, Pathology, Horticulture Papers A & B, Practical Horticulture*

PRESENT ENROLMENT

ENROLLED: *1 February*  
 LEFT: *12 March*  
 STATUS: *1st year adult student, Part-time*  
 CLASS: *Form Six*  
 SUBJECTS AND TEACHERS:  
*6th Form Art, TF.13*  
*6th Form Ceramic Studies, TF.13*  
 ATTENDANCE RECORD (Half-days abs):  
*Term 1: 5/56*  
 STATED REASONS FOR ABSENCES:  
*N/I*

Timetable F.22

Mon	Tues	Wed	Thurs	Fri
1	1	1	1	1
	2			
10.15 -		10.30	INTERVAL	
2	10.45-11	2	2	2
ART	3	ART	ART	
3	4	3	3	3
		ART	CERAMIC STUDIES	
12.30-1.30 LUNCH-TIME				
4	CERAMIC STUDIES	4	4	4
	CULTURAL			ART
5	5	5	ELECTIVES	5
CERAMIC STUDIES				CERAMIC STUDIES

STATED PURPOSE OF ENROLMENT:

*University Entrance - Art; Sixth Form Certificate - Ceramic Studies. Reported, however, that was 'not for examinations' but 'for interest'.*

**ACTUAL DESTINATION:**

Shortly after her having left school, F.22 was contacted by the researcher. At this point, she informed him that her having obtained a full-time job precluded her from continuing at school, although F.22 still intended pursuing her interest in art.

Then, at the time of the teacher interviews in June, TF.13 reported that she had some contact with F.22 for a period after she had left school. During this conversation, TF.13 reported that F.22 had left school because her husband had insisted that she give up, particularly as they had moved to a district approximately 20kms from the school.

This could not, however, be confirmed. When the researcher telephoned the contact number provided by F.22 - at her flat - he was informed that she had moved and there was no forwarding address. All that can be stated, therefore, is that F.22 reported herself as 'separated' and living in a flat, and as having left school because of her full-time job. On the other hand, the teacher had more recent contact with this student. Perhaps at this point, it needs to be reported that both teachers and the Dean informed the researcher that 'husband resistance' to the return to school was a 'major reason' why many women left:

There was [a] problem last year... . I had two women leave in about the sixth week because their husbands said "No way". They wanted them home to have tea on the table, so they left school. That really got to me! "Shouldn't leave the kids" - you know! One of them had it all worked out with a babysitter but, no, her husband wouldn't have it, she should be at home!

(D.1, Interview, 28.5.84)

While such an incident could not be confirmed in the present research, there were the accounts provided by teachers and Dean to indicate that this was a factor influencing the return of some women students. In the present context, husband influence on the return did see two cases where the effect was 'negative' - F.11, F.28 - and it did contribute to F.11's decision to leave school, but not in the sense indicated by the Dean's comments.

**RESEARCH PARTICIPATION**

DATA BASE: Questionnaire: Part 1.

COMMENTS: Due to the short period of enrolment, her Part-time status, and lack of attendance in the Commonroom, only the questionnaire and telephone conversation after she left provided any data on F.22.

## DATA FILE: F.23

PERSONAL BACKGROUND

SEX: *Female*      AGE: *17*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*      CHILDREN: *0*  
 RESIDENCE: *With parent*      RELIGION: *N/I*  
 FATHER'S OCCUPATION: *Engineer*      MOTHER'S OCCUPATION: *Teacher*  
 FAMILY SIZE: *4*      PLACE IN FAMILY: *3*  
 PAST WORK EXPERIENCE: *Nil*  
 PRESENT OCCUPATION: *P/T: Waitress, 10-15hrs/wk*  
 PRESENT INCOME: *\$1000-\$2500*      SOURCE: *Parent, Income, Emergency Benefit*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*      LEAVING AGE: *16*  
 CLASS LEVEL: *Form Five*      QUALIFICATIONS: *Nil*  
 SUBJECTS TAKEN: *English, Mathematics (Regional), Home Economics, Clothing*

## SYNOPSIS OF F.23's COMMENTS REGARDING THIS SCHOOLING:

[*'Below average' achievement*] *Below average for qualifications wise. I liked it at times, and I couldn't stand it at times. I never liked the school work, never liked going to school, but I liked other things in school - so, it evens out. I liked meeting people, sports, friends and that.*

[*Disliked - some school rules, being treated like a child, bringing notes from home*] *Uniform - I never liked wearing my uniform. Um - jewellery - oh, lots of things - I can't think of any right now - but I know there were lots of things I didn't like. [Notes from home] That was stupid - I couldn't stand that - they could either take my work or have no-one's word - I was honest - I didn't tell stories.*

[*Absences*] *That was my Grandfather [stayed at home to look after him]. [Major reason - didn't like school] Yes - that was the fifth form - I just stayed at home.*

[*Left*] *We used to fight all the time - I couldn't stand it, so I left - me and my brothers fought. We had big problems. I left home on occasions, but I went back again. Well, my brother's become, like, the head of the family - since the divorce - it's all very complicated. Broken marriages are the cause of these things. It was mainly in the Fifth Form that those problems occurred - both Fifth Form years - that's when it started. That's why I left school.*

POST-SCHOOL QUALIFICATIONS/TRAINING

Nil

PRESENT ENROLMENT

ENROLLED: 1 February

LEFT: 17 August

STATUS: 1st year adult student,  
Full-time

CLASS: Form Six

## SUBJECTS AND TEACHERS:

6th Form English, TF.5  
 6th Form Biology, TF.9  
 6th Form History, TM.19  
 6th Form Mathematics, TM.4  
 6th Form Art History, TF.17

## ATTENDANCE RECORD (Half-days abs):

Term 1: 21/124  
 Term 2: 67/122

[F.23 was still marked as 'enrolled' in the School Register until the end of the year, 30.11.84, but shown as 'absent' for every day. She considered that she left school at the end of Term 2, although was seen at school on one or two occasions - 'intending' going to class, but never doing so]

## STATED REASONS FOR ABSENCES:

[Family illness - Grandfather, and 'lost interest' cited as 'minor reasons'. The 'major reason' being that F.22 'found the subjects more difficult than expected'] Just the same problem - I couldn't cope with that many at that level. English was hard. If I'd only had two subjects I would have been able to concentrate on them. Four was too difficult - to try and keep going with. I should have only had three or two subjects. I should have had two U.E subjects and School C - that way I would have been all right. English and Maths at U.E.

[During this discussion, F.22 did not report the 'difficulties' she had coping with content, particularly in Mathematics, which she had earlier in the year - a 'lack of background' her teacher confirmed as preventing F.22 from achieving at Sixth Form level in this subject - while both her English and Mathematics teachers noted that her 'poor attendance' was 'not helping' either].

## STATED PURPOSE OF ENROLMENT:

University Entrance. A few long-term goals were cited during the course of the year: teaching, nursing, air hostess, being the main ones.

## ACTUAL DESTINATION:

At the time of last contact, F.23 was working as a 'nanny' for two small children, reporting her intentions of 'doing U.E Mathematics and English'

Timetable F.23

Mon	Tues	Wed	Thurs	Fri
1 HISTORY	1	1 BIOLOGY	1 ENGLISH	1 ART HISTORY
10.15 -	2 HISTORY	10.30 INTERVAL		
2 ENGLISH	10.45-11	2 ART HISTORY	2	2 MATHS
3 ART HISTORY	3 ART HISTORY	3	3 BIOLOGY	3 HISTORY
4 ENGLISH		12.30-1.30 LUNCH-TIME		
4 BIOLOGY	CULTURAL	4 HISTORY	4 MATHS	4
5 MATHS	5 MATHS	5 ENGLISH	5 ELECTIVES	5 BIOLOGY

WITHDREW: Art History, Feb.

through Correspondence School. At a later stage of the conversation, F.23 reported that it was 'School Certificate' she was intending to do as this was required for entry to a 'Child Care course' she wished to undertake, with a view to - in a 'year' - opening her own Child Care centre.

## ACADEMIC RECORD

### SCHOOL REPORTS:

Before presenting the School Report from F.23's mid-year examinations, some explanation of the situation appears appropriate. In all other cases, the adult student provided the marks they had obtained for each examination - verification being undertaken only by consulting the school records in the case of external examinations. F.23, however, did not indicate her actual marks. When asked by the researcher, F.23 replied that she "Couldn't remember" what marks she had obtained, although noting that they were "low". From comments passed by her peers, it was suggested that the 'top' mark F.23 obtained was '20', and her teachers confirmed only that her marks were 'low' and 'under 20'. However, it was not until the end of the year that the teachers were consulted, and they did not have their records with them during the interviews. At the conclusion of the research, F.23 reported that her 'top mark' in the school exams as 'a pass in English' and all other marks were 'below 30', but again she 'couldn't remember' the exact results. Throughout her enrolment, F.23 acknowledged that she was experiencing 'difficulties' with the content, and that this was partly a 'lack of background' - especially in Mathematics:

...I had a bit of a problem with [the] Maths teacher. I think that, even if I hadn't been an adult student, he wouldn't have been that helpful because I never had the background. He was an impatient teacher - he wanted to teach - not spend time helping to fill in that background. But, really, I suppose, it wasn't his fault - I mean, there were all the other kids in the class which he had to teach.

(F.23, Fieldnotes, 20.2.85)

Earlier in the research year, F.23 had reported her view that this teacher should have spent the time in helping her compensate for her 'lack of background' in Mathematics - a 'lack' which she noted had come from never completing a full Mathematics course, and 'failing' to complete a Regional Mathematics course during her two years in the Fifth Form. It appeared, then, to be in reflection of this that F.23 now intended enrolling in 'School Certificate level' Mathematics at Correspondence School (noting her intended enrolment in: Mathematics and Home Science at School Certificate level, and English at University Entrance level, for 1985 Correspondence School).

It is due to these circumstances, then, that the marks for F.23's school examinations were not available to the researcher. All that can be reported is that her marks were 'low', and F.23's results in the external examinations used as a guideline.



Record of Progress for:  
Absences (Half-Days): 18

F.23

Mid-Year

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	N/I	D	D	C	I hope that your exam mark will encourage you to continue working towards success. Do attend regularly and give yourself enough time to do assignments well.
HISTORY	N/I	C-	E	C	You started well, F.23, and should be able to improve on this with concentrated effort. I feel you have the ability to improve.
BIOLOGY	N/I	B	D	B	Don't be disappointed with your exam mark. You will be able to improve it. Continue to ask questions when you don't understand.
MATHS	N/I	E	D	B	A lack of background for some topics is causing difficulties and you will need to put in extra time working through examples to help overcome them.

D.J.: You are making progress, F.23. I am sure that an improved attendance record would see your marks improve by the end of the year.

#### EXTERNAL EXAMINATIONS:

University Entrance: English, 23  
Mathematics, 5

[F.23 - along with M.6 and F.13 - was one of the three who sat external examinations without completing the year at school, and with a considerable number of absences recorded during their enrolment. Unlike the other two, however, F.23 had not previously completed a year at Sixth Form level so some doubt remains as to whether she can be considered as having met the eligibility requirements of the external examinations regarding attendance]

#### RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1, Part 2, Part 3 plus interview.

Interviews: Term 1, Term 2.

Diary: issued, but no entries made, nor 'explanation' given for this.

Participant Observation: This aspect was variable. During Term 1, F.23 was present in the Commonroom reasonably frequently - within the 'constraints' imposed by her attendance - but this was not the case in Term 2. Then, F.23 appeared on very few occasions, of the equally 'rare' number she was present at school. Accordingly, little direct observation was possible with F.23, although she was a 'topic' of conversation among some other adult students.

Telephone Conversations: these were 'frequent' in the sense that a number were required to arrange meetings with F.23, but this was the sole function.

Personal File: viewed, but no further data.

COMMENTS: While F.23 did complete the questionnaire phase of the research, and was available for interviews and discussions while enrolled, this was also a source of some 'difficulties' for the researcher. In the first instance, F.23 moved residence frequently during the year - at one time living with her mother, then with her father and stepmother - on a repeating and random basis. This required a number of phone calls being made to 'chase' her up to arrange meetings and interviews, often seeing the researcher make such an arrangement and then F.23 not arriving, necessitating a further round of calls. The second factor was the fact that F.23 often 'forgot' to come to arranged meetings. Finally, all interviews conducted with F.23 were themselves 'difficult' in that she often did not reply to a question - she appeared to 'think about it', then respond with a reply unrelated to the question or ask for it to be repeated. During the time of her enrolment - similar to F.13 - F.23 was also referred to as 'not an adult student' by others, a characterisation based on her absences and 'lack of effort'.

#### TRAVEL TO SCHOOL

DISTANCE: 6km

MODE: Bike, bus, car

## DATA FILE: F.24

PERSONAL BACKGROUND

SEX: *Female*                      AGE: *42*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married*                      CHILDREN: *2 - at primary school*

RESIDENCE: *Own home*                      RELIGION: *Presbyterian*

FATHER'S OCCUPATION: *Deceased (when F.24 was aged 11) Manager of furnishing business*      MOTHER'S OCCUPATION: *Pensioner*

FAMILY SIZE: *4*                      PLACE IN FAMILY: *3*

PAST WORK EXPERIENCE: *F/T: Shorthand typist, 1959-1964; Dictaphone Typist, 1964-1969. P/T: Clerk, 1970-1973*

PRESENT OCCUPATION: *Nil*

PARTNER'S OCCUPATION: *Research Officer*

PRESENT INCOME: *\$25 000-\$30 000*      SOURCE: *Family income*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State), 1955-1957, Girls' (State), 1958*      LEAVING AGE: *16*

CLASS LEVEL: *Form Five (2nd yr)*      QUALIFICATIONS: *Nil*

SUBJECTS TAKEN: *English, Human Biology, Geography, Shorthand/typing, Accounting*

SYNOPSIS OF F.24's COMMENTS REGARDING THIS SCHOOLING:

*I found it a bit hard, actually, trying to remember back so long. But, I seemed to like the classes I was in where the teacher was young, more than the older ones. They were less set in their ways - they understood us better and could relate to us a lot better. Many of the older ones had been in the job for too long and seemed to have lost any interest in it. I transferred [schools] the second-year Fifth. First-year Fifth I didn't sit School Cert - didn't even try it - the second year, my Mother decided I would change schools.*

*[Left] Well, I'd had four years at High School - and my Mother thought that was enough - and I'd had enough. At the same time a job came up - so, it was a combination of both.*

*Favouritism very pronounced with teachers, and with monotonous regularity they selected their 'pets' for favoured errands amongst students who were bright. Also students who excelled in sports were favourites with less academic teachers and the sports mistress.*

## POST-SCHOOL QUALIFICATIONS/TRAINING

School Certificate, Shorthand/typing, Night School; School Certificate, English, Adult Student, 1983.

## PRESENT ENROLMENT

ENROLLED: 1 February

LEFT: 30 November

STATUS: 2nd year adult student,  
Part-time

CLASS: Form Six

SUBJECTS AND TEACHERS:

6th Form English, TF.5  
6th Form History, TM.19

ATTENDANCE RECORD (Half-days abs):

Term 1: 5/124  
Term 2: 2/122  
Term 3: 1/94

Timetable F.24

Mon	Tues	Wed	Thurs	Fri
1	1	1	1	1
HISTORY	ECONOMICS		ENGLISH	
2	2			
10.15 -	HISTORY	10.30	INTERVAL	
2		2	2	2
ENGLISH	10.45-11		ECONOMICS	
3	3			
	4	3	3	3
	ENGLISH	ECONOMICS		HISTORY
12.30-1.30		LUNCH-TIME		
4		4	4	4
	CULTURAL	HISTORY		ECONOMICS
5	5	5		5
		ENGLISH	ELECTIVES	

WITHDREW: Economics, Feb.

STATED REASONS FOR ABSENCES:

[*'Major reason' - frustrated with school*] *The stupid timetable business. You'd get up there and they'd still be in the Assembly until 10 o'clock and you'd only have a lesson for 15 minutes before you had to go home again - I was getting sick of that.*

*F.24 was perhaps the most 'vocal' of the critics of the various timetable changes during the year. It was her view that the school staff were an 'extremely well paid' group, with 'great holidays', who should have been to 'arrange a timetable' without needing to change it. F.24 voiced this opinion frequently in the Commonroom - although other adult students 'countered' her view of 'highly paid' and 'holidays', she remained convinced - and on at least two occasions 'tackled' the Dean over the issue. Generally, F.24 combined this timetable issue with a general critique of the school, particularly with the view that the school was 'uninterested' in adult students. This view appeared premised on the basis of, first that these changes 'made no allowance' for the adult students, and second that the teachers - the year of the present research - were engaged in industrial action against changes to the format of University Entrance. F.24 formed an 'impression' - citing the media as the source - that such action meant the teachers 'would not help adult students' with 'preparing for U.E.' However, F.24 appeared to be alone in holding such a perception of the school and teachers.*

STATED PURPOSE OF ENROLMENT:

*University Entrance. Long-term goal of 'a job', with nothing specific mentioned.*

ACTUAL DESTINATION:

*At last contact, a pool-typist for Government Departments. F.24 reported 'no intentions' of further study as a result of 'difficulties' at the school in 1984, 'low marks', and her 'age'.*

ACADEMIC RECORD

## SCHOOL REPORTS:

Report of Progress for:  
Absences (Half-Days): 3

F.24

Mid-Year

Subject	Mark	Level in Class Term	Exam	Effort	Remarks
ENGLISH	67	C	B	A	F.24 has worked very hard to produce pleasing results. She is to be congratulated on her self-motivation and her contribution to class discussions.
HISTORY	68	B	B	A	Extremely pleasing results F.24. I hope you enjoy the rest of the year and gain high marks.

D.I: Well done, F.24. Another good half-year's work.

Record of Progress for:  
Absences (Half-Days): 0

F.24

End-of-Year

Subject	Mark	Level in Class Term	Exam	Effort	Remarks
ENGLISH	56	B	C	A	F.24 has been an outstanding student. Her determination to succeed has not wavered. Her contribution to class discussion has been appreciated.
HISTORY	63	B	B	A	Thank you for making a positive contribution to the class. Your work record and academic ability is very good.

D.I: Thank you for your contribution as an adult student. With your excellent attendance record and positive effort in class you deserve success in the University Entrance examinations. Good luck.  
P.I: Very good.

AWARDS: *Adult Student Recognition Award, History*

EXTERNAL EXAMINATIONS:

*University Entrance: English, 48  
History, 60*

RESEARCH PARTICIPATION

DATA BASE: *Questionnaire: Part 1, Part 2, Part 3 plus interview.*

*Interviews: Term 1, Term 2, Term 3.*

*Diary: maintained but not on regular basis for the year.*

*Participant Observation: F.24, despite part-time status, was often in the Commonroom, particularly from the beginning of Term 2 onwards. She interacted mainly with those in the 'older age group' - reporting that the 'age difference' made it difficult to 'communicate' with the younger adult students. However, F.24 was a 'member' of the adult student group apparent from Term 2 on, and data was readily obtainable from the Commonroom context. F.24 also frequently approached the researcher with information and explanations.*

*Telephone Conversations: predominantly for meeting arrangements and examination follow up, although some were to provide more general information.*

*Personal File: viewed, but no further data derived.*

COMMENTS: *Perhaps two features stood out particularly in the data derived on F.24. The first was her general 'critique' of the school:*

Just her [Dean's] attitude - "Take it or leave it". It was there at the beginning of the year when I asked her about the Art History lessons:- she just said "There's a teacher over there - go and ask her" - there were no efforts made to find out who the teacher was - so I left it. And, there's no communication - no warning. If we could have been told sooner about - like, they would have Assembly - "There's going to be an assembly tomorrow" - well, we wouldn't be told that. We were just turning up in the morning and finding out that there was an Assembly on then and the English class mightn't start until quarter-to-10. We weren't told - I know it would be hard for the Dean to ring all the adult students - but I really think that there should be better ways of letting the adult students know. I realise that we are only a minority group there - at the school - but all the same I think we should be taken into consideration - because, I see that the school is given a grant for having us there and I think they should be prepared to put a bit more effort in. The Dean is given time to do those sort of jobs - I'm not 100 percent sure, but I think she would have got time for that. .... I think you were supposed to know before you went along to the enrolment day what you wanted to do. Me being new to what was offering, of course, at the U.E level - particularly at that school 'cause a lot of the schools are down on U.E. That was hanging over their heads so the teachers couldn't care less about U.E. They wouldn't have anything to do with the students. Well, I think that's wrong. At that stage it was wrong to take that attitude because they had a Union to do their work for them. ... I suppose if I'd talked to someone - I didn't really talk to anyone - so, it's partly my fault [not knowing what courses were available]. .... [The U.E issue] There was all that stuff in the news about how they weren't going to have anything to do with U.E this year unless it was moved to the Seventh Form.

They weren't going to handle the exam entries or mark it - that sort of thing. They just couldn't care less about it. That was not on. ... All the trouble I had over getting the U.E. paper from [TF.5].- she refused to give me any old exam papers so that I could see what was involved. That sort of thing. She just didn't seem to care less about it.

(F.24, Fieldnotes, 29.11.84)

Perhaps it is pertinent to note that F.24 was the only adult student to hold this perception.

The second facet of F.24's 'experience' which appeared to dominate much of her accounts was the issue of 'age'. F.24 frequently referred to her 'age' in the sense that she was 'much older' than most of the adult students and certainly the 'teenagers' in the school. This, she reported, created some difficulties for her:

At the beginning I felt uneasy about sitting in the class with [pupils]. Just the age difference, I think. A lot of the teenagers, especially in one class, I felt were rather - you know - slightly "What's she doing here!?" type of attitude - you know - "She should be at home, or elsewhere. She shouldn't be here with us" - and I felt that I couldn't get used to that. It was that Economics class. But, it might have been because I didn't really know the subject and they knew more than me and that sort of put me at a bit of a disadvantage.

(F.24, Fieldnotes, 29.11.84)

Here again, F.24 was the only adult student to report such feelings, but she remained consistent in her view that her 'age' made it 'difficult' for her to interact and communicate with the school-aged pupils.

#### A DAY IN THE LIFE OF AN ADULT STUDENT

7.30a.m-8.30a.m	Prepare breakfast for family. Cut lunches for family
8.30a.m-9.30a.m	Do dishes and general housework.
9.30-12.30	Travel to [school]. There until 12.30. One free period for swot during this time.
12.30-1.15p.m	Travel to city supermarket, shopping for family.
1.15p.m-1.45p.m	Visit elderly relative.
1.45p.m-3p.m	Travel home. Lunch. Swot (45min).
3p.m-4p.m	Children taken to local shopping centre for school gear. Visit friend 10min.
4p.m-4.30p.m	Rescue washing. Sort washing out. Organise evening meal.
4.30-5p.m	Preparing meal.
5p.m-6p.m	Odd jobs around house. Pick fruit etc. Read evening papers.
6p.m-6.45p.m	Evening meal. Kids do dishes.
6.45p.m-7p.m	Spent with children.
7p.m-8.30p.m	Swot
8.30p.m-10p.m	Watch T.V. (Martin Luther)
10p.m of thereabouts	Beddy Byes.

(Diary, F.24, 18.9.84)

TRAVEL TO SCHOOLDISTANCE:  $4\frac{1}{2}km$ MODE: *Bicycle, car*



## DATA FILE: F.26

PERSONAL BACKGROUND

SEX: *Female*      AGE: *17*      ETHNIC GROUP: *Maori*  
 MARITAL STATUS: *Single*      CHILDREN: *0*  
 RESIDENCE: *Living with relatives (not parents)*  
 PAST WORK EXPERIENCE: *F/T: Factory worker, 1982-1983*  
 PRESENT OCCUPATION: *Nil*  
 PRESENT INCOME: *less than \$500*      SOURCE: *Unemployment Benefit*

PREVIOUS SCHOOLING RECORD

SCHOOL: *N/I*      LEAVING AGE: *15*  
 CLASS LEVEL: *Form Four*      QUALIFICATIONS: *Nil*

POST-SCHOOL QUALIFICATIONS/TRAINING

*Nil*

PRESENT ENROLMENT

ENROLLED: *1 February*  
 LEFT: *5 March*  
 STATUS: *1st year adult student, Full-time*  
 CLASS: *Form Five*

## SUBJECTS AND TEACHERS:

*5th Form English, [N/I]*  
*5th Form Geography, [N/I]*  
*5th Form Typing, [N/I]*  
*5th Form Mathematics, [N/I]*  
*5th Form Home Economics [N/I]*

## ATTENDANCE RECORD (Half-days abs):

*Term 1: 8/46*

## STATED PURPOSE OF ENROLMENT:

*School Certificate. No indication of long-term goals.*

Timetable F.26

Mon	Tues	Wed	Thurs	Fri
1 MATHS	1 HOME ECONOMICS	1 GEOGRAPHY	1 ENGLISH	1 TYPING
10.15 -	2 MATHS	10.30	INTERVAL	
2 ENGLISH	10.45-11	2 TYPING	2 HOME ECONOMICS	2
	3 TYPING	3 HOME ECONOMICS	3 GEOGRAPHY	3 MATHS
3 TYPING	4 ENGLISH	12.30-1.30 LUNCH-TIME		
4 GEOGRAPHY	CULTURAL	4 MATHS	4	4 HOME ECONOMICS
5	5	5 ENGLISH	ELECTIVES	5 GEOGRAPHY

**ACTUAL DESTINATION:**

*Unknown. The Dean informed the researcher, sometime after she had left, that F.26 had moved to another district. No reason for the move was available, nor any means of locating this student.*

**RESEARCH PARTICIPATION**

**DATA BASE:** Questionnaire: Part 1.

*Participant Observation: during the few weeks of her enrolment, F.26 was infrequently in the Commonroom. On the few occasions she was present, F.26 sat apart from the other students, not appearing to 'mix well' in this context. However, the time was too short to form any more than a superficial impression of this student.*

**COMMENTS:** *As with a majority of the others who were to leave during the first few weeks of the year, little information was derived from F.26. In addition, the researcher was often unaware that these students had left school until some time after the event. This occurred where the school maintained them on the Roll until the end of March, even with some being marked 'present' after leaving school. By the time it was determined that the student had left, contact was then made difficult, particularly where the individual had moved address.*

## DATA FILE: F.27

PERSONAL BACKGROUND

SEX: *Female*      AGE: *17*      ETHNIC GROUP: *Part-Maori*  
 MARITAL STATUS: *Single*      CHILDREN: *1 - infant*  
 RESIDENCE: *With parents*  
 PAST WORK EXPERIENCE: *Nil*  
 PRESENT OCCUPATION: *Nil*  
 PRESENT INCOME: *\$5000-\$7500*      SOURCE: *Domestic Purposes Benefit*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*      LEAVING AGE: *15 and 16*  
 CLASS LEVEL: *Form Four and*      QUALIFICATIONS: *Nil*  
                   *Form Five - F.27 left, returned,*  
                   *then left again.*

POST-SCHOOL QUALIFICATIONS/TRAINING

*Nil*

PRESENT ENROLMENT

ENROLLED: *1 February*  
 LEFT: *31 May*  
 STATUS: *1st year adult student,*  
           *Full-time*  
 CLASS: *Form Six*

## SUBJECTS AND TEACHERS:

*6th Form English, TF.11*  
*6th Form History, TM.19*  
*6th Form Economics, TF.3*  
*6th Form Geography, TM.12*  
*6th Form Typing, [N/I]*

## ATTENDANCE RECORD (Half-days abs):

*Term 1: 56/124*  
*Term 2: 18/18*

Timetable F.27

<i>Mon</i>	<i>Tues</i>	<i>Wed</i>	<i>Thurs</i>	<i>Fri</i>
<i>1</i> HISTORY	<i>1</i> ECONOMICS	<i>1</i> ENGLISH	<i>1</i> TYPING	<i>1</i>
<i>10.15 -</i>	<i>2</i> HISTORY	<i>10.30</i> <i>INTERVAL</i>		
<i>2</i> TYPING	<i>10.45-11</i> <i>3</i>	<i>2</i>	<i>2</i> ECONOMICS	<i>2</i> GEOGRAPHY
<i>3</i>	<i>4</i> TYPING	<i>3</i> ECONOMICS	<i>3</i> ENGLISH	<i>3</i> HISTORY
<i>12.30-1.30</i> <i>LUNCH-TIME</i>				
<i>4</i> ENGLISH	<i>CULTURAL</i>	<i>4</i> HISTORY	<i>4</i> GEOGRAPHY	<i>4</i> ECONOMICS
<i>5</i> GEOGRAPHY	<i>5</i> GEOGRAPHY	<i>5</i> TYPING	<i>ELECTIVES</i>	<i>5</i> ENGLISH

## STATED PURPOSE OF ENROLMENT:

*Sixth Form Certificate, University Entrance. No long-term goal indicated, although F.13 on one occasion mentioned that her and F.27 were thinking of undertaking a Technical Institute journalism course.*

## ACTUAL DESTINATION:

*Unknown. Contact not established with this student (See, 'Comments').*

ACADEMIC RECORD

## SCHOOL REPORTS:

Record of Progress for: *F.27* Mid-Year  
Absences (Half-Days): 28

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH		C	D	C-	Without consistent attendance chances of success are remote. You are an able and intelligent student and with the required consistency could do well. Exam 39%.
ECONOMICS		D	E	C-	Regular attendance is essential if F.27 is to improve her understanding of this subject.
TYPING		C	C	C+	With extra practice, TCB results at the end of the year will be extremely high. Keep up the practice F.27.
HISTORY	45	D	C-	C	A surprisingly good result considering your absences F.27. Certainly you could make it.
GEOGRAPHY		E	C-	C	Pity you have been absent for a Term's work because your exam shows you have a good understanding of this subject.

*D.1:* You have the potential to do quite well academically, F.27. If you want to succeed in the examinations you must attend regularly and study regularly.

RESEARCH PARTICIPATION

DATA BASE: *Questionnaire: Part 1.*

*Participant Observation: F.27 did not agree to take further part in the research beyond the initial questionnaire. However, there were a few occasions where she was observed in the Commonroom, one of which produced the History mark for her mid-year examinations. F.27 appeared to be part of the younger aged group, interacting with F.13 in particular.*  
*Personal File: viewed, the source of F.27's School Report.*

COMMENTS: *F.27 willingly completed Part 1 of the questionnaire, yet would not answer questions regarding further participation. On the occasions where this issue was raised with F.27, she merely 'avoided' giving any*

answer by continuing on with a conversation as if the question had not been posed. The researcher was unable to determine F.27's reasons for this decision not to participate.

F.27 was frequently absent. It was assumed - by staff as well as the researcher - that F.27 left school during Term 1. She was absent from school from 29 March through to the end of the Term (4.5.84). Some other adult students - such as F.13 and F.17 - informed the researcher that F.27 had left school and was working in another city. However, she 'returned' during the examination period in June stating that she was 'back at school'. She was observed in the Commonroom on a few days during the examination period, but appeared to 'leave' again shortly afterwards. During the remainder of Term 2, and indeed for the examination period itself, F.27 was marked 'absent' in the School Register, although there were infrequent occasions where a 'present' was recorded but F.27 was not sighted by the researcher. Officially, F.27 was taken from the Roll at the beginning of October, evidently, according to the Dean, having recently 'returned' to school again. The Dean reported to the researcher that F.27 had a 'reputation' for similar behaviour - leaving, then returning - in her prior schooling, and that the school staff were not going 'to put up with that again' so F.27 had been told that she was 'removed' from the school roll.

## DATA FILE F. 28

PERSONAL BACKGROUND

SEX: *Female*                      AGE: *31*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married*                      CHILDREN: *3 - 2 at primary, 1 at secondary school*

RESIDENCE: *Own home*                      RELIGION: *Presbyterian*

FATHER'S OCCUPATION: *Farmer*                      MOTHER'S OCCUPATION: *Shop Assistant*

FAMILY SIZE: *1*                      PLACE IN FAMILY: *1*

PAST WORK EXPERIENCE: *F/T: Nurse Aid, 1961-1971. P/T: Poultry Worker, 1980-1981; Playcentre Supervisor, 1982-1983.*

PRESENT OCCUPATION: *Assists in husband's business.*

PARTNER'S OCCUPATION: *Earthmoving Contractor*

PRESENT INCOME: *\$20 000-\$25 000*      SOURCE: *Family Income*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Girls' High (State)*                      LEAVING AGE: *16*

CLASS LEVEL: *Form Five (2nd yr)*      QUALIFICATIONS: *Nil*

SUBJECTS TAKEN: *English, Biology, Geography, History, Home Economics*

SYNOPSIS OF F.28's COMMENTS REGARDING THIS SCHOOLING:

*[Achievement below average ] Probably in trying - I didn't try very hard - and - yeah - I didn't achieve much so that would be 'below average' too. The academic side was unsuccessful. ...I used to play hockey and I didn't have any trouble with that.*

*I just never liked the school-work - the study, homework - that sort of thing.*

*[Disliked, P.E, maths, homework]*

*[Subject choice] Because of being in the second to lowest class I had to take Clothing as a fifth subject [Home Economics]. Being in that class, that's what you had to take more or less.*

*[Left - disliked school so left as soon as possible and because of parental pressure to stay] Well, I wanted to leave because I never got School C and all my friends had gone up a class. There were only a few left who were in the second-year Fifth - and I just got really anti and all I wanted to do was leave. So, I just went on and on at my parents until I did. It took until the end of the Second Term before I left. I feel that I wouldn't have done any good, anyway - oh, I might have, but the way I hated school, I couldn't see my attitude changing.*

*I was a boarder - I liked that side of it - being in the one big family.*

But the school-work - I didn't like that at all. It was a family tradition to go there - my Grandmother went there, apparently, as one of the first pupils at the school.

### POST-SCHOOL QUALIFICATIONS/TRAINING

School Certificate, English, Correspondence School; Playcentre Supervisor Course - Central Districts Playcentre Supervisor.

### PRESENT ENROLMENT

ENROLLED: 1 February

LEFT: 30 November

STATUS: 1st year adult student,  
Part-time

CLASS: Form Five

SUBJECTS AND TEACHERS:

5th Form Biology, D.P.1  
5th Form Alternative Mathematics, [N/I]

ATTENDANCE RECORD (Half-days abs):

Term 1: 4/124

Term 2: 17/122

Term 3: 4/94

STATED REASONS FOR ABSENCES:

[Husband] just work - just doing work  
for him.

STATED PURPOSE OF ENROLMENT:

School Certificate. Long-term goal stated as entry to nursing training,  
probably 1985.

ACTUAL DESTINATION:

F.28 decided to 'defer' her proposed entry to nursing training until her children were 'older' and in recognition of her commitments to her husband's business. In the meantime, F.28 intended trying to obtain a part-time job which she reported her return to school had given her the 'self-confidence' to apply for.

Timetable F.28

Mon	Tues	Wed	Thurs	Fri
1 ALTERNATE MATHS	1	1	1	1
10.15 -	2 ALTERNATE MATHS	10.30	INTERVAL	
2	10.45-11	2	2	2 BIOLOGY
3	3 BIOLOGY	3	3	3 ALTERNATE MATHS
3	4	3	3	3
12.30-1.30 LUNCH-TIME				
4	CULTURAL	4 ALTERNATE MATHS	4 BIOLOGY	4
5 BIOLOGY	5	5	ELECTIVES	5

ACADEMIC RECORD

## SCHOOL REPORTS:

Record of Progress for:  
Absences (Half-Days): 4

F.28

Mid-Year

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
BIOLOGY	66	A	B	A	66%, 4th in class overall. Excellent progress. Keep up the good work.
ALTERNATE MATHS	[N/A]	A	--	A	Congratulations F.28! You well deserve your excellent grade and can be very satisfied with it.

D.1: It is good to see you doing so well F.28. Keep up the effort.

Record of Progress for:  
Absences (Half-Days): N/I

F.28

End-of-Year

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
BIOLOGY	66	A	B	A	A hard-working, interested student. It is a pleasure and an asset to have adult students in a class. Good luck.
ALTERNATE MATHS	[N/A]	A	--	A	F.28, again your grades are excellent. With your interest and application, you will do well in anything you choose. Congratulations.

D.1: Congratulations F.28 on an excellent year's work. I hope that you will carry on with your studies. Good luck in the examination.



AWARDS: *Alternative Mathematics Certificate (presented at final School Assembly).*

EXTERNAL EXAMINATIONS:

*School Certificate: Biology, 57*

RESEARCH PARTICIPATION

DATA BASE: *Questionnaire: Part 1, Part 2, Part 3 plus interview.*

*Interviews: Term 1, Term 2, Term 3.*

*Diary: F.28 did not utilise the Diary, indeed this was to be the source of a 'difficult' situation involving this student. When the Diaries were issued, F.28 was provided with one. However, on 17 February, F.28 approached the researcher and commented that her family and business commitments would prevent her maintaining a Diary, and therefore she felt it might be better for her to withdraw from the research participation. During a brief discussion at this time - F.28 being on her way to class - it was the opinion of the researcher that she had 'misunderstood' the Diary instructions, and had formed the view that these required 'detailed' descriptions of events to be recorded. It was suggested that the Diary only needed brief 'reminder type' notations of events and experiences, and that the 'detail' would occur during conversations between researcher and the student. However, later that evening, F.28 phoned the researcher to express the same concerns. F.28 remarked that her family commitments and those associated with her husband's business gave her 'enough problems' without having to concern herself with thinking about her experiences at school. At this point, the researcher suggested that this process would not occupy a large amount of time, being primarily confined to occasional interviews and discussions, rather than a continuous involvement. The telephone conversation concluded with the researcher suggesting that, while F.28's withdrawal remained her prerogative, he hoped that some acceptable compromise could be reached which would see her continue to participate in the research. F.28 agreed to consider the matter further, and it was arranged for a telephone contact on the following Monday to discuss the issue and reach some conclusion. Afterwards, however, it was the researcher's concern that undue pressure might have been mounted in an effort to 'persuade' F.28 to continue participating in the research. Accordingly, a further phone call was made to F.28 to reaffirm her 'rights to withdraw', but suggesting that a compromise could easily involve dispensing with the Diary and relying instead on other methods of data collection. This appeared to satisfy F.28 and she agreed to 'try it out'. The compromise continued for the duration of the year, and F.28 remained a participant in the research, willingly providing information. Indeed, reflecting on the research and her involvement at the end of the year, F.28 remarked:*

*I don't feel you were pressuring me. I just felt I couldn't cope with it. I was scared - scared at the beginning - and probably didn't fully understand what it all meant - and didn't think I could write everything*

down .. I was scared about it - scared of something that has worked out to be nothing to worry about. It's been enjoyable, actually [laugh].

(F.28, Interview, 3.12.84)

*Participant Observation:* F.28 became a regular user of the Commonroom - within the nature of her part-time status - as the year progressed. Initially, she was infrequently observed in the Commonroom, but by Term 2 and more so in Term 3, F.28 was both present and interacting with the other students.

*Telephone Conversations:* primarily restricted to the meeting arrangements and examination information.

*Personal File:* viewed but no additional data obtained.

COMMENTS: F.28 was one of two adult students (F.11 being the other) to report a 'lack of support' by her husband for the return to school. This took the form where the husband would require F.28 to undertake tasks which, while necessary, placed added pressures upon her and her available time. In addition, he remarked on some occasions that the return to school was a 'waste of time'. However, F.28 considered that this did not represent a 'deliberate effort' aimed at preventing her continuing with school, but did acknowledge that it was a source of personal concern.

#### A DAY IN THE LIFE OF AN ADULT STUDENT

- 6.45 Out of bed to collect mail at the gate and to see what the dog was making such a fuss about, only to discover she was chasing the cat. Back to bed to read the paper and listen to the news.
- 7.15 Up for breakfast. Get 2 kids out of bed and ready for school [F.28's other child is at boarding school].
- 8.00 .... [Husband] heads off to look at a contract for the morning. Kids and I feed calves, lamb and pigs.
- 8.30 Had to fix [daughter's] bike which unexpectedly held me up ½hr.
- 8.45 Milked the cow
- 9.00 Dishes & shower
- 9.25 Left home on my bike to come to school. Usually exhausted on arrival.
- 10.00 First class. Always enjoy Tuesday's as I usually see everyone at morning break.
- 11.00 2nd class. After collect bike & go home. Today it took me 10 mins just to get to [street, approximately 2km away from school]. Did a couple of messages.
- 12.10 Left [suburb] for home. Got caught in the rain for the 1st 10 mins. Loved the rain. It wasn't too heavy. Very refreshing. I was dry by the time I got home except for woollen jersey.
- 12.30 Arrived home to find [husband] hadn't arrived as yet. Sat and read the rest of the papers over lunch and recover.

- 1.30 Start on housework chores Yuk!
- 3.10 [Husband] home wants lunch.
- 3.20 Kids home starving.  
After getting them fed and watered
- 4pm [Husband] & I head off to town. He to look at grader me to the accountants.
- 5pm Collect business mail at PO. Stop at a friend's for 5mins to arrange a ride to meeting tonite.
- 5.10 Feed calves pigs & lamb. [Son] has to be at Scouts at 5.55. Haven't got tea ready yet. Always rushing and unorganised.
- 5.30 Turned t.v. off so that [son] would get ready for Scouts.
- 5.35 Serve [son] his tea  
Telephone rings - disruption
- 5.50 Jump in car with [son]. Pick up boy at end of road to take to Scouts too.
- 6.05pm Home again  
[Daughter & Husband] come in looking for their tea. Throw that on the table rush to shower as I am being picked up at 6.25pm for Scout Investiture. R & R are left to their own devices.
- 6.25 Friend arrives off we go to Scout Den
- 6.40 Scout troops are all organised to start.  
First of all everyone has to join in for a game of nonstop cricket. Parents & leaders against boys.
- 7.00 Official part of Scouts.
- 7.30 Supper is served. Chance to catch up on seeing friends.
- 8.00 Leave Den to go to meeting at Leaders home. [Son] gets a ride home with other boys mother.
- 8.15 Meeting, natter, and supper again.
- 10.00 Arrived home and so to bed.

(Diary, F.28, 18.9.84)

### TRAVEL TO SCHOOL

DISTANCE: 8km

MODE: Car, bike - Term 3 some days

## DATA FILE: F.29

PERSONAL BACKGROUND

SEX: *Female*                      AGE: 24                      ETHNIC GROUP: *Pakeha*  
MARITAL STATUS: *Single*    CHILDREN: 0  
RESIDENCE: *Flat*    RELIGION: *None*  
FATHER'S OCCUPATION: *Accountant*    MOTHER'S OCCUPATION: *Nurse*  
FAMILY SIZE: 5    PLACE IN FAMILY: 4  
PAST WORK EXPERIENCE: *F/T: Clerk, Government Department, 1976-1979;*  
*Nursing Training, 1979-1983; Staff Nurse, 1983-*  
PRESENT OCCUPATION: *F/T: Staff Nurse, night duty, 40hrs/wk*  
PRESENT INCOME: \$15 000-\$17 000                      SOURCE: *Own income*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Girls' High (State)*                      LEAVING AGE: 17  
CLASS LEVEL: *Form Six*                      QUALIFICATIONS: *School Certificate -*  
*English, French, Latin, History, Science,*  
*Geography; University Entrance - English,*  
*French, Latin, History, German*  
SUBJECTS TAKEN: *English, French, Latin, History, German*  
SYNOPSIS OF F.29's COMMENTS REGARDING THIS SCHOOLING:

*[Achievement 'above average' and a 'successful' experience] I felt quite positive about it.*

*[Disliked school] Well, I quite enjoyed it in the earlier times - the earlier Forms - but by the time I got to the Sixth Form - the school was a very old-fashioned one and you didn't really have any choice about the subjects you took. There were hardly any of the sciences available - so, I got channelled in to an all Arts course, while my whole intention since the Third Form had been to be a Doctor. But, the Headmistress said, right from the beginning, "Nursing or teaching" [laugh]. I felt that I was being channelled all the way through and that I wasn't powerful enough to stand up to that sort of thing.*

*[Attendance 'below average' - illness and didn't like school] Um - in the Third and Fourth Form it was mainly because of the compulsory sports we had to have every day - I hated that, so I just used to turn up when I felt like it. But, later on, I got in to this really good habit of I liked some of my subjects so would spend hours on them - the rest of the time I didn't bother to turn up [laugh].*

We'd all go round to a friend's place, drink coffee and discuss the state of the world.

I had an aptitude for English - so I was told that I was an 'arts-person' and that was what I was taking - no choice.

[Left - had required qualifications, disliked school, and parental pressure to stay] I wanted to leave and they were hassling me the whole time. I was quite young when I got to the Seventh Form and was offered another year at school if I wanted it. My Parents were keen on it - I wasn't.

It would have helped to have taken that extra year. I got more assertive the year I left school - I sort of had to stand up for myself a lot more - which, if it had happened while I was at school, I might have got a lot more out of it in that extra year.

## POST-SCHOOL QUALIFICATIONS/TRAINING

New Zealand Registered Nurse, Bachelor of Arts (Nursing Studies)

## PRESENT ENROLMENT

ENROLLED: 13 February

LEFT: 26 March

STATUS: 1st year adult student,  
Full-time

CLASS: Form Six

SUBJECTS AND TEACHERS:

6th Form English, TF.1  
6th Form Biology, TM.15  
6th Form Physics, TM.6  
6th Form Chemistry, [N/I]  
6th Form Mathematics, TM.14

ATTENDANCE RECORD (Half-days abs):

Term 1: 0/60

Timetable F.29

Mon	Tues	Wed	Thurs	Fri
1 ENGLISH	1 CHEMISTRY	1 MATHS	1 BIOLOGY	1 PHYSICS
10.15 -	2 ENGLISH	10.30 INTERVAL		
2 BIOLOGY	10.45-11 3 PHYSICS	2 PHYSICS	2 CHEMISTRY	2
3 PHYSICS	4 BIOLOGY	3 CHEMISTRY	3 MATHS	3 ENGLISH
12.30-1.30 LUNCH-TIME				
4 MATHS	CULTURAL	4 ENGLISH	4	4 CHEMISTRY
5	5	5 BIOLOGY	ELECTIVES	5 MATHS

STATED REASONS FOR ABSENCES:

[F.29 rated her attendance as 'below average, frequently missed classes']  
[Due to illness, job commitments, losing interest, found it difficult to adjust to being back at school]

The regimentation - having everything planned. In a particular subject and you're enjoying it and have finally caught on - then the bell goes and it's too bad - you have to get out because another class is coming in, and you have to go off to something else as well. There's never really any time to just sit there and think about what you are doing.

The noise - the constant noise all the time [became frustrated with pupils and teachers].

[Became frustrated with progress] If I'd stuck it out, I probably would've got there - but - I wanted to do well - my standards are higher than my capabilities [laugh]. I was doing all right, but that amount of work

*that I had to put in just to do all right was out of all proportion. I felt quite discouraged - especially when some of the others would do very little work at all and still do brilliantly in the tests.*

STATED PURPOSE OF ENROLMENT:

*University Entrance. Long-term goal of entry to Medical School, so had returned to school in order to obtain the perceived 'background in science' that her prior schooling had not provided.*

ACTUAL DESTINATION:

*University - enrolled in Honours level course in Nursing Studies.*

RESEARCH PARTICIPATION

DATA BASE: *Questionnaire: Part 1, Part 2, Part 3 plus interview.*

*Diary: maintained for the short period of F.29's enrolment.*

*Participant Observation: F.29 was frequently present in the Commonroom during her time at school, but this was more a situation which saw her arrive, collect books, and either leave, talk to the researcher, or work on her own:*

*I didn't particularly like the group that was there - when I was there, there was that power struggle going on between - [F.9 and F.11]. Every time I went in, I was getting taken aside by one of them and told nasty things about the other and how did I think the Commonroom should be decorated - because that was the big question at the time. So, I definitely avoided the place because every time you went in you were being drawn into it.*

*(F.29, Fieldnotes, 12.2.85)*

*F.29 reported 'little interaction' with other adult students, as 'I wasn't there for much more than two or three weeks'. On the other hand, during her short period of enrolment, F.29 did provide considerable information and insight.*

*Telephone Conversations: to arrange meetings, and seek F.29's cooperation in completing the questionnaire phase of the research.*

*Personal File: viewed, but no additional data.*

COMMENTS: *F.29 reported that the difficulties of a 'full day' at school, following a full night of work proved impossible to undertake, and this was part of the reason she withdrew from school. In addition, she was advised to enrol in an Honours course at the university which she decided was 'more appropriate' than completing the return to school.*

TRAVEL TO SCHOOL

DISTANCE: 3km

MODE: Car



POST-SCHOOL QUALIFICATIONS/TRAINING

Nil

PRESENT ENROLMENT

ENROLLED: 13 February

LEFT: 30 November

STATUS: 1st year adult student,  
Part-time

CLASS: Form Six

SUBJECTS AND TEACHERS:  
6th Form English, TF.5  
6th Form History, TM.19

ATTENDANCE RECORD (Half-days abs):

Term 1: 3/110

Term 2: 6/122

Term 3: 18/94

STATED REASONS FOR ABSENCES:

Lost interest in school towards end of year [when] very little was happening in class and teachers were often absent so I felt my time was better spent at home.

STATED PURPOSE OF ENROLMENT:

To obtain U.E. Hope to enter Teachers College next year. If not, I will do University study.

ACTUAL DESTINATION:

F.30 did apply, and was interviewed for admission to Teachers College, but was unsuccessful with her application. She sought, and was granted, Provisional Admission to University, and considered taking two Introductory Education Papers. After considerable thought on the matter, she decided against attending university, noting that:

...later in the evening, I was talking to a Policeman, and he was asking me what I did with myself, and I told him that I'd been to school and that, you know, I go cleaning during the day, and, you know, that I'm intending going to Massey - but that I don't know that I can cope with the work, Massey, and the kids all at once. You know, I worry about the kids. And, he said "Stay at home with the kids" - and, I said, you know, "That's what keeps coming through to me". Because they are such good kids, and I have worked so bloody hard to make them that way ... I sort of feel it would be bloody stupid to turn my back on them now - because I'd have to. I wouldn't have any time for them.

(Phone conversation, F.30, 7-1-85)

Timetable F.30

Mon	Tues	Wed	Thurs	Fri
1 HISTORY	1	1	1 ENGLISH	1
10.15 -	2 HISTORY	10.30 INTERVAL		
2 ENGLISH	10.45-11	2	2	2
3	3	3	3	3
4 ENGLISH	4	4	4	4 HISTORY
12.30-1.30 LUNCH-TIME				
5	5	5 ENGLISH	5 ELECTIVES	5



## ACADEMIC RECORD

### SCHOOL REPORTS:

Record of Progress for: F.30 Mid-Year  
Absences (Half-Days): 2

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	62	C	C+	A	F.30 has made excellent progress and her confidence has increased. I am sure that her marks will continue to improve. She makes a valued contribution to class discussion.
HISTORY	73	B	B	A	Excellent results, F.30. Your ability to handle this subject is obviously not in question. Your grades should continue to improve.

D.I: Congratulations, F.30, in such a positive return to Secondary School. Keep up the good work and success can be yours in the external examinations.

Record of Progress for: F.30 End-of-Year  
Absences (Half-Days): 10

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	62	D	C+	C+	F.30's exam result, 62%, should encourage her to continue preparing for U.E. with confidence. Her contributions to class discussions have been appreciated and it is to be hoped that she will continue her studies fully utilising her considerable abilities. Best wishes.
HISTORY	51	D	C	B	You can handle this subject so long as you do not lose your confidence. Thank you for your contribution to class.

D.I: Congratulations on a good year's work F.30. Good luck in the examinations. I hope that you achieve your goal.

AWARDS: *Adult Student Recognition Award, History*

EXTERNAL EXAMINATIONS:

*University Entrance: English, 52  
History, 45*

RESEARCH PARTICIPATION

DATA BASE: *Questionnaire: Part 1, Part 2, Part 3 plus interview.  
Interviews: Term 1, Term 2, Term 3  
Diary: Term 1. Reported having lost her diary during Term 2 and not having made any entries for Term 3.  
Participant Observation: F.30 was a regular attender in the Commonroom on those days she had classes (see timetable) and it was only her absences during Term 3 which saw this aspect of her participation decrease slightly.  
Telephone Conversations: a number of these occurred during the course of the year, many being of considerable length.  
Personal File: also viewed although it was of little specific use other than a 'check' of such items as Reports which were also shown to the researcher by F.30.*

COMMENTS: *F.30, as reported in Chapter Two, filled a role as a 'key informant' during the conduct of the research.*

A DAY IN THE LIFE OF AN ADULT STUDENT

<i>6am</i>	<i>I'm awake</i>
<i>7am</i>	<i>Out of bed</i>
<i>7-8am</i>	<i>Do the washing, get breakfast, play games with the boys</i>
<i>8-9am</i>	<i>Bathe, apply paint, dry hair have coffee, go to town pay accounts &amp; do errands.</i>
<i>10am</i>	<i>History, we watched a video about Garibaldi's campaign in Sicily.</i>
<i>11am</i>	<i>Have a smoke and chat in the common room. Tell Barry a pack of lies.</i>
<i>11.45am</i>	<i>English, simple revision, a breeze.</i>
<i>12.30</i>	<i>Meet .... [male friend], home for lunch (and all that).</i>
<i>2.45pm</i>	<i>Go to town, pay accounts and get groceries.</i>
<i>4.30pm</i>	<i>Home to boys, unpack groceries, have coffee and read.</i>
<i>5.30pm</i>	<i>Prepare dinner, get washing in and fold it.</i>
<i>6.30pm</i>	<i>Dinner, dishes.</i>
<i>7.30pm</i>	<i>Coffee with visitor.</i>
<i>8.30</i>	<i>Ironing.</i>
<i>9.15</i>	<i>Had enough. Watch T.V. til 10.30 go to bed. Very boring huh. Oh yes! I cut out a jacket sometime this evening too.</i>

*(Diary, F.30, 18-9-84)*

TRAVEL TO SCHOOL

DISTANCE: *5km*

MODE: *Bicycle*

## DATA FILE: F. 31

### PERSONAL BACKGROUND

SEX: *Female*                      AGE: *17*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Single*    CHILDREN: *0*

RESIDENCE: *Living with relatives (not parents)*      RELIGION: *Anglican*

FATHER'S OCCUPATION: *Logging Foreman*                      MOTHER'S OCCUPATION: *Shop Assistant*

FAMILY SIZE: *3*    PLACE IN FAMILY: *2*

PAST WORK EXPERIENCE: *F/T: Bookshop - 6 months, Supermarket - 3 months, 1983*

PRESENT OCCUPATION: *N/I on questionnaire, but did mention on one occasion  
some part-time farm work as a source of income.*

PRESENT INCOME: *Less than \$500*                      SOURCE: *N/I, believed to be Emergency  
Benefit*

### PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*                      LEAVING AGE: *15½*

CLASS LEVEL: *Form Five*    QUALIFICATIONS: *Nil*

SUBJECTS TAKEN: *Science, Home Economics, Sewing, Mathematics, Humanities*

SYNOPSIS OF F.31's COMMENTS REGARDING THIS SCHOOLING:

*[Average achievement, average experience, average class, position and attendance]*

*[Liked - meeting new people, learning new things]*

*[Disliked - uniform]*

*[Selected subjects as they were required to become a qualified chef]*

*[Comments - the school system was run good, but had a couple of classes straight after one another, which made you bored, so you often missed a class]*

### POST-SCHOOL QUALIFICATIONS/TRAINING

*Nil*

PRESENT ENROLMENT

ENROLLED: 21 February - as adult student, 1 February as returning Fifth Form pupil.

LEFT: 5 July

STATUS: 1st year adult student,  
Full-time

CLASS: Form Five

## SUBJECTS AND TEACHERS:

5th Form English, TF.11  
5th Form Science, TF.7  
5th Form Clothing, [N/I]  
5th Form Alternate Mathematics, [N/I]  
5th Form Typing, [N/I]

## ATTENDANCE RECORD (Half-days abs):

Term 1: 20/98  
Term 2: 25/66

Timetable F.31

Mon	Tues	Wed	Thurs	Fri
1 CLOTHING	1 TYPING	1 ALTERNATE MATHS	1 SCIENCE	1
10.15 -	2 CLOTHING	10.30 INTERVAL		
2 SCIENCE	10.45-11 3	2	2 TYPING	2 ENGLISH
3	4 SCIENCE	3 TYPING	3 ALTERNATE MATHS	3 CLOTHING
12.30-1.30 LUNCH-TIME				
4 ALTERNATE MATHS	CULTURAL	4 CLOTHING	4 ENGLISH	4 TYPING
5	5 ENGLISH	5 SCIENCE	5 ELECTIVES	5 ALTERNATE MATHS

## STATED REASONS FOR ABSENCES:

[Rated attendance as 'average'] No 'major reasons' listed in responses to Questionnaire Part 3, but gave as 'minor reasons': illness, injury, lost interest in school, found subjects more difficult than expected, became frustrated with a teacher.

## STATED PURPOSE OF ENROLMENT:

School Certificate. Long-term goal - expressed an interest in the Army, to qualify as a chef.

## ACTUAL DESTINATION:

During the research year, a scheme was implemented by the Government which provided a short-term course in the Army for those youth unemployed who had at least six months of unemployment. F.31 applied for entry to this course and was accepted. She then left school. Whether this meant, as the Dean suggested, that F.31 had remained on the unemployment benefit while at school, and had not informed the Army of her enrolment, could not be determined, and certainly F.31 stated that she had 'told' the Army that she 'was at school'. At the time of last contact, F.31 had completed this course and reported having a job as an 'assistant chef' at a local hotel. Shortly after completing the questionnaire Part 3, F.31 left the district.

At the time she was considering entering the Army course, F.31 asked her teachers for their recommendation, and all supported her in the application stating that F.31 was 'very unlikely' to succeed in the external examinations for School Certificate.

ACADEMIC RECORD

## SCHOOL REPORTS:

Record of Progress for: *F.31* Mid-Year  
Absences (Half-Days): 24

Subject	Mark	Level in Term	Class Exam	Effort	Remarks
ENGLISH	50	C-	C-	C	More effort would improve F.31's grades.
SCIENCE	36	D	D	C	You are quite capable of passing this subject but must increase your effort.
CLOTHING	31	C-	C-	C	F.31 only works when she feels like it, but I feel with more effort she could reach School C standard.
ALTERNATE MATHS	[N/A]	C+	--	C	F.31 has a good knowledge of basic Maths but must be prepared to do some study and revision for the topic tests.
TYPING	43				

*D.1:* You have the ability to work well when you want to. Too many absences have resulted in you missing work. If you decide to finish the year with us you need to make a bigger commitment to your studies if you are to succeed.

RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1, Part 2, Part 3 - F.31 was not available for an interview to discuss this part of the questionnaire. At the time, she reported to the researcher that she was 'going on holiday' and was asked to telephone upon her return so a meeting could be arranged. This she agreed to do. After two months without contact, the researcher telephoned to be informed that F.31 had left the district.

Interviews: Term 1.

Diary: 11 entries made, covering from enrolment to the end of April.

Participant Observation: when F.31 was first attributed adult student status she did frequent the Commonroom. However, she somewhat 'antagonised' the other students - first, by borrowing cigarettes - without even, according to F.9, introducing herself - then by 'inviting' her school-aged pupil friends [females only] to the Commonroom for a smoke. Although no actual 'confrontation' was observed, some of the other adult students reported that they had told F.31 and

her friends to 'clear off' and stay out of the Commonroom. At the same time, the Dean remarked that she was 'keeping an eye on the Commonroom' as it had been 'brought' to her knowledge that pupils were using it to 'bunk class' and to 'smoke'. This, by mid-March, appeared to result in F.31 only rarely being present in the Commonroom. The usual pattern being where she would leave her books and announce that she was 'going out with my friends'. In short, F.31 spent most of her time with her school-aged pupil friends, remaining part of the pupil culture.

Telephone Conversations: only those to arrange completion of the questionnaire phase of the investigation.

Personal File: viewed, but no additional data.

COMMENTS: F.31, with M.16, was the other 'pupil' who was 'converted' to adult student status by the Principal. Unlike M.16, however, F.31 appeared to remain a pupil, continuing to associate with the pupils, participate in a school sports team, and to socialise within and outside the school exclusively with the other pupils.

#### TRAVEL TO SCHOOL

DISTANCE: 20km

MODE: Bus



or not we learnt anything useful.

[Attendance 'well below average' - stayed away because did not like school, stayed away to be with friends]

[Left - because friends left, and couldn't think of a reason to stay] Well, I was in the Sixth Form - so there wasn't any point in staying on for any longer, really [laugh] - I didn't want to carry on any longer - so, there just wasn't any reason to stay in a place which I didn't like at all.

## POST-SCHOOL QUALIFICATIONS/TRAINING

University Entrance, Mathematics, Biology, and Chemistry, at Night School

## PRESENT ENROLMENT

ENROLLED: 29 February - at this school, originally enrolled as adult student at Boys' High, but was dissatisfied there and transferred schools.

LEFT: 30 November

STATUS: 1st year adult student, Full-time

CLASS: Form Seven

SUBJECTS AND TEACHERS:

7th Form English, TF.5  
7th Form Biology, TM.15  
7th Form Chemistry, TM.8  
7th Form Mathematics, TM.4

ATTENDANCE RECORD (Half-days abs):

Term 1: 1/86  
Term 2: 14/122  
Term 3: 6/94

STATED REASONS FOR ABSENCES:

Tired! Too many parties and late nights combined with early mornings. That middle Term, I don't think we hardly got to bed before about 2 or 3 in the morning - we would be just up drinking and that.

STATED PURPOSE OF ENROLMENT:

University Bursary. Long-term goal of entry to Medical School.

ACTUAL DESTINATION:

Enrolled at university, doing Medical Intermediate.

Timetable F.32

Mon	Tues	Wed	Thurs	Fri
1	1 CHEMISTRY	1 MATHS	1	1 ENGLISH
10.15 -	2	10.30	INTERVAL	
2	10.45-11	2	2	2
	3 ENGLISH	ENGLISH	CHEMISTRY	BIOLOGY
3	4	3	3	3
ENGLISH		CHEMISTRY	MATHS	
12.30 - 1.30 LUNCH-TIME				
4	4	4	4	4
MATHS	CULTURAL.		BIOLOGY	CHEMISTRY
5	5	5	5	5
BIOLOGY	BIOLOGY		ELECTIVES	MATHS



## ACADEMIC RECORD

### SCHOOL REPORTS:

Record of Progress for: *F.32* Mid-Year  
Absences (Half-Days): 0

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	72	B	B	A	F.32 has an excellent command of the English language. She writes with maturity and confidence. Exam 72%, 1st in class. Congratulations.
BIOLOGY	65	C+	C+	B	You are making good progress. The approach at this level is much different from U.E. Biology.
CHEMISTRY	78	B	B	A	You are making sound progress. Your positive attitude assures this. 78% (Median 63%).
MATHS	46	A	C+	A	Understanding of when to use a particular method comes with practice, so the more examples you can work through the better. You will improve this result considerably next time. 46% (Median 44).

*D.I:* It is a pleasure to have you as an adult student, F.32. Not only are you a conscientious student but you also provide leadership in the Commonroom. Your efforts are much appreciated.

Record of Progress for: *F.32* End-of-Year  
Absences (Half-Days): 8

Subject	Mark	Level in Class		Effort	Remarks
		Term	Exam		
ENGLISH	64	A	C+	B	F.32 has had a very successful year. I hope that she will be encouraged to continue her studies at university. Good luck for the future.
MATHS	35	B	C	B	With steady revision you can reach a Bursary standard in this subject. Keep it up F.32.
BIOLOGY	58	C	C+	B	You have made steady progress and a strong finish could see a much higher grade.
CHEMISTRY	Abs	D	--	B	F.32 unfortunately missed the exam, but would have passed if she sat. Her term marks are a bit low due to test pressure at the end of the second and third week. With more time, you should do well in Bursary and I wish you the best for university.

*D.I:* Congratulations on a good year's work F.32. I have appreciated your quiet voice of maturity in the Commonroom. Good luck in the Bursary examinations.

*P.I:* A good report.

AWARDS: *Adult Student Recognition Award, English*

EXTERNAL EXAMINATIONS:

*University Bursary: English, 60  
Biology, 76  
Chemistry, 62  
Mathematics, 63*

RESEARCH PARTICIPATION

DATA BASE: *Questionnaire: Part 1, Part 2, Part 3 plus interview.*

*Interviews: Term 1, Term 2, Term 3.*

*Diary: some entries made Term 1, reported having 'forgotten' to keep it up for the remainder of the year.*

*Participant Observation: F.32 was frequently present in the Commonroom. Initially, she remained somewhat separate from the others, but attributed this to the fact that she was never introduced - just 'dumped and left' - by the Dean. As the year progressed, F.32 became an active participant in Commonroom interaction, as well as providing further insight and information directly to the researcher.*

*Telephone Conversations: a number occurred during the year, primarily for arranging meetings and discussion of examinations. There were a few towards the end of the year where F.32 rang the researcher seeking his advice on university courses. From her comments, F.32 appeared to be seeking some 'assistance' in reaching a decision as to which of a variety of subject and even university location options she should pursue.*

*Personal File: viewed but no additional data.*

COMMENTS: *F.32 had originally enrolled at Boys' High, before coming to the present school. Her reasons for enrolling at the Boys' school were given as being her perception that academic standards - particularly in mathematics - would be 'higher' there, and this was a subject she needed a strong pass in to avoid having to take it at university level. The reasons for the change of schools were: the standard was not any higher; there were no facilities for adult students - F.32 was expected to use the staffroom which, she felt, put her in a difficult situation of being 'not a student' and 'not a teacher'; the 'sexist' attitudes of some staff that 'women can't do maths'; and, the 'regimentation' of a 'traditional school'. Overall, F.32 reported that the experience at Boys' High had been 'unpleasant'.*

A DAY IN THE LIFE OF AN ADULT STUDENT

7.30	<i>got up, bath, breakfast</i>
9.00	<i>left for school dropping off child at day care on the way</i>
9.15	<i>chem lesson</i>
10.00	<i>home to do dishes &amp; washing</i>
11.00	<i>bio lesson</i>
11.45	<i>free period</i>
12.30	<i>lunchtime - extra English lesson</i>
1.30	<i>home - pick up child ex day care</i>
	<i>- more washing</i>
	<i>- write up chem expts</i>
	<i>- mend kids clothes</i>

3.00 pick up child ex school [F.32's eldest child came of  
school age in Term 2]  
3.30-5.00 visitors  
5.30-6.30 dinner, dishes etc  
6.30-7.30 kids bath bed  
7.30-8.45 telephoning BCNZ radio survey  
8.30-10.00 visitors, watch telly  
10.00 bed

(Diary, F.32, 18.9.84)

TRAVEL TO SCHOOL

DISTANCE: 1.5km

MODE: Car



POST-SCHOOL QUALIFICATIONS/TRAINING

Registered General Nurse

PRESENT ENROLMENT

ENROLLED: 3 April

LEFT: 25 May

STATUS: 1st year adult student,  
Part-time

CLASS: Form Six

SUBJECTS AND TEACHERS:

5th Form Mathematics, TM.4

6th Form Chemistry, [N/I]

6th Form Physics, TM.6

ATTENDANCE RECORD (Half-days abs):

Nil absences recorded

STATED REASONS FOR ABSENCES:

['Average' attendance, 'missed a few classes' was reported by F.33]  
 ['Major reason' - commenced employment for financial reasons] There was a short time there where I was trying to do both - I did consider the possibility of keeping up with the school and working. But, with my hours at work, there was no way in which I could do both.  
 ['Minor reason' - outside activities took priority] Just sort of social commitments.

STATED PURPOSE OF ENROLMENT:

University Entrance. Long-term goal of entry to Medical School, had returned to school to obtain a 'science background' perceived as 'lacking' from prior education.

ACTUAL DESTINATION:

Full-time job as Staff Nurse.

RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1, Part 2, Part 3 plus interview.

Interviews: Term 1.

Diary: five entries made.

Participant Observation: F.33 did appear in the Commonroom on some occasions, but this was relatively infrequent due to her part-time status and that she was enrolled for such a short period. Indeed, taking out the two weeks of the May vacation and one week of Easter, her time at school was fairly brief. F.33 did, however, converse on a few occasions with the researcher, and other adult students, such that some data was derived from this aspect of the research methods.

Telephone Conversations: meetings and further participation in questionnaire phase only.

Timetable F.33

Mon	Tues	Wed	Thurs	Fri
1 MATHS	1 CHEMISTRY	1 PHYSICS	1	1
10.15 -	2 MATHS	10.30	INTERVAL	
2	10.45-11	2	2 CHEMISTRY	2
3	3	3 CHEMISTRY	3 PHYSICS	3 MATHS
12.30-1.30 LUNCH-TIME				
4 PHYSICS	CULTURAL	4 MATHS	4	4 CHEMISTRY
5	5	5	ELECTIVES	5 PHYSICS

*Personal File: viewed, but no further data.*

COMMENTS: *F.33 had recently returned from England - and reported a definite desire to travel again - and had enrolled at university at the start of the year (1984). However, she noted that this had shown her that those recently from school had a 'marked advantage' over her in terms of their knowledge and understanding in sciences. As F.33 was in a 'competitive' situation where marks determined entry to her goal of Medical School, she decided that she should seek the 'background' in sciences 'missing' from her previous schooling experiences. To this end, F.33 returned home and to the school. On the occasion of the first meeting with the researcher, and then reported throughout her enrolment, F.33 cited some 'difficulties' that were considered 'likely' to prevent her completing the year at school. In particular, these revolved around her personal circumstances which saw her having to return home to live with her parents in order to attend school. F.33 reported that she felt 'obliged' to be the 'dutiful daughter', a difficult situation having had a number of years of independent living. In addition, there was no available place for her to study, indeed F.33 considered that her parents did not seem aware of the need for her to study - perhaps, she suggested, seeing the situation more in terms of having their daughter at home, rather than as having returned to school. This situation became 'intolerable' for F.33 and she applied for, and obtained, a full-time job - in the first instance, so she could move to a flat, but the added result was that she could not continue at school - a situation she did express some regrets over, as the following extracts from fieldnotes show:*

*I don't mind the coming to school, but it's the adjusting when you get home. .... I mean, I've been home for a while, and when I was first back from England it was almost like a holiday as it was temporary. But, now that I'm back on a permanent basis, it makes it all a wee bit difficult and now I have to fit in study as well. Perhaps that - the adjustment at home - has been the most difficult. Adjusting back to the 'daughter at home' rather than an independent person.*

*(F.33, Interview, 3.5.84)*

*[leaving was] a shame really as I was quite enjoying it [at school] but the need for money and a flat is much more urgent.*

*(F.33, Fieldnotes, 23.5.84)*

### TRAVEL TO SCHOOL

DISTANCE: 2kms

MODE: Car

## DATA FILE: F.34

PERSONAL BACKGROUND

SEX: *Female*      AGE: *24*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Married*      CHILDREN: *2 - at primary school*  
 RESIDENCE: *Own home*      RELIGION: *Nil*  
 FATHER'S OCCUPATION: *Labourer (deceased)*      MOTHER'S OCCUPATION: *Housewife*  
 FAMILY SIZE: *7*      PLACE IN FAMILY: *3*  
 PAST WORK EXPERIENCE: *F/T: Shop Assistant, 1974; Kodak Films, 1975; Shop Assistant, 1976; Machine Operator, 1976-1977; Housewife and Mother, 1977-*  
 PRESENT OCCUPATION: *P/T: Waitress, 8-12hrs/wk*  
 PARTNER'S OCCUPATION: *Locomotive Engineer*  
 PRESENT INCOME: *\$20 000-\$25 000*      SOURCE: *Family income, Family Benefit*

PREVIOUS SCHOOLING RECORD

SCHOOL: *Co-educational (State)*      LEAVING AGE: *15*  
 CLASS LEVEL: *Form Three*      QUALIFICATIONS: *Nil*  
 SUBJECTS TAKEN: *English, Mathematics, Science, Typing, Commercial Practice*  
 SYNOPSIS OF F.34's COMMENTS REGARDING THIS SCHOOLING:

*I hated school - 'cause I was a loner - that's all - never got on, you see. I was older than the other kids, sort of thing - mentally, like - and I couldn't stand all these giggling bloody gerties - it annoyed me. I only spent a year there - I got out as soon as I could. When I actually got to College - my birthday's in December - I was 14 anyway, you see - so I could leave at the end of the year 'cause I was 15 - so I did.*

*Out of the whole year that I spent there, I would only have spent about three months there altogether. So, it wasn't very long.*

*I just couldn't get on with the other girls - that's all - 'cause you didn't mix with boys, then, of course, you know, sort of thing - which I did outside, of course [laugh]. But, then, that's a difference again - you see - even though I was only 14 I was going out with a 19-year old guy - you see. I couldn't be bothered with the school-boys, you know, sort of thing. Then, I never ever dated anybody my own age - I just couldn't cope with their attitudes, sort of thing.*

*[When away from school, was] Looking after the kids - my younger brothers [F.34 the only girls in the family]. It just sort of worked out in the end that my father had said to me "Well, if you're not going to school, you stay home and look after the younger kids" - there were still four at home - that weren't at school. It wasn't that I had to look after them - it was because I didn't want to be at school that I stayed at home and looked after them while Mum went to work.*

It was a very difficult time in our family as well - with five young kids at school. This is what Dad said - if I didn't want to go to school, I went out and worked to help out the family. So, when you think about it, I don't really know if I would have stayed - I would've ended up having to leave anyway.

## POST-SCHOOL QUALIFICATIONS/TRAINING

Nil

## PRESENT ENROLMENT

ENROLLED: 27 June

LEFT: 30 November

STATUS: 1st year adult student,  
Part-time

CLASS: Form Five

SUBJECTS AND TEACHERS:

5th Form Typing, [N/I]

5th Form Alternative Mathematics, [N/I]

ATTENDANCE RECORD (Half-days abs):

Term 2: 8/70

Term 3: 10/94

STATED REASONS FOR ABSENCES:

Children were ill - that was a problem on a few days where I was away - but that's really about all.

STATED PURPOSE OF ENROLMENT:

F.34 did not return to school seeking qualifications this year [although perhaps it is pertinent to note that others had done so in the past]. Her reason for returning was a general statement of 'trying it out'. F.34 reported that she had considered returning to school for a number of years, and had been talking it over with some younger relatives who were pupils at the school. They had gone ahead and found out the details of adult student enrolment, so F.34 had gone ahead. She sought, from the year, an indication of her 'ability' to cope with the work so that, if 'successful', she would return the following year to seek some qualifications. During the course of her enrolment, F.34 mentioned a 'goal' of a teller's job in a bank as 'something I'd really like to do'.

ACTUAL DESTINATION:

F.34 returned to school, taking Fifth Form English and Sixth Form Typing, as a Part-time adult student.

Timetable F.34

Mon	Tues	Wed	Thurs	Fri
1	1	1	1	1
ALTERNATE MATHS	TYPING			
10.15 -	2	10.30	INTERVAL	
2	ALTERNATE MATHS	2	2	2
	10.45-11		TYPING	
	3			
3	4	3	3	3
		TYPING		ALTERNATE MATHS
		12.30-1.30	LUNCH-TIME	
4	CULTURAL	4	4	4
		ALTERNATE MATHS		TYPING
5	5	5	ELECTIVES	5



ACADEMIC RECORD

## SCHOOL REPORTS:

Record of Progress for:  
Absences (Half-Days): 3

F.34

End-of-Year

Subject	Mark	Level in Class Term	Exam	Effort	Remarks
TYPING	N/A	N/A	N/A	A	F.34 is making excellent progress and has covered all the basic skills in the short time in the class.
ALTERNATE MATHS	[N/A]	A	--	A	F.34, you have made tremendous progress as a result of your application and determination. Congratulations on an <u>excellent</u> term's work.

D.1: You have made excellent progress in your short time with us. I hope that you will continue with your studies with us.

AWARDS: *Alternative Mathematics Certificate (presented at final School Assembly).*

*This was the source of considerable personal satisfaction to F.34:*

I think I've done more, actually, 'cause I only really wanted to go and just sort of learn about Maths and Typing. Well, Christ, now I've got a big Certificate in Mathematics, like, you know, sort of thing - which has put me over bloody cloud-nine, you know, sort of thing. ...that was really neat. I really felt I had achieved something.

(F.34, Interview, 4.12.84)

*On this Certificate, F.34 had grades mainly of a '1' level (100-80) and some at '2' (80-60). When the researcher returned to collect Part 3 of the questionnaire, this Certificate had been framed and hung on the wall.*

RESEARCH PARTICIPATION

DATA BASE: Questionnaire: Part 1, Part 2, Part 3 plus interview.  
Interviews: Term 2, Term 3.

Diary: issued, but no entries made. F.34 also did not provide the 'Day in the Life of an Adult Student' Diary which those others remaining at school in Term 3 had. At the time, she reported that she 'forgot', however perhaps an explanation

might include the following:

...my writing and spelling is really terrible. See, I won't even write a letter if I can help it.

(F.34, Fieldnotes, 31.1.85)

Whatever the explanation, F.34 appeared very 'reluctant' to undertake this 'Day Diary' - as earlier had been the case with the full Diary - so the issue was not 'pressed' on the researcher's assessment of the situation.

Participant Observation: F.34 did spend some time in the Commonroom, although with her part-time status this was only on some occasions. The amount increased a little during Term 3 - partly, it appeared, as F.34 had become more 'friendly' with the other adult students as they had got to know each other better. However, the data derived from this aspect regarding F.34 was less than that from the interview situation.

Personal File: viewed but no further data.

COMMENTS: F.34 remained very 'enthusiastic' about her return to school and appeared to derive considerable personal satisfaction from it - to the extent that she reported having 'talked a friend' into returning with her in 1985.

## STAFF PROFILES

During the course of the investigation, information pertaining to the staff, in terms of their credentials, experiences in terms of teaching adult students, and the students present in their classes, was collected from the Staff Manual and during interviews. On the basis of this data, a form of profile of those teachers with adult students during the year of the present investigation was constructed. These profiles are limited to those involved in teaching the adult students, and the Dean. The Principal of the school, while directly involved in formulating policy, reported no experience of teaching adult students in the classroom situation.

### D.1 DEAN OF ADULT STUDENTS

B.A., Dip.Ed. P.R.2 H.O.D Integrated Studies, Dean of Adult Students. In fifth year of teaching, fourth as Dean of Adult Students. No teaching experience with adult students.

In recognition of the central role played by the Dean in the processes of becoming an adult student, Part 3 of the Questionnaire sought the perceptions of the adult students as to the characteristics this individual 'should' possess, and those the incumbent 'did' have. The results [N = 24] of the responses to this are presented below in the form of mean rankings with (in brackets) the standard deviation of the sample:

<i>Characteristics</i>	<i>Dean should have/be</i> *	<i>Dean is/did have</i> **
A Qualified teacher	1.6 (0.88)	1.1 (0.4)
Counselling/guidance experience	1.7 (0.60)	2.4 (0.92)
Children	2.9 (1.30)	1.7 (1.01)
Recent study experience	2.4 (1.0)	2.5 (0.88)
Married	3.4 (1.2)	1.5 (0.87)
Compassionate	2.3 (1.26)	1.5 (1.0)
Understanding	1.5 (0.5)	1.3 (0.92)
Readily approachable	1.2 (0.3)	1.1 (0.4)
Friendly	1.08 (0.2)	1.1 (0.61)
Readily available	1.3 (0.48)	1.6 (0.97)
A good 'listener'	1.3 (0.48)	1.3 (0.92)
A man	3.5 (1.28)	-----
A woman	3.0 (1.28)	-----
Under 30 years of age	3.1 (0.54)	2.04 (0.35)
Over 30 years of age	2.8 (0.87)	1.29 (0.81)
'Chasing' absent students	1.2 (2.8)	1.6 (0.76)
Knowledge of school courses	1.25 (0.44)	1.25 (0.7)

\* WHERE: 1 = Very desirable; 2 = Desirable; 3 = Neither desirable nor undesirable; 4 = Undesirable; 5 = Very undesirable; 6 = No opinion.

\*\* WHERE: 1 = Yes; 2 = No; 3 = Don't know; 4 = Don't wish to give an opinion

## D.P.1 DEPUTY PRINCIPAL

B.Agr.Sci. Deputy Principal. Teaching experience 21 years, previous experience with adult students, although amount not specified. D.P.1 resigned at the end of Term 2 after he obtained a position at the university.

SUBJECT: Biology

CLASS: Fifth Form

ADULT STUDENTS: F.11, F.14, F.28

## TF.1

B.A., Dip.Teaching. Teaching experience 10 years, four with adult students.

SUBJECT: English

SUBJECT: English

CLASS: Fifth Form

CLASS: Sixth Form

ADULT STUDENT: F.11

ADULT STUDENTS: M.15, F.29

Plus, three junior classes without adult students.

## TM.2

N.Z.T.C. P.R.1 H.O.D Engineering. Teaching experience nine years, all with adult students.

SUBJECT: Technical Drawing

CLASS: Sixth Form

ADULT STUDENT: M.5

Plus, five classes without adult students.

## TF.3

M.A(Hons). Teaching experience four years, all with adult students.

SUBJECT: Economics

SUBJECT: Economics

CLASS: Sixth Form

CLASS: Sixth Form

ADULT STUDENTS: M.6, M.15, F.9

ADULT STUDENTS: M.7, F.13, F.15,  
F.17, F.24, F.27

Plus, two classes without adult students.

## TM.4

M.Sc., Dip. Teaching. P.R.3 H.O.D Mathematics. Teaching experience 10 years, four with adult students.

SUBJECT: Mathematics

SUBJECT: Mathematics

CLASS: Fifth Form

CLASS: Sixth Form

ADULT STUDENTS: M.6, F.11, F.15,  
F.17

ADULT STUDENTS: F.16, F.19,  
F.23

SUBJECT: Mathematics

CLASS: Seventh Form

ADULT STUDENTS: M.17, F.32

Plus, two classes without adult students.

## TF.5

B.A., Dip. Teaching. P.R.1 Library, English, Dean Form 7. Teaching experience 15 years (some in Primary level), four with adult students.

SUBJECT: English

SUBJECT: English

CLASS: Sixth Form

CLASS: Seventh Form

ADULT STUDENTS: M.4, F.10, F.13,  
F.15, F.17, F.23,  
F.24, F.30

ADULT STUDENT: F.32

Plus, three classes without adult students.

## TM.6

B.Sc., Dip.Ed. P.R.2 H.O.D Computer Studies, Physics. Teaching experience 13 years, previous experience with adult students although amount not specified.

SUBJECT: Physics

SUBJECT: Physics

CLASS: Sixth Form

CLASS: Seventh Form

ADULT STUDENTS: M.15, F.33

ADULT STUDENT: M.17

Plus, three classes without adult students.

## TF.7

M.Sc. First-year teacher.

SUBJECT: Science

CLASS: Fifth Form

ADULT STUDENT: F.31

SUBJECT: Biology

CLASS: Sixth Form

ADULT STUDENTS: M.4, M.6, M.7,  
M.15, F.9

Plus, three classes without adult students.

## TM.8

M.Sc. First-year teacher.

SUBJECT: Science

CLASS: Fifth Form

ADULT STUDENT: M.16

SUBJECT: Chemistry

CLASS: Seventh Form

ADULT STUDENTS: M.6, M.17, F.32

Plus two classes without adult students.

## TF.9

B.Sc. Teaching experience four years (3 in Britain), first year with adult students.

SUBJECT: Science

CLASS: Fifth Form

ADULT STUDENT: F.11

SUBJECT: Biology

CLASS: Sixth Form

ADULT STUDENTS: F.10, F.15, F.17,  
F.19, F.23

Plus, three classes without adult students.

## TF.10

B.A., Dip.Teaching. Teaching experience 10 years (four at secondary level of which most recent two only full-time), two with adult students.

SUBJECT: Geography

CLASS: Sixth Form

ADULT STUDENTS: F.10, F.15, F.17

Plus, two classes without adult students. TF.10 had responsibility for Remedial Reading courses in the school. During the year, TF.10's husband passed away following a prolonged illness.

## TF.11

B.A., Dip.Teaching. Teaching experience three years, one prior year with adult students.

SUBJECT: English

SUBJECT: English

CLASS: Fifth Form

CLASS: Sixth Form

ADULT STUDENTS: M.16, F.31

ADULT STUDENTS: M.5, M.6, M.8,  
F.16

Plus, four classes without adult students.

## TM.12

M.A(Hons). Second-year teacher, both with adult students.

SUBJECT: Economics

SUBJECT: Geography

CLASS: Fifth Form

CLASS: Sixth Form

ADULT STUDENT: M.16

ADULT STUDENTS: M.5, F.13, F.27

Plus, three classes without adult students.

## TF.13

M.F.A., B.S(Miss). P.R.2 H.O.D Art. Teaching experience 13 years, 10 with adult students. Reported that had specifically trained (U.S.A) as an 'adult educator'.

SUBJECT: Practical Art

SUBJECT: Practical Art

CLASS: Fifth Form

CLASS: Sixth Form

ADULT STUDENTS: F.11, F.22

ADULT STUDENT: M.5

SUBJECT: Practical Art

SUBJECT: Ceramics

CLASS: Seventh Form

CLASS: Sixth Form

ADULT STUDENTS: M.8, M.9, M.12

ADULT STUDENT: F.22

Plus, two classes without adult students.

## TM.14

B.Sc., Dip.Teaching. Teaching experience four years, this first with adult students.

SUBJECT: Mathematics

SUBJECT: Mathematics

CLASS: Fifth Form

CLASS: Sixth Form

ADULT STUDENT: M.16

ADULT STUDENTS: M.11, F.29

Plus, three classes without adult students.

## TM.15

B.Sc., Dip.Teaching. P.R.3 H.O.D Science. Teaching experience 11 years, six with adult students.

SUBJECT: Biology

SUBJECT: Biology

CLASS: Sixth Form

CLASS: Seventh Form

ADULT STUDENTS: M.7, M.13, F.16,  
F.29

ADULT STUDENTS: M.6, M.17, F.32

Plus, two classes without adult students.

## TM.16

M.A., Dip.Teaching. P.R.1 Form 3 English, Dean Form 3. P.P.T.A representative. Appointed H.O.D English at end of year. Teaching experience nine years, previous experience with adult students although amount not specified.

SUBJECT: English

CLASS: Fifth Form

ADULT STUDENT: F.14

Plus, four classes without adult students.

## TF.17

Teaching experience 16 years, all part-time. Previous experience with adult students, although amount not specified.

SUBJECT: Art History

SUBJECT: Art History

CLASS: Sixth Form

CLASS: Seventh Form

ADULT STUDENTS: M.5, F.13, F.16,  
F.23

ADULT STUDENT: M.8

No further classes.

## TM.18

B.Ed., Dip.Teaching. Teaching experience four years, previous experience with adult students, although amount not specified.

SUBJECT: Biology

CLASS: Fifth Form

ADULT STUDENT: M.16

Reported 'about 8' other classes, including Physical Education, none with adult students.



TM.19

M.A., Dip.Ed., Dip.Teaching. P.R.4 H.O.D History, Social Studies.

Teaching experience 13 years, five with adult students.

SUBJECT: History

CLASS: Sixth Form

ADULT STUDENTS: F.10, F.13, F.16, F.23, F.24, F.27, F.30

Plus, four classes without adult students.

## APPENDIX E

### CASE STUDIES

## AN EXPLANATORY NOTE

This appendix contains the five case studies related to the data presentation in Chapter Four.

More specifically:

Case Study One and Case Study Two: relate to Part Two, section 2.3.3, Interaction and 'Problem' Intervention.

Case Studies Three, Four, and Five: relate to Part Four, section 4.2.4, Teacher/Student Conflict.

## CASE STUDY ONE:

## TEACHER AND STUDENTS: A CRITICAL INCIDENT

The adult students frequently commented upon their teachers, and in the majority of instances these remarks were of a positive nature as illustrated by the following:

*...I couldn't ask for better teachers. I'm amazed really when I consider the teachers I had when I was at High School. They were so superior and out-of-touch and talked down to us. I find the teachers now, they treat all the students just as people.*

(F.30, Interview, 4.5.84)

On the other hand, it was evident from the early stages of the year that the adult students in TF.3's Economics class were somewhat 'dissatisfied' with this particular teacher:

*I hate Economics! The teacher doesn't seem much good to me and the class are really terrible. They play up on the teacher and as she can't control them they get worse. They're a bunch of idiots! They're so bad and the class isn't worth going to so I'm not going this Period!*

(F.13, Fieldnotes, 8.2.84)

As the First Term progressed, this general perception of the situation was substantiated by similar remarks from all adult students in this particular class, many of whom also adopted the strategy of not attending.

While these criticisms of TF.3 continued throughout the First Term, they were confined to discussions among the adult students or reported to the researcher. It was not until the beginning of the Second term that the issue was brought to the attention of the Dean:

*Well, D.1 came in [Commonroom] and I got stuck in about Mrs TF.3 and the lack of control she has in the class. Eventually some of the others joined in and backed me up. Just about how it's impossible to get any work done in her*

*class because she can't control them. .... D.1 said she'd look in to it.*

(F.15, Fieldnotes, 23.5.84)

Confronted with this situation, the Dean reported that her first reaction had been to 'let them moan', however subsequent events were to preclude this option:

*They all jumped in. M.16 was moaning about his teachers and they all started to get stuck in. I thought it was therapeutic if they get it off their chest - "There's not much fact behind it and we all like a good moan now and then" - that sort of thing. But, then, F.15 goes straight down to the Boss and gives him the same message. If there is something wrong with the class, it's fair enough to complain, but that's certainly not the way to go about it. If she had brought it to me I would've gone to the teacher and found out indirectly - discreetly - what the problem was and seen what could be done about it.*

(D.1, Interview, 28.5.84)

In the first instance, there did appear to be some 'fact' to the comments concerning TF.3, certainly to the extent that others from this class both supported F.15 in her comments on this particular occasion and had made similar remarks to the researcher:

*We don't do much work [in Economics][laugh]. The teacher packs 'howly bags' all the time because she can't really control the class very well.*

(F.13, Interview, 25.5.84)

Similarly, F.15 had reported her perceptions of the situation to the author a number of times during Term One, and again as these events unfolded at the start of Term Two:

*TF.3 who can't even run a fucking class. She's a pathetic teacher. Yesterday, I was sitting there for about a quarter-hour with my hand up wanting to ask a question and going "Excuse me, excuse me" and she just went on with her marking another class's work or writing a letter or something. I sat there until she said "Sorry, sorry-what was it you wanted?". I thought she was supposed to be teaching the class not catching up on the work she didn't do last night.*

(F.15, Fieldnotes, 24.5.84)

However, it was the fact that F.15 took this complaint to the Principal that both pre-empted the Dean's preferred strategy of discussing - 'discreetly' - the issue with TF.3 and saw the matter become part of an overall critical incident involving this student and the school staff (see Case Study 3).

When F.15 returned to the Commonroom, and reported the events which had transpired during her meeting with the Principal, she was visibly upset and remarked that:

*I got nowhere with him. He was more interested in his own problems and the rights of the teachers than he was in me or my problems. .... [sobbing] He told me all his bloody responsibilities and how Mrs TF.5 is in charge of this, that, and the other thing - that she's got a lot to do. That Mrs TF.3 is a Dean or something. D.1's the only one who bothers but I don't want to bother her because she's got so much on her plate being in charge of it [Adult Students]. .... He said that I should talk to the teachers about it all. Fuck, how do you tell Mrs TF.3 that her class is a pack of brats and that she's got no control! She doesn't even tell them to be quiet or anything.*

(F.15, Fieldnotes, 24.5.84)

At this time, F.15 appeared so upset that she was unable to elaborate upon the meeting with the Principal. Accordingly, the researcher telephoned F.15 later in the evening and during this conversation F.15 elaborated upon the incident:

*I told [Principal] about Economics and how she [TF.3] couldn't control the class. .... She can't control them! She actually crawls to the trouble-makers. Like, the other day one of the worst was really playing up in class and she just says "Please don't do that" in such a way that she was really crawling to him! You can't get any work done in that class because of the behaviour. He said that he'd check up on that! That made me even more worried. What the fuck's the teacher going to think when she finds out that the Principal's checking her because I complained! It's hard enough as it is without those sort of worries as well!*

(F.15, Fieldnotes, 24.5.84)

The incident to this point had seen a group of adult students convey their criticism of TF.3's classroom 'control' to the Dean and F.15 take her perceptions of the situation to the Principal. In

response, the Principal had informed F.15 that he intended 'checking' on the situation with the teacher concerned.

As she reported in an interview a few days after the event, it was at this stage that the Dean intervened in the situation :

*The most difficult time I've had this year was what F.15 said about TF.3 and her Sixth Form Economics class. She told P.1 that and his reaction was to - he's "A plain speaker" he says - and if he doesn't like something he'll come straight out and tell them. That's okay with me because I can dish it back. But he was going to do that to TF.3 and I just said "No way!". This was on Thursday or Friday - she would've been on her own thinking about it all weekend. It would have been counter-productive to me, because he said "We're going to sort this out. If this is on we've got to do something about it" - you know - poor little TF.3. .... You know - "An adult's complained about your lack of control in the class!". That's the last thing you want on the first week of Term when you're tired and it's the last day of the week as well. .... ...he was on about TF.3. About him going up and saying that to her. She would have been in tears - I know she would. So, I said "Wait till we get the exam results out. If her median is way down, okay, then it should go through her H.O.D as well". He was going to walk in and have her on over it! She's a sensitive little thing, you see. It's a moral dilemma, isn't it?*

(D.1, Interview, 28.5.84)

From these remarks, it is evident that the Dean saw her function in this situation as being to provide some 'protection' for the teacher, at least through her recommendation that the Principal did not act upon F.15's complaint regarding the 'lack of control' in TF.3's class. In turn, this appeared to be a further manifestation of that aspect of the Dean's personality which both herself and others had characterised in terms of her being a 'motherly figure' and 'caring' for others whom she considered 'vulnerable'. Certainly, the Dean's choice of terms in referring to TF.3 - a fourth year teacher - convey her perception of a teacher unlikely to be able to deal with the situation and therefore 'in need' of some 'protection' by the Dean.

As a result of the Dean's intervention, the incident appeared to have been brought to a conclusion from the point of view of the school staff. There was no evidence that the Principal ever approached TF.3 or brought the matter to her attention. The Principal, commenting 'off the record' on the overall situation regarding F.15 (see Case

Study 3), appeared to be of the opinion that F.15's 'complaints' were a reflection of her personality and did not warrant further action. For her part, the Dean reported that she had taken no further action over the incident either, and that it was 'resolved' a short time later when F.15 left school, further details of which are provided in Case Study 3.

In this incident, then, the Dean had effectively intervened thereby precluding any further 'confrontation' between the adult students, Principal, and the particular teacher.

As TF.3 has been the subject of this discussion, it appears appropriate to provide some indication of her perspectives and some further background to this incident. From the discussion, it has been reported that all the adult students had remarked upon what they perceived as a 'lack of control' in TF.3's class. Furthermore, this was a 'problem' which persisted for the remainder of the year, although M.15 and F.17 - the only adult students to complete the year in this class - unlike F.13 and F.15, did not report it as a 'major issue'. It also appears pertinent to the examination of this situation to note that all adult students considered that a particular group of pupils were the 'main source' of TF.3's difficulties with classroom control and, moreover, that F.15 was identified as at least 'sympathetic' to these individuals:

*...there's three guys in the class who are real pains in the neck...they just don't do any work and she [TF.3] separates them and they talk over everyone else to each other - just yell over the class. .... F.15's got a soft spot for some of them because they're rebels - her type of people - but everyone else finds it irritating. .... Like, the other day, [pupil] was being a real pain and so I turned around and blew him up quite profusely and she [F.15] was a bit upset because I let fly some quite bad language and the teacher was standing right behind me. She didn't do a thing about it whereas when F.15 swears in class TF.3 is down her throat like nothing.*

(F.13, Interview, 25.5.84)

During the research, a number of teachers and adult students were to report that F.15 could be 'disruptive' in class, that her language was rather 'colourful', and that she was 'short-tempered' at times. On the basis of such comments, it would appear that F.15 may have



contributed somewhat to the situation within F.13's class. This view received some substantiation from remarks made by TF.3 regarding both F.15 and the general situation in the Economics class:

*...when you're talking or someone else in the group is talking - it becomes a bit disappointing when one of the adult students starts chatting away to someone else. I find that a disadvantage [with adult students] because then you've got the problem of how to reprimand them. Do you treat them like the 16-year old and say "Hey, be quiet - you're being extremely rude" or, do you let them carry on? That's a bit of a dilemma I do find. Especially this year. .... In class, she's [F.13] one of the ones who I've found that needs to be disciplined because she's very chatty. .... I find F.15 a very strange personality in the sense that one day she is very co-operative and prepared to talk and discuss and so on. Other days she can be downright nasty. I've found that. .... One example I quote is that - she's done this twice in class - she's made a comment and the last phrase of that is "...and all that shit". Well, I don't mind the odd 'bloody' and that from the rest of the class. Not that it happens very often. But I think she's really waiting for me to give a reaction to the language and, also, to the class as a whole, "How would they react?" sort of thing. We get the odd sigh or something but nothing more is done. So, I'm not sure whether she's after a confrontation or what? Whether she sees any pleasure in that? .... I think she wants a reaction from me and the rest of the class. Well, those kids know what's what. I mean, I'm one to swear as well but there's appropriate language in appropriate situations and I think the kids in the class are mature enough to understand. Perhaps she's suffering from an inferiority complex - I'm not sure. I've been tempted to ask her - just to say "Is there something wrong?" but I'm sort of afraid that I'd get that "What's it to you!?". So, it's not worth my while.*

(TF.3, Interview, 7.6.84)

While there is an obvious discrepancy in that F.13 reported the teacher as 'reacting' to F.15's language whereas TF.3 stated that she 'ignored' it, there is at least agreement that some of F.15's behaviours in class were seen as 'inappropriate'. Accordingly, there does appear some basis for the suggestion that F.15 may herself have contributed to the 'problems' that she had with this particular teacher.

From the discussion of this 'critical incident', it has been indicated that a variety of factors underpinned the events which occurred. All of the adult students in TF.3's class expressed

dissatisfaction with aspects of the teacher's classroom control, and in particular over the point that some pupils disrupted the lesson. However, as on other occasions involving critical comments regarding teachers, the majority of adult students confined their remarks to within the group - or to the researcher - and only F.15 was to lodge what could be considered an 'official complaint' by bringing the situation to the attention of the Principal. Within the group of adult students, it was also apparent that there was a consensus of opinion that F.15's actions in 'complaining' of the situation were unlikely to result in any significant changes. In short, opinion appeared to be in agreement with F.14 when she commented upon F.15's visit to the Principal in the following terms:

*They'll stand up for their staff before they'll stand up for the pupil. It shouldn't be that way - they should be unbiased.*

(F.14, Fieldnotes, 24.5.84)

While the Dean indicated that the original intentions of both herself and the Principal had been to approach TF.3 concerning F.15's comments, it would seem possible to derive some substantiation for this opinion within the outcomes of the particular incident. As the discussion has illustrated, the intervention of the Dean brought the situation to a close - from the staff perspective - without any action resulting, and the general dissatisfaction with this particular teacher and class remained throughout the period of the research. Similarly, in some other situations where the adult students perceived a need for some change - such as in the provision of a better environment in the Commonroom, or concerning the issue of changes to the timetable - the general opinion was that their views were unlikely to be heeded by those 'in authority'. This is not to imply that the adult student was unable to effect some changes within the school situation, as there were some situations where actions by adult students did result in change, particularly in terms of relationships with certain teachers as will be discussed in subsequent case studies. Yet there remained a general perception that the adult student was 'unlikely' to effect major changes within the school system. To this extent, it is possible to suggest that part of becoming an adult student, associated with the definition of status within the hierarchy

of relationships, was a recognition and acceptance of the distribution of power within the context.

A further factor contributing to this particular incident was the personalities of those involved. The preceding discussion has illustrated that F.15's personality, and the way in which the staff perceived this, had some effects during the course of events. In the first place, F.15 was 'outspoken', and 'angry', enough over her circumstances to attempt to resolve what she considered to be an unsatisfactory situation. On the other hand, the teachers were in a position to reject her complaint by attributing it to F.15's 'personality' and to cite such characteristics as her 'temper' and 'language' in support of their views. In an interactive system, therefore, consideration of such an incident requires the elaboration of all the contributory factors, rather than a focus solely upon the specific events and outcomes themselves.

This incident involving the adult students, particularly F.15, and TF.3 also clearly indicates that conflict did arise from the interactions between teachers and adult students. Furthermore, the discussion has illustrated that the causes and effects of such a conflict are often quite complex and contributed to by a variety of factors. Subsequent case studies within this appendix will provide further demonstration both of conflict situations and of their complex and diverse nature.

However, the main concern here has been with providing an illustration of the manner in which the Dean's intervention acted to 'defuse' a disagreement between adult students and a member of staff. The outcomes of this incident clearly demonstrate the effectiveness of the Dean's strategy on this particular occasion. While this incident saw the Dean 'support', and perhaps even 'protect', a teacher, she also performed counselling functions in support of the adult students. Discussion will now focus upon a further critical incident involving F.16 in order to elaborate upon this aspect of the Dean's role.

## CASE STUDY TWO:

## A CRITICAL INCIDENT: STUDENT SUPPORT BY THE DEAN

This particular incident arose during Term Three and originated with F.16's personality and perception of herself. In short, this concerned the point that F.16 considered herself very 'shy' and that she had a marked reluctance about speaking up in class:

*...when I was at school [previously] I never used to talk much in class - which probably doesn't come as much of a surprise [laugh] either - and I still have a lot of trouble answering questions without actually being asked to give an answer. .... I don't like to be noticed.*

(F.16, Interview, 2.5.84)

On a number of occasions, F.16 was to report that she attempted to avoid any involvement in class discussions, even to the extent of absenting herself from class where she knew that discussion was to be required. This 'shyness' was readily observable in the Adult Commonroom where F.16 remained relatively 'uninvolved' in group interactions until well in to the Second Term. However, her anxiety over speaking in class remained throughout the year:

*It's probably my own insecurity that stops me making the first move [towards interacting] a lot of the time. It's the same with the teachers - I just find that I'm a bit nervous about talking to them so I don't make any moves. .... The History teacher knows that I don't like talking much in class so he doesn't try to drag me into it - I suppose that's good. When he asks me something in class I usually get so nervous I forget - either what he's asked or the answer. .... I'm usually very quiet [in class] and that's influenced directly by how many people are in the room. I'm usually pretty nervous about being in the class situation. .... Fear of being asked something, I think [laugh]. Fear of being asked something if I don't know the answer. I don't mind talking in class if I'm not going to make a fool of myself.*

(F.16, Interview, 10.8.84)

It was this 'fear' of classroom discussion which precipitated the incident with which discussion here is concerned. At the beginning of Term Three, F.16 reported that she had seriously contemplated leaving school - although was 'persuaded' not to by M.5 - and that among the reasons was

*...the fact that we have to do a seminar in History in front of the class and I'm not looking forward to that.*

(F.16, Fieldnotes, 5.9.84)

A few days after having made these comments, the issue of the seminar arose again when F.16, in tears, approached the researcher when we were alone in the Commonroom:

*I felt really stupid. We have to do a Seminar - worth 10 marks - and I had to choose a topic and some of the kids [in class] laughed at me. .... Not the fact that I chose - the fact that I said something, I think it was [crying]. .... Because I don't usually say anything. .... I just feel like leaving school. .... I don't know that I can do that - get up in front of them. .... I can't just get up in front of them and do it - I'm just too shy to do that. I'd sooner leave than do that.*

(F.16, Fieldnotes, 10.9.84)

As an outcome of this situation, F.16 was to decide, later that day, to leave school rather than present the seminar and face the questions on it from her classmates.

It was at this point in the situation that the Dean intervened. This occurred the following day (11.9.84) where the researcher encountered the Dean, F.16, and M.5 in conversation in the carpark. F.16 was crying and the Dean had her arm around F.16's shoulder comforting her, and, when the author had been informed of the situation, the conversation proceeded as follows:

F.16 [to researcher] *I'm not leaving now.*

D.1 *Just what has been the problem - have they been giving you a hard time of it?*

F.16 *It's just some of the kids.*

D.1 *Who? If you want to make a complaint about it to me I can then do something about it.*

[F.16 and M.5 then name two pupils]

D.1 *Have they been having you on? Is that what's upset you?*

F.16 *Yeah.*

D.1 *So you just went and signed out - went and did it without thinking about it? I can just go and screw it up for you if you want?*

F.16 *I've signed the book though.*

D.1 *Don't worry about that - bugger the book.*

M.5 *You can change your mind.*

D.1 *Yeah! Is there any way I can help though? Do you want me to do anything about those two. I can take them out the back behind the bikesheds and punch them out for you [laugh]. I can do something, but I will only do it if you want me to?*

(Fieldnotes, 11.9.84)

This conversation continued in much the same manner for some time, with both the Dean and M.5 providing 'support' for F.16 as they 'persuaded' her not to leave school. It was evident during this stage that F.16 did not wish to lodge a formal complaint and so the Dean suggested that:

*If you want to keep up with the History, just go and see TM.19, ask what he's going to do, and just keep out of class until the exams are over. That's one way to keep up with your work but avoid these two people who are getting up your nose.*

(D.1, Fieldnotes, 11.9.84)

While it was apparent that F.16 had not informed the Dean of the full details of her concerns, making no reference to the seminar presentation as a contributory factor, she had conveyed the point that she was sufficiently upset by her circumstances to take the step of leaving school. It was to this action of F.16 that the Dean's intervention was directed, and as the outcomes show this was very effective in the situation. The Dean's support, her jocular references to 'fixing the offenders', and her suggested course of action resulted in F.16 deciding to remain at school, while the tone and content of the conversation appeared to reduce the 'seriousness' of the events. F.16 did approach her History teacher as she recorded in her Diary:

*I saw Mr TM.19 today about why I'd been missing classes.*

*He had no idea what had happened and felt really bad about it. He said he wanted me to keep coming to class and said if the idea of doing a seminar was that upsetting that I could just give him my research to read. He was actually very easy to talk to. .... He said the students who were instigating the unwanted attention were actually very sensitive people themselves and that they would feel very remorseful if they knew they'd upset me. He's going to see them on Monday morning and not mention anything about me but just talk about being aware of the sensitivity of others.*

(F.16, Diary, 14.9.84)

This then resolved the incident. The Dean had provided support which resulted in F.16 continuing at school. Furthermore, the Dean's suggestion had been followed and F.16 did approach her teacher:

*She came and saw me, thank goodness, because she was quite worried I think - about how she would be seen by the rest of the class. We had a long chat about it and that was all right - I didn't put any pressure for her to come up front in the class. .... I didn't realise she was getting very embarrassed about it. She felt that - because she was a bit shy, I suppose, that the other kids could have noticed her shyness or something. But that was resolved easily enough.*

(TM.19, Interview, 21.11.84)

In this particular incident, the actions of the Dean contributed not only to the resolution of F.16's difficulties but also her continuation at school. Such counselling as this situation portrays involved the Dean in providing support which saw the participant continue with the process of becoming an adult student. Indeed, in this particular instance, the Dean's actions ensured that F.16 remained to complete the processes of becoming an adult student and, as part of these, reach her short-term goals.

A further point to emerge from this case study warrants a brief mention to conclude this discussion. The majority of the adult students in the present study did not encounter equivalent concerns over classroom discussion requirements as F.16, although most did report some feelings of 'anxiety' over participation in both answering questions and discussion, particularly during the initial stages of the year. However, the experiences of F.16 do indicate that some adult students may be upset by such involvement in the classroom

situation, and be particularly sensitive about pupil reactions to their contributions. Moreover, as the preceding discussion has indicated, the causes and effects of this anxiety are quite complex.

### CASE STUDY THREE:

#### F.15 AND 'THE SCHOOL'

The incidents involving F.15 saw conflict arise between herself, three of her classroom teachers, separately, and both the Dean and the Principal. It is in this sense that the conflict was between F.15 and 'the school'.

This particular case was also distinguished from other conflict situations, not only in the numbers involved but also, in that it was deemed the 'first' and 'a most serious' case of conflict between an adult student and the Principal. In this context, the Dean reported that:

*This is the first time anything like this has ever happened. We've had adult students who aren't very happy about things before, but never one who has gone to the Boss like that! I don't think he was very impressed - I know he wasn't!*

(D.1, Interview, 28.5.84)

While insisting that all his comments on this incident remain 'off the record' as far as the present research was concerned, the Principal conveyed the impression that he was both 'angered' and 'upset' by the events which transpired when F.15 brought her 'complaints' to him. The Principals' remarks on this event supported the substance, and the Dean's impressions of feelings, that were derived from the others involved.

In order to establish the nature of this incident, it becomes



necessary to consider the sequence of contributory factors which culminated in, on May 24, F.15 approaching the Principal, and shortly afterwards leaving school. While this situation was both complex and spread over slightly more than a Term, it is possible to distinguish three central components. For the purposes of analysis and presentation, these can be classified as relating to F.15's conflicts over: workload; the advice she received, and; teachers, all of which were interdependent and interrelated and produced the conditions for the eventual conflict with the Dean and Principal.

The first indications of conflict involving F.15 came when she reported to the researcher her concerns over the workload in Geography:

*Shit! I hate bloody Geography! That bitch really pisses me off with the amount of homework she sets! I just can't keep up with it and it's really getting me down! I have to spend more time on that one subject than all the rest put together. I'm getting so annoyed about it that I might drop that subject and spend my time on the rest and maybe I'll get better marks in them even if I do have to sit U.E.*

(F.15, Fieldnotes, 10.2.84)

This problem continued, with F.15 becoming more critical of the workload in this particular subject and informing both the researcher and other adult students of this during various conversations. Shortly, the situation saw F.15 reach a decision not to attend Geography:

*I'm not fucking well going to Geography! If I did go I'm likely to hit the teacher I'm so angry about the whole bloody thing. There's just so much fucking homework that it's really screwing up my life and nothing is worth that! Hell, I get home and then spend the whole evening just doing Geography homework! It's really stuffing up my relationship with [fiance] although he doesn't say anything about it. But I can't go out and I have no time to spend with him or myself - just Geography homework. And, all my other subjects are suffering too.*

(F.15, Fieldnotes, 29.2.84)

As this conversation continued, it became apparent that F.15 had recently informed both the teacher concerned and the Dean of her problems with Geography:

*I told the teacher it was too much and that I just couldn't cope with it... . I told her straight that it was screwing up my life. Well, not in those exact words but I got my message across. Then, I told D.1 when the teacher didn't do anything to reduce the amount. ...for all the good that did me - fucking nothing. D.1 said she'd try and see what could be done about that but that I had to understand the her [TF.10] husband's dying of cancer and that's why she's heaping us with homework. D.1 said that he's expected to die any day now [he did pass away shortly afterwards] and that the teacher feels that she must get us ahead in case she has to be away. But hell, I have to do 2 or 3 hours every night just on Geography and it's really wrecking my life at home! It's just not on, no matter what the reason. .... But, nothing has been done about it. I've made the problem obvious to both the teacher and D.1 but it hasn't done any good at all.*

(F.15, Fieldnotes, 29.2.84)

At this point, F.15 asked the other adult students present in the Commonroom about their workload in another Geography class. When told that they were not spending 'nearly as much' time on homework, nor 'every night' as was F.15, her 'anger' over this subject and with the particular teacher increased. However, it is pertinent to note here that F.10 and F.17 - in the same Geography class as F.15 - acknowledged that Geography did involve a 'lot of work' but reported spending 'much less' time on homework than F.15, and did not support the general critique of this particular teacher. When interviewed in June, the teacher - TF.10 - made no direct reference to the events involving F.15 other than to say that this student 'had problems coping with Geography'.

By the following day, March 1st, F.15 had decided to drop Geography. In turn, this then left her with only three subjects at University Entrance level, one short of the four required for Accrediting. This situation then contributed to the second aspect of F.15's conflict with the school, to which discussion now turns.

The second incident was precipitated by a visit to the school by the University Liaison Officer, and his meeting with F.15:

*I've just found out that I need four subjects to get in at University! I'm so pissed off - they've [school staff] really mucked me up! Shit, it's a mess! .... When he finished talking I asked about my case and he said "Yes, I*

wanted to talk to you after the rest have gone" and then he told me that I must have four U.E subjects to get accepted at University. .... Here I am carrying on and only doing three subjects... . The Liaison Officer said that I could wait until I'm over 21 - then I wouldn't need the four subjects. .... But, shit, I want to go to varsity next year - not muck around for another whole year! Christ, when were they going to tell me! Were they going to wait until the end of the year and then say "By the way, you should have done four" - or when! .... I'm so pissed off I can hardly think [crying].

(F.15, Fieldnotes, 29.3.84)

Shortly afterwards, D.1 entered the Commonroom and was informed of this situation:

*D.1 Hell. I thought you only had to have two U.E passes to get to university?*

*F.15 That's what I thought! But it couldn't be more wrong could it!*

(Fieldnotes, 29.3.84)

It appeared at this point that the Dean had been unaware of the university regulations which required a student under 21 years of age to have full University Entrance to gain admission. Indeed, at her enrolment F.15 had been advised by the Dean as to her course for the year:

*I was just asked [by D.1] what I wanted to do so I said U.E and that I wanted to go to varsity next year and do Social Work. That's it! Nothing about how many subjects I needed or even if they were the right ones!*

(F.15, Fieldnotes, 29.3.84)

This advice was confirmed by the researcher's observations at the time, and by the Dean's later comments:

*I was saying [to P.1] that students come in and they ask "Can I do these subjects?" and you say "Why do you want to do them?". She [F.15] obviously said to me she wanted to get Accredited U.E so, in that case, my answer would be "You have to do four subjects for that", and, "If you want to go to [university] they like you to have at least two". I say this to all of them.*

(D.1, Interview, 28.5.84)

Throughout this interview - held some two months after the incident

with F.15 - the Dean continued with the assumption that 'two subjects' were all that was required, in contradiction to the situation highlighted by F.15's case that those aged under 21 years needed four subjects to gain admission. There does seem, then, to be a sound basis for F.15's criticism of the advice she was given at enrolment. In this aspect F.15 was supported by comments from many of the other adult students in the present research. The general opinion remained that the adult students were provided with little information regarding both courses and their suitability for proposed career paths:

*The teachers didn't know - like, Mrs TF.5 was Head of Careers - or something to do with that Department - and she actually asked me to find out, for her, what prerequisites you needed for Teacher Training. So, she was uncertain herself of what the requirements were.*

(F.30, Fieldnotes, 30.1.85)

As an outcome of this incident, F.15 discovered that she was no longer eligible for entry to her chosen university course, and that at least part responsibility for this could be attributed to the lack of specific advice - indeed, correct advice - available to her at the time of enrolment. This situation provided a further ground upon which F.15 based her overall critique of the school, and which led to the confrontation with the Principal.

The third contributory factor in the overall conflict situation, and point which F.15 brought to the attention of P.1, involved her perceptions of some of the teachers, specifically in their 'treatments' of her and their classroom practices. In this context, previous discussion (see Case Study 1) has indicated F.15's opinion of TF.3's 'lack' of classroom control which was one of the central issues F.15 raised with the Principal. F.15 also indicated that she had some 'objection' to the manner in which the Geography teacher had treated the adult students:

*She also spoke to us like - I felt like I was a child- she spoke as if everyone in the class was childish. Generally, you felt degraded sort of thing.*

(F.15, Interview, 30.4.84)

But the central issue, along with that involving TF.3, in F.15's conflict with the teachers and their practices concerned the situation in her English class. Here, F.15 reported that the teacher 'doesn't like me' and that she was being 'ignored' in this class, both when questions were being asked and:

*Like, for instance, when she [TF.5] hands out books to read she never gives me one and so all the time I have to go up and ask her for a copy. Mind you, she also does that to [pupil] I sit with as well!*

(F.15, Fieldnotes, 20.3.84)

The other adult students in this English class could not confirm this situation, although F.13 did comment that TF.5 'doesn't like F.15' but could not provide a basis for this impression, while F.30 presented a contradictory viewpoint:

*...we're there in the class and F.13 can't see it and I can't see it.*

(F.30, Fieldnotes, 31.5.84)

However, this does not deny the perception held by F.15 that TF.5 had some feeling against her which then underpinned the conflict situation which arose between them. At this point, some further background will elaborate upon the events which occurred. During April, F.15 spent two weeks of school time taking an overseas holiday. Upon her return, and contributed to by frequent absences throughout her enrolment, F.15 reported that she was experiencing considerable difficulties in catching up on the work she had missed. Her plans to devote the May school vacation to this were prevented as F.15 spent the time working in order to earn some money. Although financially supported by her fiance, F.15 noted that this was of personal concern to her in that she 'liked to be independent' and felt it was 'unfair' that he was providing all the money. Not that F.15 was implying any unwillingness on the part of her fiance, indeed reporting that he was often the source of 'encouragement' for her to continue at school. As a result, F.15 started the Second Term of the year still behind in her work, and without having completed an English assignment, due in the first week of the new term:

*English is really pissing me off! I went to her [TF.5] yesterday to try and get a fucking extension for my*

assignment and got a lecture instead. This school's really pissing me off! .... I was only handed the [assignment] on Monday and there's no way I had a chance - well, we've been pretty busy [outside school] anyway - so I haven't even started it. I haven't read that bloody book either - but, I suppose that's partly my own fault. But I didn't know about the assignment until Monday. So, I went and asked for an extension. She said "Oh well, it's not really fair on the rest of them - the rest of the children - you know". I said, "Look, I'm not being Accredited anyway and I just haven't had a chance to do it as I was only given it on Monday". She said "You went away for a few weeks, didn't you?", and she said "Well, you shouldn't have done that" and "Maybe you had planned it for a while?". I said "Yes, we had - for a couple of years" and she said "There's nothing I can do about that". So I said "Don't worry - I'll try and get it in on Friday!". Then, she said "If you can't hand it in and do hand it in late don't let anyone else see you because they might not understand and they wouldn't like it". The assignment was on the piece of paper we were given at the beginning of the year but there's no way you can tell exactly what it was going to be. Why couldn't she have told me about it before I went overseas!?

(F.15, Fieldnotes, 24.5.84)

From the comments of other students at the time, it did appear that this assignment had been given some time previously, and certainly before the school holiday, and that a general extension had been granted for all class members until the Friday. Indeed, while F.15 reported in this instance that she had not received the assignment until the first Monday of the Second Term, this 'English assignment' was one of the tasks she had cited as being 'unable' to complete given her commitments to work over the holiday period. While TF.5 did not refer to this specific incident, she did report that F.15's 'continued absences' had prevented her maintaining progress and work in English. Furthermore, TF.5 reported her general approach as being to grant extensions where the situation warranted, but that prolonged absences from class would not be taken as an 'excuse' unless based on 'good reasons', among which presumably TF.5 did not count 'overseas holidays'.

The other adult students in TF.5's class did not support F.15 over this particular issue, although there were general comments made on a number of occasions that teachers could be a 'little more tolerant' of late assignment work. In the majority of cases, however,

the adult students reported that teachers did consider the 'extra commitments' they had outside the school context in determining assignment requirements. As far as TF.5 was concerned, the overall perception among the majority of adult students in her class was reflected by the comments of F.30:

*I think [F.15] was a bit unfair about it all. I reckon that Mrs TF.5 is good. She does her best by us. I can understand that it would be a bit unfair on the other pupils if we can just hand things in when we like - no matter how late. It would create a problem for the teacher if she was seen to give us favours over the pupils. We should be expected to obey the same rules as the rest of the class.*

(F.30, Fieldnotes, 25.5.84)

On the other hand, the opinions of the other adult students, and even the teacher explanations of the assignment regulations, do not in any way alter the fact that F.15 considered that she had been 'unjustly' treated by TF.5. In turn, this formed the third point which F.15 took to the Principal as a facet of her overall critique of 'the school'.

These three separate, but interrelated incidents, saw their culmination when F.5 took her complaints to the Principal. At this meeting, F.15 reported having raised: her problems with the workload in Geography; the classroom control issue involving TF.3's Economics class, the difficulty with TF.5 over assignment lateness - and how this 'reflected' the fact that 'teachers don't consider adult student commitments outside school' - and; the point that she had been 'wrongly advised' regarding course and career requirements. In F.15's opinion, this meeting brought no results, and:

*He was more interested in telling me about how many responsibilities he's got and how I'm the first adult student to ever complain about the school. I just don't think he's interested. All I wanted to suggest is that the school should get its act together and provide the information we need and that things could do with improving in some classes.*

(F.15, Fieldnotes, 24.5.84)

These comments were made when F.15 provided the researcher with a summation of the meeting later in the day. When she reported her conversation with the Principal immediately following the event, F.15 was in a very emotional state, in tears and unable to recount the

details of their discussion. In particular, F.15 expressed considerable frustration that her 'complaints' had been dismissed by the Principal and appeared unlikely to effect any change in the situation. As an outcome of this, F.15 reported that she was now considering other options to the return to school:

*I might do Correspondence if things don't get better at school. I'll just have to think about it for a few days. I'm just so pissed off that I don't really know what to do. .... I might go to work - leave school - I just don't know. I'm just so pissed off though with being mucked around at school. It would be a lot better if all the teachers were like Mrs TF.9 - she really understands. There should be more information given to the adult students and, because of their extra commitments, there should be more allowance with such things as the assignments. I tried to tell them that I wasn't interested in accrediting so why the fuck should it matter if I get the work in on time. All that matters to me is to see how well I'm doing. The marks don't count for anything so why should it matter to them!*

(F.15, Fieldnotes, 24.5.84)

Following this incident, F.15 attended school infrequently and reached a decision to leave on June 12, commencing full-time work as a bakers' labourer. The decision to leave, F.15 reported, was partly the outcome of her conflict with the staff and her personal concerns that the enrolment at school had been 'mucked up' by these events such that she was unlikely to achieve her goal of entry to a Social Work degree. In addition, F.15 also noted that her decision to leave was influenced by her 'dependence' upon her fiance for financial support.

It was also evident that this critical incident was a source of considerable concern to both the Dean and the Principal. For instance, the Dean reported that:

*He [P.1] was most upset by F.15's outbursts. No-one has ever spoken to him like that before and, you know what Principals are like, it damaged his 'ego' and his status as the 'Head Man' around the place. He really was annoyed about it all. .... Just that he's not used to being spoken to like that. Also, rightly, he felt that F.15 was a bit unfair with her attack on the school. She's blaming the school for the fact that she hasn't done the work required. It's about time that she stopped using the excuse that she's been away on holiday. I told the Boss that that was last term and she's had plenty of opportunity to catch-up on the work since then. The*



*problem is that she's just not going to class and unless she does she cannot expect to keep up the work. Evidently she told him that she was going to do Correspondence if the school didn't improve. That idea he seemed to like! She really had a go at him and he wasn't at all pleased about it. There's no doubt about it, F.15's temper certainly gets the best of her at times. .... If only she had used some tact and gone about things in the right way rather than attacking him and his school.*

(D.1, Fieldnotes, 25.5.84)

On the basis of comments on other occasions, it appeared that the 'right way' in the Dean's view was to initially approach her with any complaint, and she would then determine the most suitable action to take. While the above comments relate to the issue concerning TF.5 and the English assignment, D.1 reported later that F.15 had confronted the Principal with her concerns over TF.3 and the advice she had been provided with concerning courses and careers.

As far as the senior school staff were concerned, F.15's complaints were perceived as both 'unjust' and 'inappropriate'. The Dean undertook no further action regarding the issues other than intervening to prevent the Principal acting upon F.15's comments regarding TF.3's classroom 'control' (see Case Study 1). Furthermore, the Dean appeared to remain unaware - despite the information given at the time of the incident - that F.15's career choice had been precluded by the advice she had received, continuing to assume that two subjects were all that were required for entry to university.

While both staff and F.15 were in agreement upon the substance of the critical incident - in terms of what had transpired and its 'seriousness' - they differed in attributing responsibility. For F.15, the onus for the conflict was clearly with the school staff, in that they were responsible for determining workloads, teacher activities, and the advice or information they made available to students. On the other hand, the school staff located the source of the conflict as being with F.15. In the view of the staff, the situation had arisen due to F.15's 'temper' and 'lack of tact', her frequent absences, the overseas holiday, and the fact that her 'outside commitments' had taken 'priority' over her schoolwork.

From the evidence available to the researcher, it appeared that the conflict situation was contributed to by all these factors, both those cited by F.15 and those by the school staff. Certainly, the situation was the outcome of a complex interaction among a variety of influences and there did appear to be 'elements' of 'truth' in the perceptions of all involved. The outcome, however, does clearly indicate that such conflict, if not able to be resolved, may lead to the individual concerned being unable to proceed with the processes of becoming an adult student.

While F.15's remained the only conflict situation to involve the Principal, there were other incidents during the present research. One of these saw F.14 and her English teacher - TM.16 - in some conflict, as forms the focus of discussion for the next case study.

#### CASE STUDY FOUR:

##### F.14 AND TM.16

In a conflict situation the actual incident generally is the culmination of a variety of contributory factors, and this was certainly the case where a confrontation occurred between F.14 and her English teacher, TM.16. From the early stages of the research, F.14 reported her perception of this teacher as:

*I feel that he looks down on us as if we're just second-rate citizens. .... He just - you know - you walk into the classroom and he sort of looks you up and down with a ['sneer'] - you know? He never says "Hi, how are you today?" or anything like that.*

(F.14, Interview, 3.5.84)

In her overall summation of the year, F.14 reflected upon this particular teacher and made the following comments:

...he's still not as good as what some of the other - some of the women teachers would have been but, I think, he may be just about the only English man teacher there? .... Women teachers are just easier to get along with - you know - as one woman to another. Also, I think, they understand the problems of an adult student better - they have their own family to look after as well. The other thing, I reckon that women are better at English - it's more natural for them - men do better at Maths and that. .... It just seems that women do better at English, where men do better at Maths and Science - you know?

(F.14, Interview, 6.12.84)

For F.14, her perception of the teacher received 'confirmation' when he commented upon her mid-year examination results:

*He's a rude bugger, that English teacher. I don't like him much. .... He was handing back our exams and he said to me "A better mark than I thought you'd get". .... He meant it [sarcastically] the rude bugger! I really can't stand him - he's a stuck-up Pom!*

(F.14, Fieldnotes, 19.6.84)

On the other hand, it was evident that the teacher had seen these comments in a different light:

...[F.14] took a long time to, I think, come to grips with the necessities of sitting in class again - as any of us would - and finding out precisely what the requirements were - and all that sort of thing. .... It's just something that a pupil...is used to... . Whereas, F.14 had to work at that and - and I admire her for it. She's done well in these exams...which surprised me a little. I was surprised that she got pass-marks - I think I mentioned that to her. But, she's obviously worked very hard.

(TM.16, Interview, 19.6.84)

From the teacher's remarks, it appeared that he had seen his comments to F.14 as showing a 'pleasurable surprise' that she had achieved well, and not the 'sarcasm' which F.14 had interpreted them as. Perhaps, however, given F.14's generally negative impression of the teacher, she could not have taken them any other way.

A further contributory factor to this situation appeared to derive from the perceptions these two individuals held as to the form of relationships which should exist in the school situation. F.14,

through her membership of the P.T.A, already had an ongoing informal adult/adult relationship with the majority of staff, and reported that this to an extent was carried on with her other subject teacher in class. However, TM.16 reported that he saw a formalised teacher/student relationship as necessary in the classroom situation, for maintaining both control and learning:

*I think everyone is happier with firmly established roles - during classtime, anyway. Okay, after the lesson is over, and you revert to being 'normal people' [laugh]-well, then it's okay [to be informal]. .... But, it's like the old business with the 'Officers and the Men'-that's the discipline there - unless they know, as 'Men', what your role is as 'Officer' there could be all sorts of problems. Essentially, in an examination class, you're in a situation where you are imparting information and knowledge and they have to take that as being right. I can visualise situations between two ordinary adults where there are arguments and discussion and so on where your point of view is different from another's. You can't afford any of that [in class]. .... Well, if someone is questioning what you are doing in the classroom - which could occur - that leads to a breakdown in relationship between you and that individual... . It also causes a very serious breakdown between you and the pupils in the class - they will start to question - or could do. I'm not making a big deal about this...it's just one of my rationales for keeping that distance between the teacher and the student [pupil and adult]. The pupils are not adults. They are not aware of the different subtleties that go on between adults and if they see, or aware of, an undermining it could damage them quite seriously in terms of their examinations, in terms of their growth as people.*

(TM.16, Interview, 21.11.84)

It was these perspectives, and perhaps the different viewpoints on the appropriate forms of relationship, which then underpinned the conflict between F.14 and TM.16. This incident involved a situation where F.14 had arrived a school for her one class of the day, English, only to discover that they were not in the room, nor could she locate them:

*Yesterday I came all the way down here for English and no bloody class! I couldn't find them! Nobody had thought to let me know that it had started at half-past one or anything.*

(F.14, Fieldnotes, 21.6.84)

This event caused F.14 sufficient concern, and as confirmed by the Dean and TM.16, considerable anger, that she decided to inform the teacher of her 'displeasure' and to do so 'in front of the whole class' in order to give it further emphasis:

*I said to him "Mr TM.16 when did you know about the film that was on yesterday?". I thought I'd find out when he knew - I wasn't going to get an answer before I knew. He said "Monday" and I said "Well, it would be nice to be let know that it's on!" [laugh]. .... I said "It's no good if I go to the class, no notice on the door, no class". .... He said he was sorry, but I don't think it worried him much. I thought "I'm going to say it in front of the class because that's not the first time it's happened with him" - that he's not let me know of changes. .... I said, "I'd appreciate a phone call". I said "I have classes - I only have one a day which was yesterday only you". He said "It was read out at Assembly", I said "I don't come to school at that time of the day - I don't have to - so, naturally, I don't go". .... He's only got two adult students. I think he could ring...[or] he could have told me on Monday or Tuesday. .... That's what I said to him - "Would he, in future, please either leave a note on the door or ring me". .... Anyway, I think I've sorted that out now.*

(F.14, Fieldnotes, 21.6.84)

One further feature of this particular incident also provides something of a contrast to F.15's situation recounted in the previous case study and concerns the Dean's reactions. From the account F.14 provided it was apparent that she had informed the Dean of her 'anger' over the situation at the time. The Dean then was party to the account of the events provided by F.14 reported above, entering the discussion where F.14 noted that she had stated her criticism of the situation 'in front of the whole class'. The Dean's reaction to this was 'surprise' - stating "You didn't, did you?" - but without any implied judgement that this could be considered 'inappropriate'. As such, this would appear to contrast with the Dean's 'condemnation' of F.15's criticisms of the school in general, and in particular of the fact that she took her 'complaints' directly to the Principal. Indeed, all the Dean did point out to F.14 at the time was that TM.16, or any teacher, would not 'have the time' to telephone adult students advising of class changes.

It was not until the next interview with teachers, nearly a term later, that TM.16's views on this incident were obtained. During this

conversation, TM.16 preceded his account of the events with his viewpoints on the 'appropriate' form of relationships within the classroom context. Here, as previous discussion illustrated (p.177), TM.16 considered that a formalised teacher/student interaction, with the teacher 'dominant' and 'in control', was required to assist learning and maintain discipline. He then used the incident with F.14 as an 'illustration' of a situation where an adult/adult interaction was 'inappropriate' in that it took place in class, in front of pupils. The following indicates the perception TM.16 held of the incident:

*There was one episode with F.14 this year where there was a problem. .... This could have caused difficulties - she announced her dissatisfaction in class. .... Well, I reacted very calmly - I could have been quite annoyed because of the actual fact, as I simply pointed out, when you are dealing with 180 kids and other things as well - in terms of other jobs around the place - it's most unfortunate, but some things get overlooked. She was a case in point. .... See, you don't normally inform every individual person - it gets put on Notices, or gets announced to the class, say, at Assembly. This [film] was a thing which just cropped up at the last minute. The impression she gave was that I was supposed to have phoned her with this information, but we tend not to do that...it's just out of the question - you just wouldn't have the time for one thing. I wasn't unpleasant. .... I chose not to worry about it too much - she has her dignity to uphold. But it didn't worry the rest of the class - they just ignored it. I'm very firm in control and discipline [laugh]. I tend not to have too many problems with any of the classes that I have. They [pupils] were a little bit stunned, actually [laugh]. .... They saw it as something she did because she was an adult student - it wasn't something they would do. In the end, in fact, she was quite polite. .... It ended at that and that was it. It was, in the long-term, really a non-event - it didn't last or anything. I don't think there was any resentment which lingered afterwards on her part - there certainly wasn't on mine.*

(TM.16, Interview, 21.11.84)

The teacher, then, considered that there was at least the potential for greater conflict in this situation, which his actions had averted, in that F.14 had brought an adult/adult form of interaction in to the classroom where teacher/student relationships, in TM.16's view, should prevail. Further, the conflict situation was also prevented from escalating by the 'ability' of the pupils to 'recognise' that F.14's actions were only 'appropriate' to her due to

her adult student status, although only TM.16's assessment of this factor was available.

The incident, however, did appear to be quickly resolved. F.14 considered that her actions in the classroom had 'sorted things out', while the teacher appeared to consider the situation 'finished', and neither reported any 'lingering effects' or 'resentment' over the events. At the time, however, F.14 did express considerable anger over the situation, and her general perceptions of the particular teacher remained relatively intact, although she did report that TM.16 had 'made the effort' to speak to her 'adult to adult' at an end-of-year function organised by the P.T.A.

Such an incident provides a further illustration of the variety of forms the conflict situations between teachers and adult students in the present research exhibited. Furthermore, it provides some indications that the form of such conflict may have been differentiated between pupil and adult student groups within the classroom context. At least the incident does suggest that conflict can arise when the adult student brings to the classroom situation an adult/adult form of interaction, which may be deemed 'inappropriate' by the teacher.

The final example of student/teacher conflict was also restricted to two individuals, although it was not expressed in the 'public domain' of the classroom. In turn, it provides further illustration of the manner in which such conflict situations varied according to the individuals involved, as well as in terms of the nature and context of the issues under dispute.

#### CASE STUDY FIVE:

#### F.16 AND TM.15

While this incident occurred towards the end of the year, it also represented the culmination of contributory factors spread over a

period of time. In particular, the events occurred as an outcome of certain aspects of F.16's own background and perceptions. From the outset of the present research, F.16 had identified herself as being 'involved in the feminist movement', which in turn influenced her perceptions of various events in the school context:

*There's a lot of degrading of women that goes on around school among the pupils and adult students as well as the teachers. .... Well, anyway, when you're bombarded with terms throughout the day that imply women don't exist or when they do, that they're second-class citizens, it gets a bit hard to take. I realise it won't change much in my lifetime, but if I can make a few people aware of the harm they're doing with their innocent jokes I think it'll do both of us some good.*

(F.16, Diary, 20.5.84)

On a number of occasions, F.16 cited examples where pupils, teachers, and other adult students, made what she described as 'sexist remarks', a matter which brought her considerable concern. In addition, F.16 reported to the researcher that she had decided to 'come out' and acknowledge her lesbianism, with her family and also at school:

*I'm looking forward to getting back to school, if only for the adventure of being 'out' at school.*

(F.16, Diary, 6.9.84)

At least in part, F.16's decision to be 'out' at school related to her concerns regarding 'jokes' made by teachers, both sexist and those directed at homosexuals:

*I'm going to be visibly 'out' at school 'cause I think that the teachers need to realise that their jokes aren't appreciated.*

(F.16, Fieldnotes, 5.9.84)

While F.16 reported that she did not undertake to directly inform others of her lesbianism, she did not take steps to disguise the fact, noting that 'many pupils' were aware of this as a result of her 'openness'.

It was these two aspects of F.16's personality and background—her feminism and lesbianism— which led to the incident involving



herself and TM.15. During the course of the present research, F.16 had reported that other teachers - such as TF.11 and TM.19 - were somewhat sexist in their attitudes and beliefs, but that it was the more frequent 'joking' of TM.15 that was of particular concern to her. This concern was reported on a number of occasions, but one particular event precipitated action by F.16:

*He [TM.15] was in top form for sexist and gay jokes. His whole approach to the topic - sex determination - was sexist and thoughtless. It's obvious what his opinions of Gays and male superiority are but he shouldn't inflict these opinions on others. In a teacher to student situation it doesn't give the students the opportunity to question and anyway it's the wrong place for it. I went up to him after class and told him I wasn't impressed with his Gay jokes and he said "What Gay jokes?". So I said a couple of them and I said it was pretty bad taste and he said "Yes". But I'm going to write him a letter saying exactly what it is that was offensive about the jokes and his attitude because I get so furious I can't get my thoughts together. Gays have a bad enough time without shit like that being pushed on us and the straight kids. .... He also gave the class a small lecture on the causes of homosexuality - this being genetic dysfunction. I felt like a bloody mutant. I felt humiliated because some of the pupils know I'm gay. Most of all I felt angry.*

(F.16, Diary, 25.10.84)

Further details of this particular lesson were provided by F.16 on the first opportunity after the event for a 'private' discussion with the researcher:

*He was teaching us sex determination and he was really chauvinist in the way he actually taught it. He told us things about how to have sex to increase the chances of having a boy and things like that. He said that just before ovulation was best for having a boy. But, like, he didn't say anything about when was the best time for having a girl. And - um - then he starts making jokes like - um - "Some people try and do it with people of the same sex but it doesn't work" - things like that. He got really bad - then he started saying things like "Gay people have genetic dysfunctions" - I felt really bad because I had my earrings on.*

(F.16, Fieldnotes, 7.11.84)

Certainly, F.16 was considerably angered over this particular lesson, which she saw as representing the 'final straw' in a number of other sexist and anti-Gay 'jokes' spread throughout TM.15's teaching

during the year. She reported that, prior to this lesson, TM.15 had been unaware of her being Gay, at least as far as she knew, but that not only did he now know but she felt he had informed other teachers of this fact:

*The next day - after I gave TM.15 the letter - when I walked in to History, my History teacher [TM.19] just stood there and stared at me [laugh] for about two minutes at the start of the class. ...they're [teachers] very close [friends].*

(F.16, Fieldnotes, 7.11.84)

Although F.16 stated that TM.15 had made 'no comment' over the letter, or her approach to him following the lesson, she did report that no further 'jokes' were made in this class. Indeed, F.16 considered that some changes in TM.15's attitudes had resulted from this incident:

*...he didn't say any more Gay jokes - and - oh! - there was one thing he said, looking at me, in the classroom - some of the kids were saying he talked a lot of shit - and he agreed - he said that everything he says is just rubbish - and he said that looking at me.*

(F.16, Interview, 6.12.84)

There were two parts to this incident, the comments F.16 made following the lesson and the letter of 'complaint' she later wrote to the teacher concerned. It was during the end-of-term interview with F.16 that she provided the researcher with a copy of this letter:

*I found your jokes and your whole approach to teaching sex-determination distasteful. Usually when people make jokes about male superiority and gays, it shows their inability to come to terms with their feelings and attitudes on the subject. The subtle put-downs often go unnoticed by the majority due to the conditioning we have all been subjected to. For those of us who are more aware of society's attitudes, they are insulting in the extreme. When I told you I wasn't impressed with your gay jokes, the fact that you asked me "What gay jokes?" gives me the impression that you don't think about what you say or the effect it might have - you just spout out whatever comes into your head for a quick laugh. No-one knows what causes homosexuality and lesbianism, but, then, no-one knows the cause of heterosexuality either. It is believed by some that it is a result of conditioning because it is to the male advantage to keep women heterosexual and hence under male power. I've read that to love someone of the*

same sex is more natural than to love someone of the opposite sex. But, we have been brought up to believe that homosexuality is wrong, unnatural, deviant. However, if you are going to bring up the subject in class, I would advise that you present a balanced argument rather than mention a single incident such as the research in England on patients in an mental institution, giving the impression that all gays are like that because of genetic dysfunction. I felt like a bloody mutant sitting in your class and I feel extremely humiliated because a lot of the pupils know I am a lesbian. It may help you to control your hateful comments knowing that one in ten people are gay, and that there are as many gays as left-handed people - we're everywhere! To say "Some people try other ways, but it doesn't work" impresses upon the class that heterosexuality is right, acceptable, superior, and homosexuality is the opposite. There are ways in which you could have said it to be neutral, but it would have been better not to have said it at all. It is obvious where your prejudices lie, but it is unfair of you to air your opinions in a class situation being in a position of authority. I suggest you take a close look at your attitudes as the pupils you teach are at an impressionable age - there is enough misinformation regarding homosexuality around without professional people adding to it.

(F.16, Letter to TM.15, Interview, 6.12.84)

On the basis of such an incident, then, it would appear possible to suggest that at least one adult student was willing and able to question the validity of teacher attitudes and information. Whether this becomes a characteristic of the adult student, and not the pupil, remains open to conjecture. Yet, perhaps, it may be argued that the 'maturity' and 'knowledge' available to the adult student places them in a position from which they would be more likely to make such statements. Certainly, with F.16's case, the approach adopted appeared to be drawing explicitly upon the adult/adult relationship between teacher and adult student, at least in terms that it involved the direct adult to adult communication of an argued case. In this factor, it clearly differed from the case of F.14 where the adult/adult interaction occurred in the classroom context, therefore allowing it to be deemed 'inappropriate' by the teacher.

However, there is some doubt about this as a true 'conflict' situation. Both F.16 and TM.15 saw it as a 'serious' incident, and F.16 expressed considerable 'anger' over the teacher's comments, yet

neither saw it as involving 'conflict' between them - rather, that it was an adult to adult interaction involving 'correction'. Indeed, the teacher remarked that:

*I upset [F.16] at one stage - through some unfortunate jokes. She was quite strong about that. .... What she said was quite valid, too.*

(TM.15, Interview, 4.12.84)

Perhaps, then, the teachers were more willing to accept 'criticism' where the approach was deemed 'appropriate' and occurred in the adult/adult relationships existing outside the classroom context. At least with F.16, the incident appeared to take place with considerable concern expressed but without the potential for conflict which might have resulted had she made her statements within the class situation. On the other hand, as previous discussion illustrated, the conflict between F.15 and the teachers also occurred outside the classroom, yet was deemed as 'inappropriate' and 'invalid'.

In summation, these conflict situations illustrate the idiosyncratic influences of the variety of factors which underpinned these events, and also the point that they generally involved some form of adult/adult interaction. Where they occurred outside the classroom context, the teacher was more likely to see such forms of interaction and 'criticism' as 'acceptable', yet it remained within the power of the school staff to determine the 'validity' of the student's argument.

APPENDIX F

ADULT STUDENTS' QUESTIONNAIRE

## AN EXPLANATORY NOTE

This Appendix contains the Adult Students' Questionnaire utilised during the research.

Part 1: Distributed at enrolment to each student, this sought general biographical information.

Part 2: Distributed to those adult students available [N = 24] during Term Three, to determine changes in situation and further biographical information.

Part 3: Distributed to those adult students available [N = 24] during January 1985 at the end of the data gathering processes. In each case where the student was accessible (all except M.4 and M.11), the researcher went over the form with the individual explaining all the instructions. This was also the time at which external examination results were available, so this process served a dual purpose. Upon the completion of the questionnaire, the researcher then went through the form again seeking clarification and elaboration of responses in what amounted to a further, semi-structured, interview situation, with all except the two mentioned previously and F.19 and F.31 who were both unavailable. While the questionnaire provided a useful summary, it was this interview which was the source of the more detailed information, much of which was then of direct use in the accounting of the processes of becoming an adult student provided in Chapter Four of Volume I. As such, the questionnaire served its primary objective of providing for the verification and elaboration of certain issues which had arisen during the conduct of the investigation, although providing little by way of 'new data' or information not already available. Indeed, the subjective opinion remained that the process could have been equally well served by the use of interview strategies alone.

CONFIDENTIAL

## ADULT STUDENTS' QUESTIONNAIRE

## Part 1.

This questionnaire is part of a study of adult students attending this school. The main aim of this questionnaire is to collect background information about students like yourself who have returned to secondary school. This information will then be used to describe the general characteristics of the adult student and to provide a background to the more detailed analysis of adult participation in secondary school.

Your name is required for identification purposes ONLY and does not form part of the questionnaire. Your answers will be kept strictly confidential and so your co-operation in answering all the appropriate questions will be greatly appreciated.

Once you have completed the questionnaire, seal it in the attached envelope and either:

Return it directly to Barry Cocklin at interval or lunchtime in the Adult Commonroom;

or:

Place it in the box provided in the school Office.

It would be appreciated if you could complete and return the questionnaire as soon as possible. Should you have any questions, either ask Barry Cocklin in the adult commonroom at interval or lunchtime, or phone him at 80-952.

NAME:

QUESTIONNAIRE

- (1) COUNTRY OF BIRTH:
- (2) IF YOU WERE BORN OVERSEAS, HOW MANY YEARS HAVE YOU LIVED IN NEW ZEALAND:
- (3) DO YOU REGARD YOURSELF AS (circle one):  
 (a) European (b) Maori  
 (c) Part-Maori (d) Pacific Islander  
 (e) Other (please specify) \_\_\_\_\_
- (4) AGE:
- (5) MARITAL STATUS (circle one):  
 (a) never married (b) married  
 (c) separated (d) de facto relationship  
 (e) divorced (f) widowed
- (6) IF YOU ARE MARRIED, OR IN A DE FACTO RELATIONSHIP, WHAT IS YOUR HUSBAND'S OR WIFE'S OR PARTNER'S OCCUPATION:
- (7) DO YOU HAVE ANY DEPENDENTS: YES/NO  
 IF YES:  
 (i) number of children aged 0-2 years old \_\_\_\_\_  
 (ii) number of children aged 3-4 years old \_\_\_\_\_  
 (iii) number of children at primary school \_\_\_\_\_  
 (iv) number of children at intermediate school \_\_\_\_\_  
 (v) number of children at secondary school \_\_\_\_\_  
 (vi) number of children who have left school but are not yet in employment \_\_\_\_\_  
 (vii) others (please specify) \_\_\_\_\_
- (8) WHAT ARE YOUR PRESENT LIVING CIRCUMSTANCES (circle one):  
 (a) living with spouse (or de facto partner).  
 (b) living with parent(s).  
 (c) living alone (with or without children).  
 (d) living with relative other than parent(s) or spouse.  
 (e) living with other, unrelated, adults in a flat or house.  
 (f) living in a hostel or boarding.  
 (g) other (please state) \_\_\_\_\_
- (9) HAVE YOU EVER BEEN EMPLOYED IN A FULL-TIME JOB: YES/NO  
 IF YES:  
 STATE ALL THE OCCUPATION(S) AND THE DATE(S) (in years) WORKED IN EACH:  
 (for example: Office typist, 1973 to 1980)
- (10) WILL YOU BE EMPLOYED DURING THE CURRENT YEAR: YES/NO  
 IF YES:  
 STATE OCCUPATION AND, ON AVERAGE, FOR HOW MANY HOURS PER WEEK:



- (11) AFTER TAX, WHICH OF THE FOLLOWING AMOUNTS INDICATES YOUR TOTAL INCOME DURING THE CURRENT YEAR (including benefits etc. If you are married, or in a de facto relationship, include the total of your own and your partner's income) (circle one):
- |                       |                       |
|-----------------------|-----------------------|
| (a) less than \$500   | (b) \$500-\$1000      |
| (c) \$1000-\$2500     | (d) \$2500-\$5000     |
| (e) \$5000-\$7500     | (f) \$7500-\$10 000   |
| (g) \$10 000-\$15 000 | (h) \$15 000-\$17 500 |
| (i) \$17 500-\$20 000 | (j) \$20 000-\$25 000 |
| (k) \$25 000-\$30 000 | (l) \$30 000 plus     |
- (12) WHAT ARE THE SOURCES OF INCOME ON WHICH YOU WILL DEPEND THIS YEAR:  
(put one of the following numbers beside each source:
- 1 = major source  
2 = minor source  
3 = not a source)
- (i) Own income from salary or wages \_\_\_\_\_  
(ii) Partner's income from salary or wages \_\_\_\_\_  
(iii) Parent(s) income \_\_\_\_\_  
(iv) Savings \_\_\_\_\_  
(v) Social Welfare Benefit \_\_\_\_\_ (State which one) \_\_\_\_\_  
(vi) Other \_\_\_\_\_ (Please specify) \_\_\_\_\_
- (13) AGE WHEN YOU FIRST LEFT SCHOOL:
- (14) WHAT FORM/CLASS WERE YOU IN WHEN YOU FIRST LEFT SCHOOL:
- (15) WHAT QUALIFICATIONS HAD YOU GAINED BEFORE YOU LEFT SCHOOL (e.g., School Certificate, Sixth Form Certificate, University Entrance):  
FOR EACH OF THESE QUALIFICATIONS LIST THE SUBJECTS YOU PASSED:
- (16) HAVE YOU UNDERTAKEN ANY FORMAL TRAINING (e.g., trade certificate, night school, job training, etc) AND/OR GAINED ANY FORMAL QUALIFICATIONS SINCE LEAVING SCHOOL:
- (i) Training in:
- (ii) Qualification(s):
- (17) IS THIS YOUR FIRST YEAR AS A RETURNING STUDENT TO SECONDARY SCHOOL: YES/NO  
(i) If NO, how many years have you been an adult student:  
(ii) List ANY qualifications (e.g., School Certificate) and the subjects you have passed as an adult student:
- (18) ARE YOU ATTENDING THIS YEAR AS A (circle one)  
(A) Full-time student  
(B) Part-time student. If part-time, for how many hours per week \_\_\_\_\_

(19) PLEASE LIST ALL SUBJECTS, AND AT WHICH FORM LEVEL, YOU ARE TAKING THIS YEAR:

(20) ARE YOU STUDYING THESE SUBJECTS FOR (circle one):

- (a) To gain School Certificate
- (b) To gain University Entrance
- (c) To gain Sixth Form Certificate
- (d) To gain Bursary or Scholarship
- (e) To gain some other qualification (state which) \_\_\_\_\_
- (f) Not for qualification or examination

(21) IF YOU HAVE ANY OTHER COMMENT YOU WOULD LIKE TO MAKE, ON ADULT STUDENTS IN SECONDARY SCHOOLS, ON YOUR PERSONAL BACKGROUND OR EXPERIENCES, OR ON ANY OF THE QUESTIONS IN THE QUESTIONNAIRE OR YOUR ANSWERS TO THEM, PLEASE WRITE THEM BELOW. In particular, if any questions did not really fit your experiences or background and you think your answer could be misleading, give the number of the question(s) and explain. Also, if there are any questions you think should have been asked, but were not, explain why.

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## ADULT STUDENTS' QUESTIONNAIRE

## Part 2.

This second questionnaire has a twofold purpose. First, it seeks to establish any changes which have occurred in your personal circumstances during the school year, and, second, to provide some further background information about adult students, like yourself, who have returned to secondary school. As with the first part of the questionnaire, this information will be used to describe the general characteristics of the adult student and to provide a background to the more detailed analysis of adult participation in secondary school.

Your name (you may use your Code Name) is required for identification purposes ONLY and does not form part of the questionnaire. Your answers will be kept strictly confidential and so your co-operation in answering all the appropriate questions will be greatly appreciated.

It would be appreciated if you could complete and return the questionnaire as soon as possible.

NAME:

QUESTIONNAIRE

This first group of questions seeks to establish any changes which have occurred in your personal circumstances since you completed Part 1 of the questionnaire at the beginning of the year. For each of the YES/NO parts, cross out the one which DOES NOT apply.

- (1) Has your marital status changed during this year: YES/NO  
If 'Yes', please explain:
- (2) Has your place of residence changed during this year: YES/NO  
If 'Yes', please explain:
- (3) Has your employment changed during this year: YES/NO  
If 'Yes', please explain:
- (4) Has the occupation of your Husband/Wife/Partner changed during this year: YES/NO  
If 'Yes', please state the new occupation and, if possible, the reason for the change:
- (5) In Part 1 of this questionnaire at the beginning of the year, you were asked to indicate your 'total income, after tax'. This income was to include Benefits and your own and partner's income. Could you please indicate on the following list what this actual income has been during the year (CIRCLE ONE):
- |                       |                       |
|-----------------------|-----------------------|
| (a) less than \$500   | (b) \$500-\$1000      |
| (c) \$1000-\$2500     | (d) \$2500-\$5000     |
| (e) \$5000-\$7500     | (f) \$7500-\$10 000   |
| (g) \$10 000-\$15 000 | (h) \$15 000-\$17 500 |
| (i) \$17 500-\$20 000 | (j) \$20 000-\$25 000 |
| (k) \$25 000-\$30 000 | (l) \$30 000 plus     |
- (6) Has the source of your income changed during the year: YES/NO  
If 'Yes', what have been the major sources of income for you this year (Could you provide details please):
- (7) Since your initial enrolment, have you changed any subjects you are taking, changed to a higher or lower class level, or dropped any subjects: YES/NO  
If 'Yes':
- (a) What have these changes been:
  - (b) When did they occur:
  - (c) What were the reasons for the change:

- (8) During the year, has your 'purpose' or 'reason' for your study changed:  
 YES/NO  
 If 'Yes', please explain:

This second group of questions seeks further background information relating to you personally.

- (9) Religion:
- (10) Father's Occupation:
- (11) Mother's Occupation:
- (12) Number of Brothers: Older: Younger:  
 Number of Sisters: Older: Younger:
- (13) Hobbies and Special Interests (such as Sports, Cultural Activities, Church Groups, Social/Recreational Clubs or Activities, etc):
- (14) Have there been any Hobby or Special Interest Activities which you have had to put aside this year because of your attendance at school: YES/NO  
 If 'Yes', please state which and explain:
- (15) Have there been any Hobby or Special Interest Activities which you have started this year:  
 (a) Through, or because, of your attendance at school (please specify):  
 (b) Outside of school (please specify):
- (16) Which Secondary schools did you attend prior to this year:  
 SCHOOL TOWN/CITY YEARS
- (17) What is the approximate distance you travel to come to school:
- (18) How do you usually travel to school:

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## ADULT STUDENTS' QUESTIONNAIRE

## Part 3

This third part of the questionnaire has been divided into three sections:

The first section asks for your responses to questions relating to your previous experiences at Secondary School. That is, your experiences as a pupil before you became an adult student;

The second section asks you to compare these experiences as a pupil with those of this year as an adult student; and,

The third section is comprised of a number of questions relating to your experiences this year as a adult student.

Your name (you may use your Code Name) is required for identification purposes ONLY and does not form part of the questionnaire. Your answers will be kept strictly confidential and so your co-operation in answering all of the appropriate questions will be appreciated.

Before answering the questionnaire, please ensure that you have CAREFULLY read the INSTRUCTIONS on the following page. Also, as you answer the questionnaire please read each question and its instructions carefully.

As a check, when you have completed the questionnaire, EACH BOX, except for those questions where it is appropriate for you to leave blanks, should contain ONE NUMBER.

NAME: \_\_\_\_\_



QUESTIONNAIRE

PREVIOUS SCHOOL EXPERIENCE

THE FOLLOWING GROUP OF QUESTIONS REFERS TO YOUR EXPERIENCES WHEN YOU WERE LAST AT SCHOOL AND BEFORE YOU ENROLLED AS AN ADULT STUDENT.

(1) WHICH OF THE FOLLOWING BEST DESCRIBES YOUR RECORD OF ACHIEVEMENT AT SCHOOL?

- 1 = Excellent
- 2 = Above Average
- 3 = Average
- 4 = Below Average
- 5 = Well Below Average

(2) HOW WOULD YOU RATE YOUR PREVIOUS EXPERIENCE AT SCHOOL?

- 1 = Successful
- 2 = Average
- 3 = Unsuccessful

(3) IN GENERAL, WAS SCHOOL A PLACE YOU

- |       |   |   |   |   |          |
|-------|---|---|---|---|----------|
| Liked |   |   |   |   | Disliked |
| 5     | 4 | 3 | 2 | 1 |          |

(4) WHAT WERE THE MAIN THINGS ABOUT SCHOOL AT THE TIME WHICH YOU (please be specific):

LIKED \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DISLIKED \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(5) HOW WOULD YOU DESCRIBE THE CLASS YOU WERE IN DURING YOUR LAST YEAR AT SCHOOL?

- 1 = Above average ability
- 2 = Average ability
- 3 = Below average ability
- 4 = Mixed ability
- 5 = Don't know

(6) WHAT WAS YOUR POSITION IN THIS CLASS?

- 1 = In the top group
- 2 = In the average, or middle, group
- 3 = In the lower group
- 4 = Don't know

(7) HOW WOULD YOU DESCRIBE YOUR ATTENDANCE AT SECONDARY SCHOOL BEFORE YOU BECAME AN ADULT STUDENT?

- 1 = Excellent, hardly missed a class
- 2 = Average, missed a few classes
- 3 = Below average, frequently missed classes
- 4 = Well below average, missed more classes than attended



(8) WHAT WERE THE REASONS FOR YOUR ABSENCES FROM SECONDARY SCHOOL BEFORE YOU BECAME AN ADULT STUDENT?

Use the following code, placing a number in EACH box:

- 1 = Major reason
- 2 = Minor reason
- 3 = Not a reason

A brief illness (a week or so at a time).....

A lengthy illness (longer than two weeks at a time).....

Minor injuries causing a few weeks absence .....

Major injuries causing many weeks absence .....

Suspended from school for (STATE) \_\_\_\_\_

Stayed at home to care for brothers &/or sisters .....

Stayed at home to care for other relative (STATE) \_\_\_\_\_

Because of a job (STATE) \_\_\_\_\_

Did not like school, so stayed away .....

To avoid punishment at school .....

To avoid problems with other children at school .....

To be with friends .....

Other reasons (STATE) \_\_\_\_\_

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(9) WHAT WERE THE SUBJECTS YOU TOOK IN YOUR LAST YEAR AT SCHOOL BEFORE YOU BECAME AN ADULT STUDENT?

(10) WHY DID YOU TAKE THESE PARTICULAR SUBJECTS?

Use the following code, placing a number in EACH box:

- 1 = Major reason
- 2 = Minor reason
- 3 = Not a reason

There was no choice at the school .....

These were the ones you liked the best .....

They were the ones your friends were taking .....

They were required for a particular occupation (STATE) \_\_\_\_\_

They were the ones you were advised to take by:

Teachers .....

Guidance/Careers adviser .....

Parents.....

Others (STATE) \_\_\_\_\_

Other reason (STATE) \_\_\_\_\_

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(11) WHEN YOU LEFT SCHOOL FOR THE FIRST TIME, WHAT WERE YOUR REASONS FOR LEAVING?

Use the following code, placing a number in EACH box:

- 1 = Major reason
- 2 = Minor reason
- 3 = Not a reason

Had obtained the required qualifications for career (STATE career) _____	<input type="checkbox"/>
Disliked school, so left as soon as possible.....	<input type="checkbox"/>
Had reached the leaving-age so left.....	<input type="checkbox"/>
Parental pressure to leave.....	<input type="checkbox"/>
Parental pressure to stay.....	<input type="checkbox"/>
Difficulties at home (STATE) _____	<input type="checkbox"/>
Difficulties at school (STATE) _____	<input type="checkbox"/>
Friends had left school.....	<input type="checkbox"/>
A Job became available (STATE) _____	<input type="checkbox"/>
Other reasons (STATE) _____	<input type="checkbox"/>

(12) LOOKING BACK AT YOUR DECISION TO LEAVE SCHOOL, DO YOU NOW FEEL THAT THIS DECISION WAS

- 1 = The correct one
- 2 = The wrong one
- 3 = Not sure if it was correct or incorrect

(13) ARE THERE ANY FURTHER COMMENTS YOU WOULD LIKE TO MAKE REGARDING YOUR PREVIOUS EXPERIENCES AT SCHOOL? Comments about the school(s), pupils, teachers, or your own personal experiences.

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PREVIOUS SCHOOL EXPERIENCES COMPARED WITH PRESENT EXPERIENCES

THE FOLLOWING GROUP OF QUESTIONS ASKS YOU TO COMPARE YOUR PREVIOUS EXPERIENCES AT SCHOOL (AS AN ORDINARY STUDENT) WITH THOSE OF THIS YEAR (AS AN ADULT STUDENT).

NOTE: FOR THESE QUESTIONS, THE MID-POINT - '3' - WOULD REPRESENT 'THE SAME' OR 'NO CHANGE'.

- (1) THE SOCIAL ATMOSPHERE AT SCHOOL NOW IS MORE  
 Formal Informal  
 5 4 3 2 1
- (2) DISCIPLINE AT SCHOOL IS NOW MORE  
 Rigid Relaxed  
 5 4 3 2 1
- (3) THE TEACHERS AT SCHOOL NOW ARE MORE  
 Distant Friendly  
 5 4 3 2 1
- (4) THE CONTENT OF THE COURSE YOU ARE NOW DOING IS GENERALLY  
 More Less  
 Demanding Demanding  
 5 4 3 2 1
- (5) THE SCOPE OF THE COURSE YOU ARE NOW DOING IS GENERALLY  
 More Less  
 Demanding Demanding  
 5 4 3 2 1
- (6) THE METHODS OF TEACHING ARE NOW MORE  
 Teacher- Student-  
 centered centered  
 5 4 3 2 1
- (7) THE WORKLOAD ON YOU AS A STUDENT AT SCHOOL NOW IS  
 Greater Less  
 5 4 3 2 1
- (8) YOUR PARTICIPATION AS A STUDENT IN THE CLASSROOM IS NOW  
 More Less  
 5 4 3 2 1
- (9) THE RANGE OF SUBJECTS AVAILABLE IS NOW  
 Greater Fewer  
 5 4 3 2 1
- (10) THE PRESSURE ON YOU AS A STUDENT IS NOW  
 Greater Less  
 5 4 3 2 1

PRESENT ENROLMENT

THE FOLLOWING GROUP OF QUESTIONS REFERS TO YOUR PRESENT ENROLMENT AS AN ADULT STUDENT.

QUESTIONS 1 TO 4 ARE FOR PART-TIME STUDENTS ONLY, (ENROLLED IN 3 OR LESS SUBJECTS AT BEGINNING OF YEAR) THEREFORE FULL-TIME STUDENTS WILL LEAVE THESE BLANK.

QUESTIONS 5 TO 8 ARE FOR FULL-TIME STUDENTS ONLY, (ENROLLED IN FOUR OR MORE SUBJECTS AT BEGINNING OF YEAR) THEREFORE PART-TIME STUDENTS WILL LEAVE THESE BLANK.

ALL STUDENTS WILL PLEASE ANSWER QUESTION 9 AND THOSE WHICH FOLLOW.

FOR PART-TIME STUDENTS ONLY: (Full-time students go on to Question 5 leaving these blank)

(1) WOULD YOU HAVE PREFERRED TO HAVE ATTENDED FULL-TIME THIS YEAR?

- 1 = Yes
- 2 = No
- 3 = Don't know or not sure

(2) WHAT WERE YOUR REASONS FOR ATTENDING PART-TIME?

Use the following code, placing a number in EACH box:

- 1 = Major reason
- 2 = Minor reason
- 3 = Not a reason

Too many personal commitments .....

Too many family commitments .....

Could not afford the fees/expenses involved.....

Not sure could cope with the study load.....

Job commitments during the day.....

Job commitments during the evening/night.....

Other (STATE) \_\_\_\_\_

(3) AS YOU LOOK BACK ON THIS YEAR, DO YOU NOW FEEL THAT YOU SHOULD HAVE ENROLLED AS A FULL-TIME STUDENT?

- 1 = Yes
- 2 = No
- 3 = Don't know or not sure

(4) WHAT ARE THE REASONS FOR YOUR ANSWER TO QUESTION 3, PLEASE EXPLAIN?

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QUESTIONS 5 TO 8 ARE FOR FULL-TIME STUDENTS ONLY, THEREFORE PART-TIME STUDENTS WILL LEAVE THESE BLANK AND GO ON TO QUESTION 9.

FOR FULL-TIME STUDENTS ONLY: (Part-time students go on to Question 9 leaving these blank)

(5) WOULD YOU HAVE PREFERRED TO HAVE ATTENDED PART-TIME THIS YEAR?

- 1 = Yes
- 2 = No
- 3 = Don't know or not sure

(6) WHAT ARE YOUR REASONS FOR ATTENDING FULL-TIME?

Use the following code, placing a number in EACH box:

- 1 = Major reason
- 2 = Minor reason
- 3 = Not a reason

Qualification requires full-time study.....

Wanted the experience of coping with full-time study.....

Did not want to spend more than one year getting qualification.....

Could only afford to give one year to study.....

Other (STATE).....

(7) AS YOU LOOK BACK ON THIS YEAR, DO YOU NOW FEEL THAT YOU SHOULD HAVE ENROLLED AS A PART-TIME STUDENT?

- 1 = Yes
- 2 = No
- 3 = Don't know or not sure

(8) WHAT ARE YOUR REASONS FOR YOUR ANSWER TO QUESTION 7, PLEASE EXPLAIN?

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NOTE: WHEN YOU ARE CHECKING THROUGH YOUR COMPLETED QUESTIONNAIRE, FOR THIS SECTION CONCERNING YOUR PRESENT ENROLMENT:

IF YOU ARE A FULL-TIME STUDENT, QUESTIONS 1 TO 4 SHOULD BE BLANK  
 IF YOU ARE A PART-TIME STUDENT, QUESTIONS 5 TO 8 SHOULD BE BLANK

ALL STUDENTS ANSWER QUESTION 9 AND THOSE WHICH FOLLOW.

THE FOLLOWING QUESTIONS ARE FOR ALL STUDENTS

(9) WHAT ARE YOUR REASONS FOR WANTING TO STUDY?

Use the following code, placing a number in EACH box:

- 1 = Major reason
- 2 = Minor reason
- 3 = Not a reason

To go on to further study .....

To train for a particular occupation (STATE) \_\_\_\_\_

To retrain for an occupation after a break (STATE) \_\_\_\_\_

To obtain qualifications for a particular occupation (STATE) \_\_\_\_\_

To add to qualifications for present occupation.....

To be better qualified to go back to work (no special occupation).....

To study something for interest or satisfaction .....

To increase self-confidence.....

To get stimulation .....

To get away from domestic routine.....

In order to be better able to help own children with schoolwork.....

Other reason (STATE) \_\_\_\_\_

(10) ANOTHER SOURCE OF THE SUBJECTS YOU ARE TAKING COULD HAVE BEEN THE CORRESPONDENCE SCHOOL. DID YOU KNOW OF THIS BEFORE YOU RETURNED TO DAY SCHOOL?

- 1 = Yes
- 2 = No

(11) IF YOU ANSWERED YES - '1' - TO THE LAST QUESTION, WHAT WERE YOUR REASONS FOR CHOOSING TO RETURN TO DAY SCHOOL RATHER THAN CORRESPONDENCE SCHOOL? (If you answered NO - '2' - leave the boxes blank).

Use the following code, placing a number in EACH box:

- 1 = Major reason
- 2 = Minor reason
- 3 = Not a reason

Prefer to have 'live' teacher .....

Prefer to learn in a class with others.....

Felt that could not cope with correspondence on own.....

Correspondence inefficient, more difficult .....

Wanted the 'discipline' of having to attend class at specific times.....

Would take too long by correspondence.....

Facilities/equipment at school which are not available by correspondence.....

Particular subject(s) not available by correspondence (STATE) \_\_\_\_\_

\_\_\_\_\_

Other reasons (STATE) \_\_\_\_\_

\_\_\_\_\_



(15) IF YOU SUCCESSFULLY COMPLETE YOUR COURSE(S) THIS YEAR, DO YOU EXPECT TO BE STUDYING NEXT YEAR?

- 1 = Yes, definitely
- 2 = Yes, probably
- 3 = Not sure, or don't know
- 4 = No, probably not
- 5 = No, definitely not

(16) IF YOU ANSWERED YES - either '1' or '2' - TO QUESTION 15, WHERE ARE YOU LIKELY TO STUDY? (You may put LIKELY beside more than one option. If you are not intending to study or are not sure, leave all the boxes blank).

Use the following code, placing a number in EACH box:

- 1 = Likely
- 2 = Possible
- 3 = Unlikely
- 4 = Very unlikely

At this secondary school (STATE whether day or night school) \_\_\_\_\_

At another secondary school (STATE whether day or night school) \_\_\_\_\_

At a Technical Institute or Community College.....

At a Teachers College.....

At University.....

By correspondence: (a) Correspondence school, secondary.....

(b) Technical Correspondence Institute.....

(c) Extramural (University) study.....

Other (STATE) \_\_\_\_\_

(17) IF YOU DO NOT SUCCESSFULLY COMPLETE YOUR COURSE(S) THIS YEAR, DO YOU EXPECT TO BE STUDYING NEXT YEAR?

- 1 = Yes, definitely
- 2 = Yes, probably
- 3 = Not sure, or don't know
- 4 = No, probably not
- 5 = No, definitely not

(18) IF YOU ANSWERED YES - either '1' or '2' - TO QUESTION 17, WHERE ARE YOU LIKELY TO STUDY? (You may put LIKELY beside more than one option. If you are not intending to study or are not sure, leave all the boxes blank).

Use the following code, placing a number in EACH box:

- 1 = Likely
- 2 = Possible
- 3 = Unlikely
- 4 = Very unlikely

At this secondary school (STATE whether day or night school) \_\_\_\_\_

At another secondary school (STATE whether day or night school) \_\_\_\_\_

At a Technical Institute or Community College.....

At University.....

By Correspondence (STATE) \_\_\_\_\_

Some other (STATE) \_\_\_\_\_



(19) IF YOUR SCHOOL HAS A CRECHE/DAY CARE CENTRE HAS/HAVE YOUR CHIL(REN) USED IT?

- 1 = Regularly
- 2 = Occasionally
- 3 = Not at all
- 4 = Does not apply (no children, children older, no creche)

(20) IF YOUR SCHOOL HAS A CRECHE, HOW IMPORTANT HAS THIS BEEN FOR YOUR RETURN TO SCHOOL?

- 1 = Does not apply (no children, children older, no creche)
- 2 = Essential, could not return without it
- 3 = Useful, but could return without it
- 4 = Little affect either way

(21) IF YOUR SCHOOL DOES NOT HAVE A CRECHE, WOULD YOUR CHILD(REN) HAVE USED ONE IF IT HAD BEEN THERE?

- 1 = Does not apply (no children, children older, school has creche)
- 2 = Regularly
- 3 = Occasionally
- 4 = Not at all

(22) IF YOU HAVE TO PAY FOR CHILD-MINDING WHILE YOU ATTEND CLASSES OR STUDY, HOW DOES THIS AFFECT YOUR HOUSEHOLD INCOME?

- 1 = Does not apply
- 2 = A minor expense
- 3 = A significant expense
- 4 = A major expense

(23) AS AN ADULT STUDENT, HAVE YOU BEEN INVOLVED WITH ANY SCHOOL ACTIVITIES OTHER THAN CLASSROOM ACTIVITIES, SUCH AS RECREATIONAL OR CULTURAL ACTIVITIES?

- 1 = Often
- 2 = Occasionally
- 3 = Not at all

(24) HAVE YOU USED THE ADULT COMMONROOM THIS YEAR?

- 1 = Regularly
- 2 = Fairly often
- 3 = Occasionally
- 4 = Not at all

(25) HOW DESIRABLE DO YOU CONSIDER A COMMONROOM TO BE FOR ADULT STUDENTS?

- 1 = Very desirable
- 2 = Desirable
- 3 = Neither desirable nor undesirable
- 4 = Undesirable
- 5 = Very undesirable
- 6 = Not sure

(26) HOW DESIRABLE IS IT THAT THIS COMMONROOM SHOULD BE FOR ADULT STUDENT USE ONLY?

- 1 = Very desirable
- 2 = Desirable
- 3 = Neither desirable nor undesirable
- 4 = Undesirable, school pupils should be able to use it too
- 5 = Very undesirable, school pupils must be able to use it too
- 6 = Not sure

- (27) COULD YOU PLEASE EXPLAIN YOUR REASONS FOR YOUR CHOICE IN QUESTION 26?

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- (28) WITH THE OTHER ADULT STUDENTS AT YOUR SCHOOL, HAS CONTACT WITH THEM BEEN GENERALLY

- 1 = Frequent and helpful
- 2 = Frequent but not very helpful
- 3 = Frequent but neither helpful nor unhelpful
- 4 = Infrequent but helpful
- 5 = Infrequent and not very helpful
- 6 = Infrequent but neither helpful nor unhelpful
- 7 = No association with other adult students

- (29) HOW HAVE THE SOCIAL ATMOSPHERE AND DISCIPLINE OF SCHOOL THIS YEAR AFFECTED YOUR RE-ADJUSTMENT TO SCHOOL?

- 1 = Made it easier
- 2 = Made it harder
- 3 = Have had no effect
- 4 = Don't know

- (30) HOW HAS THE CONTENT OF THE COURSE(S) AT SCHOOL THIS YEAR AFFECTED YOUR RE-ADJUSTMENT TO SCHOOL?

- 1 = Made it easier
- 2 = Made it harder
- 3 = Has had no effect
- 4 = Don't know

- (31) HOW HAVE THE METHODS AND STYLES OF TEACHING AT SCHOOL THIS YEAR AFFECTED YOUR RE-ADJUSTMENT TO SCHOOL?

- 1 = Made it easier
- 2 = Made it harder
- 3 = Have had no effect
- 4 = Don't know

- (32) HOW WOULD YOU DESCRIBE THE ATTITUDES OF THE TEACHERS WITH WHOM YOU HAVE HAD MOST TO DO AS AN ADULT STUDENT?

- 1 = Always very helpful
- 2 = Generally very helpful
- 3 = Generally fairly helpful
- 4 = Generally rather unhelpful
- 5 = Generally very unhelpful
- 6 = Always very unhelpful

- (33) HAVE YOU FELT THE ATTITUDE OF THE SCHOOL'S ORDINARY STUDENTS TOWARD YOU TO BE GENERALLY

- 1 = Friendly
- 2 = Tolerant
- 3 = Distant/unsociable
- 4 = Hostile

(34) HOW WOULD YOU DESCRIBE THE ADVICE AND GUIDANCE YOU RECEIVED IN EACH OF THE FOLLOWING AREAS WHEN YOU WERE PLANNING TO COME BACK TO SCHOOL AND IN THE FIRST WEEKS BACK?

Use the following code, placing a number in EACH box:

- 1 = Excellent
- 2 = Satisfactory
- 3 = Neither satisfactory nor unsatisfactory
- 4 = Unsatisfactory
- 5 = No advice given although it should have been
- 6 = No advice given nor was it required
- 7 = Does not apply

Content of the course(s) you wished to take.....	<input type="checkbox"/>
The level of difficulty of the course(s) you wished to take.....	<input type="checkbox"/>
The amount of work involved in the course(s).....	<input type="checkbox"/>
The amount of homework required in the course(s).....	<input type="checkbox"/>
Planning of a course leading towards your chosen goal.....	<input type="checkbox"/>
The range of subjects available and the levels to which they can be taken.....	<input type="checkbox"/>
The requirements for external examinations and/or Accrediting.....	<input type="checkbox"/>
The requirements for entry to further study. (such as University, Technical Institute, Community College, Teachers College).....	<input type="checkbox"/>
How to study.....	<input type="checkbox"/>
How to revise for examinations.....	<input type="checkbox"/>
Your rights and obligations as an adult student.....	<input type="checkbox"/>
Financial assistance available for adult students.....	<input type="checkbox"/>
Guidance facilities available at the school.....	<input type="checkbox"/>
Any other area you feel that you should have received advice on (STATE).....	<input type="checkbox"/>

(35) HOW HAVE THE OTHER MEMBERS OF YOUR FAMILY RESPONDED TO YOUR GOING BACK TO SCHOOL? HAVE THEY BEEN GENERALLY

- 1 = Very much in favour
- 2 = In favour
- 3 = Not concerned one way or the other
- 4 = Against it
- 5 = Very much against it
- 6 = Does not apply

(36) HOW HAVE YOUR CLOSE FRIENDS RESPONDED TO YOUR GOING BACK TO SCHOOL? HAVE THEY BEEN GENERALLY

- 1 = Very much in favour
- 2 = In favour
- 3 = Not concerned one way or the other
- 4 = Against it
- 5 = Very much against it
- 6 = Does not apply

(37) HOW DESIRABLE IS IT THAT THERE IS AN ADULT DEAN WITH RESPONSIBILITY FOR ADULT STUDENTS?

- 1 = Essential
- 2 = Desirable
- 3 = Neither desirable nor undesirable
- 4 = Undesirable
- 5 = Totally unnecessary

(3B) THE FOLLOWING QUESTION ASKS YOU TO MAKE TWO TYPES OF ASSESSMENT:

FIRST, IT ASKS YOU TO 'RATE' THE DESIRABILITY OF VARIOUS CHARACTERISTICS WHICH AN ADULT DEAN SHOULD HAVE; and,  
 SECOND, IT ASKS YOU TO 'RATE' YOUR PRESENT ADULT DEAN FOR EACH OF THESE SAME CHARACTERISTICS.

In the LEFT HAND BOXES, using the scale below, how desirable are the characteristics of an Adult Dean listed below?

In the RIGHT HAND BOXES, using the scale below, which of these following characteristics did your Adult Dean this year possess?

- 1 = Very desirable
- 2 = Desirable
- 3 = Neither desirable nor undesirable
- 4 = Undesirable
- 5 = Very undesirable
- 6 = No opinion

- 1 = Yes
- 2 = No
- 3 = Don't know
- 4 = Don't wish to give an opinion

PLACE A NUMBER IN EACH OF THE BOXES BELOW

CHARACTERISTICS	AN ADULT DEAN SHOULD HAVE/BE	MY DEAN THIS YEAR IS/DID HAVE
A qualified teacher .....	<input type="checkbox"/>	<input type="checkbox"/>
Counselling/guidance experience .....	<input type="checkbox"/>	<input type="checkbox"/>
Children of his/her own .....	<input type="checkbox"/>	<input type="checkbox"/>
Had recent study experience of his/her own .....	<input type="checkbox"/>	<input type="checkbox"/>
Married .....	<input type="checkbox"/>	<input type="checkbox"/>
Compassionate .....	<input type="checkbox"/>	<input type="checkbox"/>
Understanding .....	<input type="checkbox"/>	<input type="checkbox"/>
Readily approachable .....	<input type="checkbox"/>	<input type="checkbox"/>
Friendly .....	<input type="checkbox"/>	<input type="checkbox"/>
Readily available with time to listen and advise .....	<input type="checkbox"/>	<input type="checkbox"/>
A good 'listener' .....	<input type="checkbox"/>	<input type="checkbox"/>
A man .....	<input type="checkbox"/>	<input type="checkbox"/>
A woman .....	<input type="checkbox"/>	<input type="checkbox"/>
A 'younger' person, say under 30 years' of age .....	<input type="checkbox"/>	<input type="checkbox"/>
An 'older' person, say over 30 years' of age .....	<input type="checkbox"/>	<input type="checkbox"/>
'Chasing' you up if you are missing classes .....	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of the course(s) available at the school .....	<input type="checkbox"/>	<input type="checkbox"/>
Any other characteristics (STATE) _____	<input type="checkbox"/>	<input type="checkbox"/>

(39) DURING THIS YEAR, HAS YOUR CONTACT WITH THE ADULT DEAN BEEN

- 1 = Frequent and helpful
- 2 = Frequent but not very helpful
- 3 = Frequent but neither helpful nor unhelpful
- 4 = Infrequent but helpful
- 5 = Infrequent and not very helpful
- 6 = Infrequent but neither helpful nor unhelpful
- 7 = No association with Adult Dean

(40) HOW WOULD YOU DESCRIBE YOUR ATTENDANCE AT SCHOOL THIS YEAR?

- 1 = Excellent, hardly missed a class
- 2 = Average, missed a few classes
- 3 = Below average, frequently missed classes
- 4 = Well below average, missed more classes than attended

(41) WHAT WERE THE REASONS FOR YOUR ABSENCES?

Use the following code, placing a number in EACH box:

- 1 = Major reason
- 2 = Minor reason
- 3 = Not a reason

Own illness .....

Family illness (STATE whether spouse/partner or children) \_\_\_\_\_

Own injury .....

Family injury (STATE whether spouse/partner or children) \_\_\_\_\_

Job commitments .....

Lost interest in school .....

Family commitments, such as child care .....

Found subject(s) more difficult than expected .....

Found it too difficult to adjust to being 'back at school' .....

Pressure from family (STATE which family member/s) \_\_\_\_\_

Pressure from friends .....

Activities outside school took priority (STATE) \_\_\_\_\_

Became frustrated with progress at school .....

Became frustrated with school/teacher/pupils/adult students (STATE which) \_\_\_\_\_

\_\_\_\_\_

The 'novelty' wore off and it was no longer enjoyable .....

Couldn't be 'bothered' .....

Other reason (STATE) \_\_\_\_\_

(42) ON THE BASIS OF YOUR OWN EXPERIENCE, WOULD YOU BE LIKELY TO RECOMMEND TO OTHER INTERESTED ADULTS THAT THEY SHOULD USE THIS OPPORTUNITY TO BE AN ADULT DAY STUDENT?

- 1 = Yes, definitely
- 2 = Yes, probably
- 3 = Not sure, yes and no
- 4 = No, probably not
- 5 = No, definitely not

(43) COULD YOU PLEASE EXPLAIN THE REASONS FOR YOUR ANSWER TO QUESTION 42?

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(44) THE FOLLOWING PROBLEMS OR DIFFICULTIES HAVE BEEN REPORTED BY ADULT STUDENTS. SOME OF THEM MAY BE ONES YOU HAVE EXPERIENCED DURING THIS YEAR. PLEASE READ EACH ONE CAREFULLY, THEN MAKE TWO RESPONSES:

The SERIOUSNESS of the problem for you this year, using this scale below:  1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	How often the problem OCCURRED during the year, using this scale below:  1 = Often 2 = Sometimes 3 = Rarely 4 = Never
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PLACE A NUMBER IN EACH BOX BELOW

PROBLEM/DIFFICULTY	SERIOUSNESS	OCCURRED
Major changes in domestic routine required to attend school .....	<input type="text"/>	<input type="text"/>
Major changes in domestic routine required to do homework/study .....	<input type="text"/>	<input type="text"/>
Obtaining suitable care for pre-school children while attending class .....	<input type="text"/>	<input type="text"/>
Obtaining suitable care for school children while attending class .....	<input type="text"/>	<input type="text"/>
Having to select subject(s), not from choice, but because of family commitments .....	<input type="text"/>	<input type="text"/>
Having to select subject(s), not from choice, but because of job commitments .....	<input type="text"/>	<input type="text"/>
The time available to spend with family was reduced by school and homework requirements .....	<input type="text"/>	<input type="text"/>
The time available to spend with friends was reduced by school and homework requirements .....	<input type="text"/>	<input type="text"/>
Family were unsupportive of the return to school .....	<input type="text"/>	<input type="text"/>
Friends were unsupportive of the return to school .....	<input type="text"/>	<input type="text"/>
Family were unsupportive in the domestic chores to enable you to complete homework or attend class .....	<input type="text"/>	<input type="text"/>
Friends were unsupportive in the domestic chores to enable you to complete homework or attend class .....	<input type="text"/>	<input type="text"/>

(44) Cont.

'SERIOUSNESS' SCALE

'OCCURRED' SCALE

1 = Serious

1 = Often

2 = Moderate

2 = Sometimes

3 = Minor

3 = Rarely

4 = Not a problem

4 = Never

PLACE A NUMBER IN EACH BOX BELOW

PROBLEM/DIFFICULTY	SERIOUSNESS	OCCURRED
Loss of social contacts/activities.....	<input type="text"/>	<input type="text"/>
Loss of recreational/interest activities.....	<input type="text"/>	<input type="text"/>
Loss of contact with friends because of the time required for your study.....	<input type="text"/>	<input type="text"/>
Loss of contact with friends because of their lack of understanding/interest in your return to school.....	<input type="text"/>	<input type="text"/>
Income reduced below 'support' level by having to 'survive' on a very small benefit.....	<input type="text"/>	<input type="text"/>
Having to 'borrow' money from relatives in order to remain at school.....	<input type="text"/>	<input type="text"/>
Having to 'borrow' money from other sources in order to remain at school (from any other source than a relative).....	<input type="text"/>	<input type="text"/>
Cost of textbooks and other school costs.....	<input type="text"/>	<input type="text"/>
Problems with finding enough time to cope with homework/study requirements outside of school hours due to family commitments.....	<input type="text"/>	<input type="text"/>
Problems with finding enough time to cope with homework/study requirements outside of school hours due to job commitments.....	<input type="text"/>	<input type="text"/>
Experienced difficulties in relating to the teacher(s).....	<input type="text"/>	<input type="text"/>
Experienced difficulties in relating to the school-age students.....	<input type="text"/>	<input type="text"/>
Experienced difficulties in relating to the other adult students.....	<input type="text"/>	<input type="text"/>
Found that the skills required for studying were 'rusty' or lacking.....	<input type="text"/>	<input type="text"/>
Did not know how to revise for examinations.....	<input type="text"/>	<input type="text"/>
Did not know such examination skills as how to interpret or answer questions.....	<input type="text"/>	<input type="text"/>
Found it difficult to approach the teacher(s) for help or advice.....	<input type="text"/>	<input type="text"/>
The teacher(s) were unwilling to give help or advice.....	<input type="text"/>	<input type="text"/>
The teacher(s) were unwilling to make an 'allowance' for the problems of adult students.....	<input type="text"/>	<input type="text"/>
Teacher(s) had to spend time on 'discipline' which meant less time available for teaching the content of the course.....	<input type="text"/>	<input type="text"/>

(44) Cont.

'SERIOUSNESS' SCALE      'OCCURRED' SCALE

- |                   |               |
|-------------------|---------------|
| 1 = Serious       | 1 = Often     |
| 2 = Moderate      | 2 = Sometimes |
| 3 = Minor         | 3 = Rarely    |
| 4 = Not a problem | 4 = Never     |

PLACE A NUMBER IN EACH BOX BELOW

PROBLEM/DIFFICULTY	SERIOUSNESS	OCCURRED
Teacher(s) absent from class without warning .....	<input type="text"/>	<input type="text"/>
The 'content' of the subject(s) was more difficult than expected .....	<input type="text"/>	<input type="text"/>
The 'content' of the subject(s) became boring.....	<input type="text"/>	<input type="text"/>
The 'content' of the subject(s) was very different from what was expected .....	<input type="text"/>	<input type="text"/>
The 'content' of the subject(s) was not as useful as hoped for .....	<input type="text"/>	<input type="text"/>
The lack of a study-area at school meant there was no place in which to do homework/study .....	<input type="text"/>	<input type="text"/>
The lack of a study-area at home meant there was no place in which to do homework/study away from the family .....	<input type="text"/>	<input type="text"/>
The times of the classes were inconvenient.....	<input type="text"/>	<input type="text"/>
There was a lack of communication of important information from the school .....	<input type="text"/>	<input type="text"/>
There was a lack of forewarning about changes to the timetable .....	<input type="text"/>	<input type="text"/>
Would arrive for class and find that the time or location had been changed without warning.....	<input type="text"/>	<input type="text"/>
Would arrive for class and find that they were doing something which did not require you to be there .....	<input type="text"/>	<input type="text"/>
It was difficult getting time off from work in order to attend class .....	<input type="text"/>	<input type="text"/>
The class was too big which meant that the teacher could not spend enough time with individual students. ....	<input type="text"/>	<input type="text"/>
The class was very noisy which made it hard to concentrate and do the work .....	<input type="text"/>	<input type="text"/>
It was difficult remembering the timetable .....	<input type="text"/>	<input type="text"/>
It was difficult remembering the location of various classes .....	<input type="text"/>	<input type="text"/>
Became 'worried' and nervous before exams and found this upsetting .....	<input type="text"/>	<input type="text"/>
The stress of the work became personally disruptive .....	<input type="text"/>	<input type="text"/>
My stress from the work had a bad effect upon those around me .....	<input type="text"/>	<input type="text"/>
Did not appreciate being treated as a school pupil....	<input type="text"/>	<input type="text"/>





(45) A NUMBER OF SUGGESTIONS HAVE BEEN MADE AS TO THE WAYS IN WHICH IMPROVEMENTS COULD MAKE THINGS 'EASIER' FOR ADULT STUDENTS RETURNING TO SECONDARY SCHOOL. SOME OF THESE ARE LISTED BELOW. FOR EACH ONE, COULD YOU 'RATE' THE DEGREE TO WHICH THE CHANGE IS 'DESIRABLE'.

Use the following code, placing a number in EACH box:

- 1 = Very desirable
- 2 = Desirable
- 3 = Neither desirable nor undesirable
- 4 = Undesirable
- 5 = Very undesirable
- 6 = Not sure

Refresher or 'crash' 1-2 week course for adult students in their chosen subject(s) before the beginning of the school year .....	<input type="checkbox"/>
Better supply of information to adult students regarding the content of the course(s).....	<input type="checkbox"/>
Better supply of information to adult students regarding the work-load of the course(s).....	<input type="checkbox"/>
Counselling services available, and designed, for adult students .....	<input type="checkbox"/>
Adult students to receive the full Standard Tertiary Bursary.....	<input type="checkbox"/>
Classes for adult students only.....	<input type="checkbox"/>
Training of teachers in adult education so as to make them more aware of the requirements of teaching adult students .....	<input type="checkbox"/>
Training of the Adult Dean so that he/she is more aware of the requirements of adult students.....	<input type="checkbox"/>
An extra time allowance for the Adult Dean so that he/she is readily available to adult students.....	<input type="checkbox"/>
The provision of creche facilities at the school.....	<input type="checkbox"/>
A fixed timetable so that you know for the entire year when you are required at school.....	<input type="checkbox"/>
Workshops in study skills for adult students.....	<input type="checkbox"/>
Workshops in examination skills for adult students.....	<input type="checkbox"/>
Better communication to the adult students regarding information from the school.....	<input type="checkbox"/>

(46) CAN YOU MAKE ANY FURTHER SUGGESTIONS AS TO WHAT COULD BE DONE IN ORDER TO IMPROVE/CHANGE THE SYSTEM SO THAT IT MAY BETTER CATER FOR ADULT STUDENTS WHO WISH TO RETURN TO SECONDARY SCHOOL?

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APPENDIX G

SEMI-STRUCTURED INTERVIEW SCHEDULES

## AN EXPLANATORY NOTE

This Appendix contains the two sets of semi-structured interview schedules utilised in the research.

The first three schedules are those adopted as the 'end-of-term' interviews (see, Chapter 2) with the adult students. The questions adopted, derived from the ongoing analysis of the data, were designed to provide a basis for open-ended discussion.

The interview schedules adopted for the teacher interviews are also provided in the present appendix. Here again, the intention was to generate discussion.

In both situations, then, these interview schedules provided a 'core' of common questions, around which a more extensive interview was based in which a variety of issues were focussed upon.

## INTERVIEW SCHEDULE ONE:

## TERM ONE

1. In general terms, what has the first Term been like?
2. What aspects have given you the most satisfaction?
3. What aspects have given you the most dissatisfaction?
4. What achievements do you feel you have made?
5. What changes have occurred within yourself?
6. How have the teachers reacted to you, and you to them?
7. How have the school pupils reacted to you, and you to them?
8. How have the other adult students reacted to you, and you to them?
9. What have been the major problems or difficulties during the term, either at school or outside school?
10. What are your expectations for next term?
11. Any general comments about the term, or your experiences?

## INTERVIEW SCHEDULE TWO:

## TERM TWO

1. What has the second Term been like?
2. Have there been any particular events or occasions which have stood out, at school or outside?
3. Describe your relationships with the pupils?
4. Describe your relationships with the teachers?
5. Describe your relationships with the other adult students?
6. Who has had the greatest influence upon you this year?
7. Could you describe for me what being an adult student means, and the ways in which it has affected you at school and outside?
8. How would you describe the actual experience of being here in school and in the classroom?
9. In what ways does this description differ from what you expected at the beginning of the year?
10. What are your expectations for next term?
11. Any general comments you would like to make?

## INTERVIEW SCHEDULE THREE:

## TERM THREE

1. What has this Term been like?
2. In general terms, what has the year been like for you? First, at school?
3. Second, what has the year been like for you outside school? What influences has your return had on, say, your home life, social life, and areas like that?
4. In view of what you hoped to achieve this year, what achievements have you made?
5. What have emerged as the important issues and events for you during the year?

With the next group of questions, I would like you to also comment upon any improvements or changes that could be made concerning these areas:

6. How have you found the school and classroom situation?
7. How have you found the teachers and the Adult Dean?
8. How have you found the pupils?
9. How have you found the other adult students?

Now, the last three questions:

10. What has your involvement in my research meant as far as you were concerned?
11. As far as you can, how would you compare your experiences this year as an adult student with your experiences as a school-aged pupil?
12. Any general comments you would like to make?



## TEACHER INTERVIEW:

## SCHEDULE ONE: JUNE

1. How long have you been teaching?
2. Do you have a Position of Responsibility (P.R), and in what area?
3. What proportion of your teaching load involves classes with adult students?
4. What is the length of your experience in teaching adult students?
5. What is your perception of the attitude of staff to adult students in the school?
6. What is your personal attitude towards adult students in the classroom?
7. How are adult students assigned to your classes? Do you request to have them, have 'no say' in the matter, or is there some other practice which is adopted?
8. What 'adjustments' have you made, if any are necessary, to the teaching of adult students?
9. What advantages do you see in having adult students in the classroom?
10. What disadvantages are there in having adult students in the classroom?
11. How do the pupils react, treat, respond, and interact with the adult students?
12. What problems or difficulties do you consider which influence adult student work in class, or outside school?
13. Do you make any adjustments for these situations?
14. Who, from this year's group, do you have in your classes? Would you like to comment on each individual?
15. How would you rate the scheme providing for adult admissions? Any changes which you would like to see implemented?

## TEACHER INTERVIEW:

## SCHEDULE TWO: NOVEMBER

1. As far as the adult students are concerned, do they create any difficulties in terms of discipline in the class?
2. In terms of the content of the course, are there any particular difficulties experienced by the adult students? For instance, in their 'abilities', background, or 'constraints' upon them?
3. How would you describe their participation in class, such as during discussions, or other group and individual activities?
4. How would you describe the attitudes of the pupils towards the adult students, and the form of interactions between them?
5. What is the influence of adult students upon pupils?
6. What is the influence of pupils upon adult students?
7. Do you provide, or have you been requested to provide, any form of extra assistance, 'counselling', or similar, to the adult students?
8. Would you like to comment upon each of the individuals you have taught this year?
9. Any general comments, or suggestions, you would like to make regarding adult students returning to school?

APPENDIX H

ADULT STUDENTS: A PUPIL PERSPECTIVE

THE PUPIL VIEW  
REPORT ON ADULT STUDENTS:

By: L. Richards, Form Seven, Makora College

My first contact with adult students was in the 5th Form German class. They were no different from us - they struggled with the grammar as much as we did; made the same sort of mistakes as we did; and passed the tests as we did. This made them appear human (later we came to the conclusion that they actually were human).

Thus we were prepared to meet adult students in the 6th Form. The trouble was that the adults are different each year so we started the "breaking in" routine again. At first we laboured under the impression that they'd act as 'class guardians' when the teacher left the room and so regarded them with some suspicion. However we soon discovered (much to our relief) that when the teacher left the room they began talking about other things like the rest of us.

Because there are many adult students floating around the school a pupil gets to hear a wide variety of excuses that no full time student would dream of using (e.g., 'sorry I'm late, had to drop my husband off at work, take the dog to the vet to see if it really does have mumps, stop the children skinning the cat...')

Apart from the usual advantages such as an all round view on subjects, a more mature outlook on worldly problems (often solved in classtime) and the experience of working with older people, adult students often bring fun into class with their varied excuses and seemingly never ending supply of household anecdotes. Another advantage (though often thought of as a disadvantage at the time) is that of class averages. Adult students have an annoying habit of raising the averages making us poor students work twice as hard to keep up (I sometimes wonder if that's the reason the staff are so keen on having them).

When I was asked to write this article I was stuck for ideas. The reason for this was simple: Adult students are taken almost for granted in class and provoke as much discussion and 'side-tracking' of the teacher as the pupils.

The main advantage of having adult students in one's class, purely from the point of view of the pupils, is that adults generally have their homework completed on time and usually allow us to copy it - and this is an advantage indeed.

(Report prepared by L. Richards, for inclusion in School Magazine.  
Provided by the Dean of Adult Students)

APPENDIX I

RESEARCH METHODOLOGY:  
HISTORICAL ANTECEDENTS

As indicated in Chapter Two <sup>1</sup>, consideration of the historical antecedents of field research methodologies serves: to locate the present research in its historic context; acknowledges the influence of an extensive and diverse literature, and; provides a wider range of insights, both in terms of methodology and interpretation, than available should the researcher adhere to a single area of application such as within educational settings. Certainly, while the application of field research methodologies to educational settings has undergone considerable growth over the past two decades, there appears to have been infrequent (for instance, Burgess, 1981c) efforts at describing either the historical context and antecedents or, as Delamont (1981) and Delamont and Atkinson (1980) argue, in exploring applications from other social settings. Furthermore, as indicated by Figure 1, there has developed to some extent two relatively separate 'traditions' of field research in educational settings: the predominantly anthropological tradition of American research and the sociologically based British tradition (see, Cocklin, 1985b; Delamont and Atkinson, 1980).

It was from such considerations, owing much to an initial impetus and direction provided by the account of Burgess (1982b), and the dearth of methodological description in much of the literature pertaining to educational settings, that the author turned to the antecedent literature and its applications in a variety of social contexts. This, in turn, leads to the following overview of field research methodologies as they have developed historically, and in applications through a variety of social settings.

## HISTORICAL ANTECEDENTS

Delimiting a 'point of origin' for field research approaches encounters the initial difficulty that observational techniques have

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<sup>1</sup> This appendix provides an adapted version of a paper presented at the Annual Conference of the New Zealand Association for Research in Education, Auckland, 5-8 December (Cocklin, 1985b).

their foundations in antiquity and, indeed, may be as old as the time at which language development enabled their oral transmission. As a 'point of departure', however, Douglas (1976) identifies one of the first, and arguably still one of the best, examples as Thucydides' account of the Peloponnesian wars written in the fifth century B.C. As an Athenian General during these wars, Thucydides provides an 'insider' account based upon participant observation recorded in his diary ('field notes') kept at the time. Further:

*He was concerned with the problems of 'personal bias', the problems of unreliable interview data, and the necessity of cross-checking data and interpretation which we are concerned with today in our investigative research.*

(Douglas, 1976, p.39)

It is on this basis, that this work may be located as the 'first' on the 'family tree' (Figure 1) of field research methodologies exhibiting, as it does, some of the characteristic strategies.

Increasingly, the 'field reports' which followed took the form of 'outsider' accounts such as the descriptive reports of 'foreign peoples' encountered by such as explorers, traders, missionaries, and colonists. Such accounts were to dominate the literature, perhaps reaching their peak during the period of European exploration and colonization, up to the late nineteenth century (see, Conklin, 1968). As Wax (1971) and Urry (1985) argue, much of the early nineteenth century anthropological writing was based upon general observations, often of the 'bizarre' and 'exotic' practices of the 'savages' made by such as traders and missionaries as it was they, not the anthropologist, who were in contact with other cultural groups. These accounts often reflected the bias of a colonial power, or religious perspective, and suffered from a variety of methodological, ethical, and theoretical problems (see, Burgess, 1982b). These reports by missionaries, traders, explorers, and colonists were considered to reflect the lack of training of these observers in the rigours of an academic discipline. During the mid-1800's, in an attempt to make such second-hand observations more systematic, questionnaires and 'directions' were provided so as to enable the non-anthropologist to collect the 'facts' the experts back in Europe required (see, Urry, 1972, 1985). However, a number of difficulties remained with these questionnaires and 'directed observations', not

the least which was the lack of direct contact between anthropologist and 'subjects'. In response, a change of perspective occurred to produce the anthropological form of field research with which discussion here is concerned. As a subsequent section will show, similar developments occurred within sociology at the same time although the links to the 'antecedents' are less distinct.

#### ANTHROPOLOGICAL BASE

From an analysis of the four editions of the volume *Notes and Queries on Anthropology* produced between 1870 and 1920, Urry (1972) indicates that the fourth edition represented:

*...not so much a guide for travellers as a manual of advice for more highly trained observers; a handbook for a new era of anthropological research to be based on more exact methods.*

(Urry, 1972, pp.51-52)

It was as part of this 'new era' that anthropologists became more involved in the field as they sought to collect their own data, although much of the initial efforts were undertaken by the *veranda model* (see, Cassell, 1982) in which:

*...researchers summoned individuals to the veranda [of government official or missionary], where they were treated as specimens to be measured, photographed and questioned for several hours about their language and customs. The result was that the day-to-day lives of the people were largely ignored and few if any first-hand observations were made.*

(Burgess, 1984a, p.12)

Such was the 'drive' to collect ethnographic data during this period that the strategy adopted frequently involved the researcher arriving at an island, taking the required measurements, returning to the ship and moving rapidly to the next island. This phase was termed the *gangplank method* (Urry, 1985) and characterised much anthropological research around the early 1900's.

By rejecting these approaches, Malinowski (1922) was to propose a methodology which has been seen by many commentators (Conklin, 1968;



Burgess, 1984a; Urry, 1972, 1985) as particularly influential in the development of present-day field research. Through advocating that researchers left the comfort of the 'veranda', Malinowski expounded the view that residence in the culture, knowledge of the language, first-hand participant observations supplemented by documentary methods, and recorded fieldnotes, were required so as to

*...grasp the native's point of view, his relation to life, to realise his vision of his world.*

(Malinowski, 1922, p.25)

Although Malinowski was not the first to conduct participant observation, nor to reside in the culture and adopt the language (see, Holy, 1984; Urry, 1972, 1984, 1985), he was the first to advocate detailing the methodology as an integral component of reporting field research. The work of Malinowski, particularly through the methodological details in *Argonauts of the Western Pacific* (Malinowski, 1922), was to exert considerable influence upon those anthropologists who were to follow. Not, however, that these methods remained static. As research interests increasingly turned to cultures other than those in Oceania - such as to Africa - Malinowski and his students adopted additional methods to supplement those originally proposed. In particular, as Urry (1984) indicates, the adoption of sampling techniques and specialised skills in other disciplines were brought to bear upon such specific aspects of cultural life as witchcraft (Evans-Pritchard, 1937), kinship (Firth, 1936), family (Schapera, 1940), and women (Kaberry, 1939), as the methodology was further developed. Furthermore, nor was the research confined to the 'other culture' as researchers also drew upon field methodologies in the study of their own culture (Powdermaker, 1966), which in turn may be seen as leading to the development of what is here termed 'social anthropology' (see Figure 1). However, the 'ideal' throughout these methodological developments remained one in which an individual fieldworker conducted research in a single culture adopting techniques of participant observation, various interview and documentary strategies, supported by other appropriate methods such as statistical data, recorded in detailed fieldnotes.

On the other hand, the extent to which Malinowski himself followed the 'ideal' methodology proposed in *Argonauts* is open to some

question. When his widow published his private diaries in the late 1960s (Malinowski, 1967) it became evident that:

*...Malinowski had much in common with other researchers as his diary records periods of loneliness and boredom, periods when he hated the natives and periods of deep depression.*

(Burgess, 1982b, p.3)

It is from this account that it is shown that Malinowski was unable to achieve certain aspects of the 'ideal' methodology. For instance, his diary indicates that he could not entirely 'separate' himself from his own cultural background, nor could he 'fully participate' in all aspects of the life of the group under investigation. Moreover, the diary records instances where Malinowski indulged in sexual fantasies about the native women, encountered difficulties in collecting data, and experienced problems with the general relationships between himself and the participants. At the same time, while we may wish to reject some of these facets of his research, the diary account may also be seen as a complement to the methodological writings in Malinowski's earlier works as it provides the 'reality-based' perspective to accompany the 'ideal'. In any event, it was not so much what Malinowski *did* do that was to exert influence as what those who followed *thought* he had done (see, Payne *et al*, 1981). It is in the sense of the methodological 'ideals' he outlined in *Argonauts* that Malinowski made a major, and original, contribution expounding many of the basic techniques which characterise field approaches to research.

In turn, it was to be this form of research, developed by anthropologists who followed, which was to exert a primary influence upon American educational field research as is depicted in the relationships shown in Figure 1. In addition, although by a somewhat 'less direct route' through sociology and social anthropology, Malinowski's work may also be seen as exerting influence upon British educational field research. From this, then, Malinowski's place in the 'family tree' of field research methodologies appears justified.

## SOCIOLOGICAL BASES

Field research methodologies, at the 'point of origin' of the present-day form, were not the sole prerogative of the anthropologist. Two sources of influence may be located within the general domain of sociology: in early social reform research; and, the Chicago School of Sociologists.

### Social Research Base

Within much the same time frame as the developments in the anthropological base discussed above, British researchers such as Booth (1889-1902) and the Webb's (1932) adopted a similar methodology. Certainly, through the use of a variety of data-gathering techniques, with an emphasis (see, Webb, 1926) upon observation, systematic note-taking, participation in the everyday activities of their subjects, interviewing, use of informants, coupled with the statistical methods of social survey, there are many points of similarity with the methodology advocated by Malinowski (1922). Further, as Wax (1971) indicates, these early British researchers provided the first instance of a combination of methods between quantitative - statistical data of social surveys - and qualitative - interviewing and participant observation (see, also, Burgess, 1982b). In addition, it represents one of the earliest documented instances of such methodologies being applied to the cultural *milieu* of the researcher, in contrast to the 'other culture' which formed the site of the early anthropological research of the same time period.

As with Malinowski's work, there are certain aspects of this social research which have been subjected to some criticism. In the first instance, Booth used a number of researchers (one of whom was Beatrice Webb) in the collection of data. This, as Burgess (1982b) notes, raises questions as to the extent to which information gathered by different people in the process of such an interactive methodology may be compared, a problem which still exists when a number of researchers are involved in a field research project. Moreover, the degree to which Booth's 'sample' was representative of the 'poor' of London they were supposedly investigating, and his own relationship to

them in light of his social position and evident bias, has also been questioned (see, Faris, 1967). Finally, Booth's participant observation involved the situation where he took up residence as a lodger in the 'poor' districts of London, where it appears that those he was observing were probably unaware of either the research interest or observations being undertaken (see, Burgess, 1982b). This raises questions as to the ethical nature of such 'covert' research, which again is an issue of concern within present day field research (see, Cocklin, 1985a).

Notwithstanding these difficulties, the utilization of different methods of investigation to verify data gathered by observational and quantitative methods, and their work in their 'own culture', represents a significant contribution made by these early social researchers to field methodologies. Through their contribution to both methodology and data analysis (see, Payne *et al*, 1981), their place on the 'family tree' also appears justified.

### The Chicago School

The further utilization and development of field research methodologies occurred during the formative years (1920-1932) of the Chicago School of Sociologists. One of the central figures at Chicago, Robert Ezra Park, advocated a method centered on observation and unstructured interviewing in conjunction with an interactionist approach to research on the social and interactional nature of reality (see, Carey, 1975; Faris, 1967).

A number of facets from Park's biography contributed to his view that the city of Chicago could become the site for sociological investigation and in reflection of this he 'sent' his students to 'observe' human beings and their social behaviour (see, Faris, 1967). Park had spent some time as an investigative reporter and was influenced by the exposes of urban disorganization and political corruption in the work of Stebbins.<sup>2</sup> This developed his interest in the sociology of the city and led to a decision to return to graduate

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<sup>2</sup> Payne *et al* (1981) report that investigative journalism and the work of Stebbins also had some influence upon the work of the British social researchers discussed in the previous section.

study in order to develop insight and skills which would allow him to describe the city in more precise terms. Following a year spent at Harvard, Park embarked upon studies in Europe which saw him attending lectures by Simmel in Berlin prior to returning to Harvard and completing his thesis. A period as an assistant in philosophy at the university was followed by seven years working with Booker T. Washington which included extensive travel throughout the American South becoming acquainted with the life, customs, and situation of the Negro. Finally, Park himself (see, Faris, 1967) reported that it was his reading of Goethe which had first directed him on his journey to 'see the world of men'. From this background, then, Park noted that:

*Out of all this I gained, among other things, a conception of the city, the community, and the region, not as a geographical phenomenon merely but as a kind of social organism.*

(Remarks attributed to Park, in Faris, 1967, p.29)

Park, however, was not the only influence upon the sociologists within the Chicago School. The works of anthropologists such as Malinowski and Boas, lectures by members of other faculties-including G.H. Mead from Philosophy, Judd from Education, and Sapir from Anthropology - and visits by Radcliffe-Brown in the 1930's, also exerted some influence upon the methodology what was developed by those in the Chicago School. In addition, Carey (1975) suggests that the work of the literary naturalists - including Zola, Dreiser, Sinclair Lewis, and Farrell - was influential upon the members of the Chicago School as they turned to these as sources of insightful commentary upon urban life. Finally, students within the Chicago School were required to be widely read in both American and European sociology and also undertake studies in quantitative methods which they were not averse to using when applicable (see, Faris, 1967).

While considerable attention has been directed to the influences of G.H. Mead and John Dewey<sup>3</sup> within the Chicago School, it is apparent from this discussion that the sources of influence were much more widespread. Indeed, such was the role anthropology played that Wax

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<sup>3</sup> An account of the philosophy of the Chicago School, beyond the focus of this section, is found in Rock (1979).

(1971) firmly locates the Chicago School as representing the continuation of the anthropological tradition of field research.

Throughout these formative years, the Chicago School Sociologists appear to have taken an eclectic approach to research methodologies. In turn, this led to such methods as surveys, documentary evidence, case studies, life histories, and statistical data alongside those of observation and interview, being adopted, although, at times, the descriptions of the approach taken are somewhat less than explicit:

*I found myself engaged in research without the preparation a researcher is supposed to have. I couldn't answer if asked about my 'methods'. In my research efforts, however, I did have two resources that could be put to good use - a capacity for interviewing and a capacity for reporting what I had seen and heard.*

(Anderson, 1923, pp.xi-xii)

It is, of course, precisely these 'two resources', supplemented by whatever else was required, which formed the central component of the Chicago School methodology, and, in turn, continue to characterise field research to the present day. Faris (1967, p.40) quotes as an illustration of this methodological advice the following remarks provided by Park and Burgess (1921) in their introductory text:

*The first thing that students in sociology need to learn is to observe and record their observations; to read, and then to select and record the materials which are the fruits of their readings; to organize and use, in short, their own experience.*

(Park and Burgess, 1921, pp. v-vi)

The method, then, advocated by the Chicago School sociologists required first-hand observation as an integral part of the investigation. To illustrate this, Carey (1975) quotes from an interview with Leonard S. Cottrell who recalled that:

*[Park] made a great point of the difference between knowledge about something and acquaintance with the phenomena. This was one of the great thrusts in Chicago, because people had to get out and if they wanted to study opium addicts they went to the opium dens and even smoked*

*a little opium maybe. They went out and lived with the gangs and the...hobos and so on.*

(Cottrell, in Carey, 1975, p.156)

How such methods were applied to the study of the city can be indicated by a brief examination of some of the resulting publications. A variety of sites were chosen for investigation with research being conducted on individuals (Anderson, 1923; Shaw, 1930), institutions (Thrasher, 1927; Cressey, 1932), and specific urban areas (Wirth, 1928; Zorbaugh, 1929).

The first of these studies to be published as a book was Anderson's investigation entitled *The Hobo*. Anderson came to the university in 1921 with some prior experience of hobo life and was encouraged to utilise this first-hand knowledge to conduct his research. Following a year spent among the Chicago hobos, watching, listening to, and talking with, these homeless men Anderson's essentially descriptive study allowed him to distinguish five different categories of hobo, a categorization which other studies were to support (for instance, Zorbaugh, 1929).

Thrasher's (1927) study, *The Gang*, reflected the reputation Chicago had during this period for the magnitude of its crime. Over an intensive seven-year period of direct participation in the activities of male gangs, including delinquent groups, Thrasher was to collect evidence which allowed him to identify 1,313 such gangs in the Chicago area (see, Faris, 1967). He conducted interviews with the boys, obtained both general and specific reports on them - from social workers, policemen, politicians, and health workers, and derived written life histories from a sample of such boys. In addition, in writing his report, Thrasher drew upon various other documentary sources such as newspapers and unpublished material.

The use of life-histories as a research methodology was extended by Shaw (1930) who gathered many such accounts of delinquent boys over a prolonged period of investigation. His customary procedure in obtaining a life history

*...was to persuade a boy in a correctional institution to write it for him by convincing him that no authorities would have the information and promising him that it would be used for research purposes only. In a typical case a boy would first write only a brief account of his whole life. Shaw would then have it expanded by pointing to a particular section, remarking that it interested him, and asking for more details on that part.*

(Faris, 1967, p.75)

One such life history, based on a boy whom Shaw knew over a period of six years, is contained in *The Jack Roller* (Shaw, 1930). In this book, Shaw reported the boys' own story written as an autobiography and diary. Shaw also argues that such accounts need to be supplemented by other sources of information, such as family history, medical records, and criminal records, in order to authenticate the story and support interpretation. It was through his life-histories, supported by daily contacts with a wide variety of delinquents, judges, probation officers, social workers, and civic leaders, that Shaw is seen to have made a significant contribution to the study of juvenile delinquency, and through the dissemination of his reports brought the methodology to the attention of many outside the Chicago School (see, Faris, 1967). It was through the production of such life-histories, Shaw argues, that an account of the boy's own, delinquent, world, interpretation of his role, his culture, and personal situation, becomes apparent (see, also, Burgess, 1982b).

These varied influences led to an eclectic approach to research methodology which saw such techniques as surveys, documentary evidence, census data, geographical information, case studies, life histories, and statistical data, alongside those of observation and interviews. Central to this method, however, was the need to collect first-hand observations involving varying levels of participation with the social group under investigation. As such, the sociology of the Chicago School was:

*In short...a sociology of the street rather than a sociology of the academic; a sociology that is built upon the experiences of research workers as well as from surveys and documents. This approach was partly based on journalistic methods using an unstructured interview with informants, and partly on an anthropological approach to*



*field research in which observational methods were central.*

(Burgess, 1982b, p.7)

Over time, as Figure 1 shows, the Chicago School was to be of considerable influence upon the development of British educational field research, as well as upon the present investigation. Once again, a place on the 'family tree' of field research methods appears to be clearly indicated for the Chicago School.

### 'SOCIAL ANTHROPOLOGY'

Although the Chicago School continued to produce field research studies, a period followed when the influence of the methodology was less central to the domain of sociology (see, Payne et al, 1981). The anthropological tradition, on the other hand, continued to exert influence, particularly as the anthropologists turned increasingly to the study of their own culture, a development broadly grouped under the term of 'Social Anthropology' (see, Burgess, 1984a).

As anthropologists increasingly turned to the study of their own culture, they tended to utilise concepts and methods from sociology where, as Burgess (1984a) argues, researchers possessed the experience of investigation within their own society. In turn, a convergence occurred between sociology and anthropology over the development and application of field research techniques as both came to work within similar cultural contexts and adopted similar methodological strategies. It must be pointed out, however, that grouping together a diversity of research, conducted from anthropological, sociological, or a combination of both perspectives, under the generalized heading of 'Social Anthropology' represents a convenience of analysis rather than an actual situation. Nevertheless, these varied researches do share in common the characteristic that they applied field research methods to the study of social settings, particularly in those grouped together, somewhat tenuously at times, under the generic term 'Community Studies' (see, Bell and Newby, 1971). For instance, during the of *Middletown* (Lynd and Lynd, 1929, 1937), the researchers lived

in the community and data was collected from documentary sources, statistical records, interviews and questionnaires as well as participant observation methods. In Britain, the study of *Banbury* by Stacey (1960) and its 'restudy' (Stacey *et al*, 1966) involved these sociologists in the application of observational methods, interviews and social surveys. Indeed, during the 'restudy', Bell (1977) remarked that he felt somewhat like a 'latter-day Robert Park' and that the Chicago School was a conscious influence upon the research. In the focus upon a 'defined' territorial location (see, Burgess, 1982b) characterising these studies can be determined the influence of anthropology. Moreover, the 'mix' of influences is evident in such research as the 'Yankee City Series' where Warner (see, Warner and Lunt, 1941), recently returned from studying Australian Aborigines using anthropological field methods, undertook the study of the culture and life of an American community in which acknowledgement was also given to the influence of the Chicago School. While this is not intended to be an exhaustive list of 'community studies' (see, Bell and Newby, 1971; Vidich, Bensman, and Stein, 1964) these instances do indicate the combination of research techniques characterising field methodologies, and that the perspective owed its origins to both anthropology and sociology. What is central to all such studies are the researchers who interact in the social setting they are studying so as to gain as wide an experience as possible. Such an approach is an integral component of field research methods whether they are conducted by an 'anthropologist' or a 'sociologist'.

While both anthropologists and sociologists have continued to undertake studies of complete communities, there has been an increasing emphasis on less holistic approaches where the focus is upon smaller groups, topics or themes. While this may owe something to the influence of the Chicago School, Malinowski and the anthropologists also advocated a concentrated focus rather than attempting to describe a society in its entirety. Included in this development, for instance, would be one of the classic examples of field research, and reporting of methodology, in Whyte's (1955) *Street Corner Society*. In this study, Whyte provided an important account of the role of key informants and the difficulties of negotiating access as part of the detailed account of the methodology adopted. It is in this latter account that Whyte provided one of the earliest published

examples of an autobiography of the 'realities' of the research process, although this only appeared in this second edition (Whyte, 1955). This may be seen as providing a 'forerunner' of the many autobiographical accounts of field research which were to follow (for instance, Bell and Encel, 1978; Bell and Newby, 1977; Bell and Roberts, 1984; Habenstein, 1970; Roberts, 1981; Shipman, 1976; Vidich *et al*, 1964).

Generally, then, the phase of development here termed 'social anthropology' saw the application of field research methods to smaller sized populations, for, as Goffman (1968) suggests, almost 'any group' can be the focus of investigation. Indeed, groups as diverse as cocktail waitresses (Spradley and Mann, 1975), drug takers (Becker, 1963), homosexuals (Humphreys, 1970), factory workers (Beynon, 1973; Cavendish, 1982; Lupton, 1963), hospital situations (Atkinson, 1981; Schwartz, 1964), and patients (Roth, 1963) illustrate the diversity of areas within which field research methodologies have been applied.

It was within this general domain of 'social anthropology', particularly those studies carried out under the auspices of Gluckman at Manchester (for instance, Frankenberg, 1957; Lupton, 1963) that the first studies applying field methodologies to educational settings in Britain were conducted (see, Burgess, 1984a; Lacey, 1970). Burgess (1985a) argues that:

*In Britain it was Max Gluckman who argued that those methods that had been traditionally used in the study of small-scale societies could be used in the analysis of urban industrial society.*

(Burgess, 1985a, p.1)

From the 'Manchester School', then, researchers such as Hargreaves (1967), Lacey (1970), and Lambart (1970) conducted the earliest reported applications of field research methodologies in British educational settings:

*This work, which was supervised by Ronald Frankenberg and Valdo Pons, extended the Manchester School's interest in social processes and the perspectives of actors (Lacey, 1981) and forms part of the second generation of Manchester studies.*

(Burgess, 1984a, p.19)

As both Lacey (1981) and Burgess (1984a) comment, the influence of the Manchester School, and the anthropological and sociological base of research conducted under its auspices, continued in a third generation of studies in schools such as those by Ball (1981) and Burgess (1983). It is through such work from the Manchester School that some of the links between British school-based field research and the earlier foundations within anthropology and sociology are to be found. However, as Delamont and Atkinson (1980) point out, the influence of sociology appears to have been dominant, despite the training in anthropology many of the British researchers received.

The discussion in this section up to this point has concentrated upon the development of sociologically-based field research, although in this general area of 'community studies' and their derivatives - and the fact that Whyte (1955) and Gans (1962), for instance, are 'claimed' by both sociology and anthropology - the distinction between the two 'forms' becomes increasingly blurred. At the same time, however, 'anthropological' field research had also continued to develop, with a greater predominance among American researchers. The works of Agar (1980), Cassell (1977), Dumont and Wax (1969), Freilich (1970), Hayano (1979), Mead (1951), Powdermaker (1966), Spindler (1970), and Spradley and Mann (1975), illustrate the continuation and development of field research by those adopting an explicitly anthropological perspective in a variety of social settings.

From this discussion of the historical roots, and consideration of the areas to which it has been applied, it becomes evident that the field research methodology has a well-established tradition, with bases in both sociology and anthropology. However, while a 'common' method has been developed, these two bases have led to what in the main are two separate forms of research within educational settings. In view of this, the focus now turns to a consideration of the American 'form', with a predominating influence from anthropology, and the British 'form' based upon sociology, as field research has been applied within education.

## EDUCATIONAL FIELD RESEARCH

From the brief account of anthropological research cited above, which included works by Mead (1951) and Dumont and Wax (1969), it is apparent that field research methodologies were applied to educational settings somewhat earlier in America than in Britain where Hargreaves (1967) and Lacey (1970) were among the first. Indeed, Roberts (1976) cites the instance of Nina Vandewalker in the 1890's as the 'first' to apply anthropological methods to the study of education, thereby establishing a considerable 'lead' to the American adoption of field research methodologies. If this is the first, it is readily apparent from the literature that the anthropological perspective was applied to educational settings from then on (see, Roberts and Akinsanya, 1976). It was the 1950's, however, which were to see the growth of a substantive interest in education from the anthropological perspective. The work of Margaret Mead provides an early indication of this developing interest. Although not involved in direct field work in schools in the United States, Mead drew upon her field experiences in other societies to make comments upon the American educational scene (for instance, Mead, 1951). This was followed by other social anthropologists directing their attention towards education and saw the publication of works by Henry (1955), Redfield (1955), and Spindler (1955). Anthropological concern with education continued and a brief chronicle of such studies may cite those by Dumont and Wax (1969), Leacock (1969), Roberts (1971), Smith and Geoffrey (1968), and Wolcott (1971) as continuing this tradition. However, even here there is a difficulty in maintaining strict boundaries between the 'forms' of research as, for instance, Smith and Geoffrey (1968) is often 'claimed' as representing a 'sociological' research perspective.

At the same time as this anthropological involvement in educational settings, research into education did proceed from a sociological base in America. Thus, for instance, Waller (1932) utilised interviews, life histories, participant observation, case records, diaries, letters, and other personal documents in describing the social world of teachers and children, while Becker (1952) interviewed Chicago schoolteachers concerning their career patterns

and views on their work. In addition, many of the community studies (for instance, Lynd and Lynd, 1929, 1937; Warner and Lunt, 1941) also involved some consideration of education in the region under investigation. In this way, the use of field research methodologies in education, from both perspectives although with a predominant anthropological stance, can be traced through the American literature from such early 'beginnings' as the 1890's to the present day (see, Roberts and Akinsanya, 1976; Bogdan and Biklen, 1982; Goetz and LeCompte, 1984).

While the early social researchers such as Booth and some of the community studies included some discussion of education (see, Burgess, 1982b; Delamont and Atkinson, 1980), development of a specific focus upon education is a more recent phenomenon in British research. Although works such as those by Hargreaves (1967) and Lacey (1970) are on the 'edge' of the period, Woods (1979) argues that it took the changing perspectives on schooling and education during the 1970's to provide the impetus for the application of field research methodologies in Britain. Certainly, a review of the literature illustrates that the period since the 1970's has seen a considerable growth in the use of field research in British educational settings. One has only to consider such examples as the studies of secondary schools (Ball, 1981; Burgess, 1983; Woods, 1979), infant schools (King, 1978), junior schools (Sharp and Green, 1975), and middle schools (Hargreaves and Tickle, 1980), to gain an indication of this growth. To these, as further illustration, can be added studies of higher education (Scott and Porter, 1983), classroom-based research (Chanan and Delamont, 1976, 198; Keddie, 1971; Nash, 1973), those of working-class youth in education (Corrigan, 1979; Willis, 1977), and consideration of ethnic minorities in education (Fuller, 1980). Yet others have focussed on such areas as pupil perspectives on teachers (Docking, 1980), teacher perspectives (Hammersley, 1977), teacher culture (Hargreaves, 1980), pupil culture (Woods, 1983), and teacher and pupil strategies (Woods, 1980a, 1980b). With little more than a brief 'sampling' of the literature, the range and diversity becomes evident. What is common to all is the employment of field research methodologies, although other aspects of the investigation, such as theory and analysis, may differ.

From this general overview, it can be seen that a considerable body of literature reports the utilization of field research methodologies within educational settings.

However, there are differences between the two approaches - American and British - which are now to be indicated. Here, some agreement is reached with Delamont and Atkinson (1980) in their statement that:

*Our reading of the literature suggests very strongly that despite having - apparently - common concerns, scholars in the respective countries, and those who work in the two different disciplines, have little awareness of each other's work.*

(Delamont and Atkinson, 1980, p.140)

Initially, consideration will be directed towards the American literature. From the published works, as previous discussion has illustrated, the predominant base in the American research has been anthropological. Here the works by Kneller (1965), Spindler (1955, 1963, 1974), Wax (for instance, Wax *et al*, 1971), and Wolcott (1971) take an explicit anthropological stance towards educational research and serve as important texts from authors who are seen as central figures in the discipline (see, Goetz and LeCompte, 1984). In contrast, there appear to be fewer instances of research in America which takes an explicit sociological stance, although work by Stebbins (1975), Jackson (1968), and Smith and Geoffrey (1968) may be cited as providing examples. Nevertheless, it is apparent that the dominant position in American educational research is occupied by the anthropological perspective. This is evident in the existence of a specialist journal in the field (*Anthropology and Education Quarterly*), the special editions of other journals (for instance, *Human Organization*) given to explicitly anthropological accounts of education, and from the major texts cited above. This, as Delamont and Atkinson (1980) point out, American anthropological research in educational settings

*...is remarkably homogeneous, characterised by a common style, tone and recurrent concerns. It has been going strong for at least twenty years. It is therefore a well-established and thriving research tradition: at least in terms of the quantity of material published and the number*

*of active researchers involved it dominates American educational ethnography.*

(Delamont and Atkinson, 1980, p.141)

This is not, however, to simply confuse quantity with quality for, without doubt, the sociologically based material contains some outstanding studies, just as the anthropological perspective contains some which are not. Yet, the dominance of the anthropological perspective is evident in the American literature as that most commonly taken when field research methodologies are applied to educational settings. This application of the anthropological perspective has not been without some problems:

*The ethnographer's techniques usually remain implicit in the published works of educational anthropologists. It is often far from clear what they did and why they did it. It may not even be evident to the reader how long the researcher was in the field, what roles were adopted, or how data were collected and recorded. Most of the studies are also remarkably lacking in theory.*

(Delamont and Atkinson, 1980, p.147)

The central concern of this American research has been with minority groups, who are seen as a 'problem' in educational terms through their comparative 'failure' in the system (Delamont and Atkinson, 1980). Even a brief analysis of the content of the cited anthropological work shows an emphasis upon such groups as Indians, Blacks, Chicanos and Puerto-Ricans, with much of the supporting examples coming from the African continent. In this context, the annotated bibliography compiled by Lindquist (1971) shows a clear dominance by African studies, supported by those in other areas such as Asia, although it must be acknowledged that this was at a time when the British research was in its infancy.

A review of the American field research in education suggests that it has in common the documentation of one of two things:

*Either they celebrate the cultural uniqueness of the researcher's chosen setting, or they go on to stress the 'clash' between that culture and that of the school, which is representative of white urban middle-class America.*

(Delamont and Atkinson, 1980, p.146)



In so doing, with a sub-base of interest in socialisation and enculturation, these studies have treated

*...as problematic the juxtaposition and incongruence of cultures, and the school as an arena for such conflict. On the other hand, the actual process of schooling tends to be glossed over. That is, the organization and day-to-day accomplishment of social life in the schools and classrooms remains implicit. There is little or no systematic ethnographic material on the classrooms themselves, and such data that are presented then tend to be rather scrappy and anecdotal.*

(Delamont and Atkinson, 1980, p.147)

This critique, it must be recalled, is in reference to the anthropological literature, and is not taking into account the works by Jackson (1968) and Smith and Geoffrey (1968).

From their analysis of the literature, Delamont and Atkinson (1980) recommend a greater awareness, on the part of the anthropologically based field researchers, of the sociological literature and its areas of concerns such as those with the 'processes' of schooling. On the other hand, the sociologists need to pay greater attention to the anthropological research (see, also, Delamont, 1981).

There are, however, some signs of this *rapprochement* taking place during the period since Delamont and Atkinson (1980) compiled their paper. From an examination of two general, and introductory, texts published since this analysis, it is suggested that change is occurring. While that by Bogdan and Biklen (1982) does, in similar vein to the works critiqued above, cite only the one piece of British sociological field research - (Sharp and Green, 1975) - it does adopt a more synthesized approach, recounting both anthropological and sociological perspectives on educational research. Aspects such as the historical development of field research, data collection and analysis, and theoretical perspectives adopted within such research are all discussed. A second similar text is that by Goetz and LeCompte (1984) which takes a more explicitly anthropological stance towards field research, yet cites a number of British researchers including Furlong (1976), Keddie (1971), King (1978), Lacey (1970), Sharp and Green (1975), Stubbs and Delamont (1976), and Willis (1976,

1977). As with the first example, historical developments, data collection and analysis, theoretical perspectives, and methodologies are all discussed, from both anthropological and sociological viewpoints.

At least in so far as introductory texts do represent an indication of developments, it does appear that greater awareness of the differing perspectives, and some cross-Atlantic interchange may be taking place within the American educational field research. Furthermore, the more recent American research also appears to involve more widespread interest in such issues as theory development and the analysis of data (see, Goetz and LeCompte, 1981, 1984), although this has been evident in the literature 'claimed' by both sociology and anthropology for longer (for instance, Smith, 1974; Smith and Pohland, 1976).

By comparison, the predominant influence in the British educational field research has been sociological in origin, in which:

*...there appears to be a higher level of theoretical and methodological self-awareness. It clearly derives from a number of theoretical developments in sociology and the ethnography is informed by them (although, as we warned at the beginning of this paper, there does appear to be some danger of the research coming adrift from the theoretical moorings).*

(Delamont and Atkinson, 1980, p.147)

In the comparative sense, this analysis of the literature does appear to reflect the situation. For instance, an explicit theoretical stance is taken by much of the British research (see, Woods, 1979, 1983, 1985) derived either from the broad symbolic interactionist perspective originating from the Chicago School, an approach seemingly ignored by much of the anthropological American research, or from the phenomenological and marxist perspectives (see, Sharp and Green, 1975; Willis, 1977). This is not to suggest, however, that these attempts have always been an untrammelled success. D. Hargreaves (1978) asks about the 'fate' of symbolic interactionism and notes the lack of development within the theoretical realms in British educational field research. At the same time, Hargreaves indicates the methodological and theoretical problems encountered in

the 'unsuccessful synthesis' between marxist theory and field research from an interactionist perspective, with particular reference being made to the work of Sharp and Green (1975). In turn, the attempt by Willis (1977) to link field research data with marxist theory has also been deemed a relative 'failure' with it being argued that there is little, if any, connection between his data and theory (see, Delamont, 1981; Woods, 1985). Although the British research has certainly given more attention to the relationship between field research and theory than has been the case in the American situation, these and similar critiques of other research suggest that there are few grounds for complacency. Other aspects of the British research, like their American counterparts, may also be questioned. For instance, frequently the processes by which the data was collected, problems which arose, ethical issues, and details of data analysis and theory development are not given much in the way of substantive commentary. All too often, in fact, the research is presented in a manner which implies that no difficulties were encountered and that, both methodologically and theoretically, the research proceeded along a direct path from 'problem' to 'presentation'. It is only recently that some indications of the 'actual', as distinct from the 'ideal', processes involved in some of the central pieces of British educational field research have begun to appear (see, Burgess, 1984b, 1985a).

Thus, despite the 'relative superiority' of the British research in terms of methodology and theory, this cannot be taken as implying that it is 'above' improvement. As Woods (1985) suggests, part of the cause of this situation resides in the essentially descriptive nature of field research itself, a nature which owes much to the origins of the methodology as discussed in the previous sections. In addition, the close involvement of the researcher with the researched, and the logistical problems this produces, often precludes the theoretical reflection necessary. In part, this problem has been addressed by giving greater attention to methods of analysis through such strategies as the grounded theory approach of Glaser and Strauss (1967), although this particular form of analysis is not 'accepted' by all field researchers (see, Burgess, 1984a). A final contributory factor to these 'problems' with theory may be located within the nature of the British research. For some time since its inception the

major concern seems to have been with producing a refinement of the methodology at the expense of developing theory (see, Woods, 1985). Perhaps some of the explanation for this concern may stem from the view that field research was something the researcher just 'went out and did' with a reliance placed on 'serving an apprenticeship' in a tradition of method often passed on in an oral form (see, Payne et al, 1981). What appears to be required, then, is for a greater communication of the research, both 'ideal' and 'actual', providing discussion of methodology in the fullest sense so as to include data analysis and theory development. While general texts exist for field research (for example, Burgess, 1982a, 1984a), there does not appear to be any equivalent with a specific focus upon educational settings, other than the two American ones cited earlier. At least in these areas, it may be suggested that there do appear to be some grounds for improvement in the British research.

As for the 'awareness of', and 'interchange between', the two bases of anthropology and sociology, or, indeed, between educational and other settings, the British research appears as much 'at fault' as its American counterpart. Thus, for instance, Delamont (1981) notes that while Woods (1979) does cite some of the American anthropological literature on schooling he fails to draw to any great extent upon field research in other settings, some of which may have been relevant. In addition, and he is not alone in this as shown by the study by Willis (1977), Woods has ignored the aspect of gender in his investigation (Delamont, 1981). Indeed, it may be noted that gender is one issue which has been relatively 'overlooked' in much of the field research in education, both in American and Britain, although there is an increasing focus becoming evident (for instance, Davies, 1978, 1985; Delamont, 1984; Fuller, 1984; McLaren, 1981, 1982). A further example of a 'deficit' in considering other research in the field, let alone from outside it, is that of Willis (1977) who seems totally unaware of the field research literature providing few, if any, references to this in his notes. While these represent but two examples from a considerable body of British literature from educational field research, a glance through other bibliographies indicates that, of the American literature, Smith and Geoffrey (1968) and Jackson (1968) would be the most frequently cited, with occasional references being made to Wolcott (1967, 1973) and the research by Wax

and others (for instance, Dumont and Wax, 1969; Wax et al, 1971). The most comprehensive citation of both sociological and anthropological research, perhaps not surprisingly considering his interests in the methodology of field research, is Burgess (1983) who reports that his "...study was initially supervised by Valdo Pons who encouraged me to work within a broad interactionist tradition using...anthropological methods..." (Burgess, 1984a, p.19).

Further aspects of the British research also provide a basis for comparison with that from America. For instance, while American anthropological research has tended to treat the process of schooling as unproblematic, this has been a central concern of British researchers who, in contrast again, have tended to overlook such concerns as ethnic groups, although with some exceptions (for instance, Fuller, 1980). Thus, the primary focus in America has been upon race and culture, while in Britain it has been with social class, particularly in urban secondary schools. Finally, this British research has frequently, but not exclusively, tended to obscure relationships between the school and the cultural *milieux*, a strongpoint in the American research (see, Delamont and Atkinson, 1980).

From this brief review of a very extensive literature, it does appear that the 'forms' of educational field research has taken have suffered from a lack of interchange across the Atlantic, although some does seem to be taking place. It is, therefore, in light of this that some general conclusions may be reached.

## CONCLUSIONS

From the historical antecedents, it can be seen that a rich tradition of field research has stemmed from the two 'foundations' of anthropology and sociology. As it has progressed, field research has been applied in many social settings with a diversity of social groups. Yet, all too often, this diversity of origin and application is overlooked. Accordingly, it can be recommended that field researchers make themselves more aware of these aspects of their methodological domain. In the application to educational settings,

apart from some notable exceptions, there has been little interchange between what has developed as two fairly distinct approaches, namely, the American approach based in anthropology and the British based in sociology. Future developments would gain from a much higher level of awareness of the other approach, particularly in 'filling in the gaps' inherent within each perspective. Perhaps some indication of this occurring is to be found in the 'team approach' which has attracted more recent interest (see, Woods, 1985b). For instance, Angus (1984) reports such an investigation in the Australian context where field research in a school was based around a team consisting of people from both backgrounds. Not that this is without its own inherent difficulties, including the extent to which data from different researchers from different ideological perspectives may be synthesized. As this was a difficulty with some of the earlier community studies projects (see, Burgess, 1982b), perhaps this may provide further justification for consideration of where field research has been in the past as a means of avoiding 're-inventing the wheel' and also of 'repeating past mistakes'.

In conclusion, the consideration of the historical developments of field research methods as they have been applied in a variety of settings provided the researcher with a broad range of insights into both methodology and interpretation. Furthermore, such an examination served to locate the present investigation within an historical context. On this basis, a further recommendation to be derived from the study is that greater cognizance needs to be given, by educational researchers adopting field approaches to data collection, to these developments in the methodology over time and application in a variety of situations.

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NOTE: References for Appendix I are included in the Bibliography provided in Volume 1 of this thesis.

APPENDIX J

RESEARCH METHODOLOGY:  
CONSIDERATIONS OF ETHICS

Despite the increase in the application of field research methods to educational settings, considerations of the ethical conduct of such research has received scant attention in much of the reported literature on this research. Indeed, the impression given is that these ethical issues are either unimportant, or that field research proceeds in a completely orderly, unproblematic, fashion. Certainly, a reading of much of the well-known field research literature within education, such as that indicated in Figure 1, would do little to dispel this general impression. On the other hand, such considerations have been reported in an extensive body of sociological and anthropological literature (for instance, Becker, 1964; Bulmer, 1982b; Burgess, 1982a, 1984a; Cassell, 1980, 1982a, 1982b; Cassell and Wax, 1980; Roth, 1962; J.E. Sieber, 1982; Sjoberg, 1967a; Wax, 1957). While such a list could be considerably extended for field research in general, the picture as far as educational settings is concerned is much more restricted. Although such general introductory texts as those by Bogdan and Biklen (1982) and Goetz and LeCompte (1984) mention the need to take ethical principles into account, reports of actual ethical and methodological concerns are very limited (for instance, Battersby, 1980; Burgess, 1981c, 1984b, 1985a). These few reported accounts have developed in the form of providing a 'personal', autobiographical account of events which occurred during the conduct of a particular research project.

Accordingly, it is predominantly from settings other than within education that the researcher must seek guidance for the ethical conduct of the research. It was from the review of this literature that a number of issues pertaining to the ethical principles which were to guide the present research were derived. The following discussion will present an overview of this literature as it relates to the particular project under consideration.<sup>4</sup>

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<sup>4</sup> In conjunction with the section of Chapter Two entitled 'Ethical Principles in the Research Context', this appendix provides an amended version of a paper presented at the Annual Conference of the New Zealand Sociological Association, Hamilton, 2-4 December (Cocklin, 1985a).



## SPONSORSHIP

For the field researcher, the issue of sponsorship impinges upon many aspects of the inquiry. Considerations in this context might focus on such facets as funding (for instance, Agar, 1980; Burgess, 1984c; Stenhouse, 1984; Moore, 1978), relationships between supporting agencies and the researcher (for instance, Jenkins, 1984; Mamak, 1978), as well as those relating to the conduct of such 'infamous' projects as the 'Project Camelot' (see, Horowitz, 1966, 1974; Sjoberg, 1967b; Oppenheim, 1969). In the present research, however, sponsorship was primarily related to the processes of access negotiation, and it is with this that discussion at this point is concerned.

Within any stratified research setting there is a hierarchy of consent with, usually, the individual or group at the 'top' exercising the power of the gatekeeper. Dingwall (1980) argues that such individuals have the assumed 'right' through their position of power within the hierarchy to grant permission for research to be conducted on those in subordinate positions. Further, this relative position within the power relationships may make it difficult for subordinates to refuse to participate in that they may consider it likely that they will incur official 'disfavour' should they do so (see, Dingwall, 1977). It is this process, then, which is seen to result in the situation where those in positions of power remain relatively 'immune' from research attention and, rather, investigation has been predominantly directed 'down' to the 'relatively powerless' (see, Bell, 1978; Galliher, 1980). This process, according to Galliher (1982), has been assisted as the hierarchically powerful have used Codes of Ethics to direct the research in such a way as to protect their own position and interests.

Just as in other institutions, such as medicine (Atkinson, 1981), the situation of research within educational settings illustrates aspects of both the gatekeeper function and the processes of studying 'down' the hierarchy. Although the Principal may be a primary sponsor of the research through the granting of access, for instance, there are relatively few accounts of this particularly important

individual, Wolcott's (1973) study being one of the few exceptions. The more frequent research focus is directed down the hierarchy, most commonly to the 'least powerful', the pupils.

Within the educational field research situation, it is predominantly the Principal, and perhaps others in the 'upper echelons' of control - such as the Department of Education - that the researcher turns to for access, even when initial contacts may have been established with individuals lower in the hierarchy (see, Hammersley, 1984). As with other aspects, few accounts are available of the problems faced in negotiating this access to the school other than such exceptions as those provided by Battersby (1980) and Burgess (1984a, 1985a). Even in the methodological literature on field research (for instance, Schatzman and Strauss, 1973; Spradley, 1980), which stresses the obvious importance negotiation of access holds for the research and the researcher, little account is provided of the difficulties which may occur or of ways in which they may be prevented or alleviated.

As the primary concern of this section is with the educational setting, discussion will consider some aspects of the negotiation of access in this location. While access may have to be negotiated with those in subordinate positions (see, Fuller, 1984), the Principal's sponsorship may be such that they do not have much opportunity for refusing to participate as they respond to the structural situation within which they are located. That the Principal may assume the right to determine access to, and participation by, those in subordinate positions is indicated by an example from the research conducted by Burgess (1983). Here, inquiring of the Principal whether or not he should seek permission from the pupils' parents in order to conduct research with their children, Burgess (1984a) reports the following from his fieldnotes:

*Mr Goddard (the Headmaster) indicated that if I was to contact the families it was unlikely that I would get their full co-operation. Indeed, he indicated that because many of their children had behavioural problems, members of the school had often written to them. The product of these contacts was considerable hostility towards the school and school activities. In this sense, he thought it would be best if the families were not*

*contacted. 'Anyway', he remarked, 'the school will cooperate as much as possible'.*

(Burgess, 1984a, p.196)

In this instance, then, the Principal has taken it upon himself to determine rights of access and participation, speaking on behalf of parents, teachers, and pupils in the process. It is then evident that the institutionally powerful may grant access not only to the site but to individuals and other research materials (see, Burgess, 1984a).

The fact that Burgess (1984a) reports only one instance of a teacher restricting research access lends some credence to the view that individuals act in some accord with their structural position within the hierarchy (see, Atkinson, 1981; Dingwall, 1977). As such, this raises ethical considerations concerning sponsorship and access to the participants, not the least of which is the extent to which the researcher can assume that those taking part have 'freedom of participation'.

It was in response to consideration of these aspects that the present author adopted the principle of 'voluntary participation' to govern negotiation of access with each individual participant. Moreover, efforts were made at 'separating' the research and researcher from the school and its requirements as those 'sponsoring' the research in the school appeared to assume similar 'rights' in the granting of access to 'all' within the situation (see Chapter Two). That this was to some extent successful is perhaps indicated by those who either declined to participate or who withdrew from the research during the course of the year.

Also related to this principle of 'voluntary participation' was the decision to adopt an 'open' approach to the research. The considerations of the literature which led to this are now outlined.

#### 'OPEN' AND 'CLOSED' RESEARCH

While the principle of 'open', rather than 'covert', approaches were to be adopted in the present research, it is evident from the

literature that this issue has been subject to a widespread debate and that it is not as straightforward an issue as this dichotomy would suggest (see, Burgess, 1985b). Indeed, this debate covers a wide range of perspectives including those who wish to categorically reject covert methods under any circumstances (see, Erikson, 1967, 1968), those who see this rejection as untenable (see, Denzin, 1968), while those conducting covert research justify their position (see, Holdaway, 1982; Humphreys, 1970; Homan, 1980), and yet others who query this justification (for instance, Bulmer, 1982c, 1982d; Shils, 1982). However, as Roth (1962) suggests, perhaps this focus upon a dichotomy of approaches is itself misleading and something of an oversimplification as all such research contains, at least, some elements of 'secrecy' for it would be impossible to 'tell all' to the participants.

The concerns reflected in this debate emphasize the need for the examination of overt and covert practices, and the related aspect of informed consent, in actual research settings, rather than placing reliance upon abstract principles which attempt to universalize and dichotomize the issue separating it from its contextual foundations. This need to ground ethical debate in everyday practice is seen by Dingwall (1980) as important due to the many grey moral areas in field research which an over-academic analysis of ethical issues cannot deal with adequately.

From the few available accounts of ethical considerations within educational field research, it is possible to discern aspects of 'open' approaches which contain a 'covert' element. This suggests that the simple dichotomy, or the statement that a particular piece of research is 'open' or 'closed', fails to account adequately for the exigencies of the research process. For instance, Burgess (1981c, 1983, 1984a, 1985b) reports that, initially, his research was 'open' with the teachers but 'closed' with the pupils. Such an approach seems 'justified' within the context of this research as it appears to be necessary that the pupils saw the researcher as a 'teacher' and treated him according to this particular role. Further, and also illustrating the manner in which sponsors may place 'constraints' upon research, the Principal and teachers recommended that neither the pupils nor their parents be informed of the researcher status held by

Burgess (1984a, 1985b). Finally, even after participating pupils were informed of the dual status, other pupils in the school, their parents, and the wider community were not aware of the researcher role and, to the knowledge of Burgess, would have seen him solely as a teacher at the school (Burgess, 1985b). Moreover, and possibly a source of the 'torture' from colleagues he mentions, it appears that the parents of those pupils participating in the research were not informed of the researcher status, other than possibly from their children (see, Burgess, 1985b). This, it would appear, was necessary in that here the researcher had access to confidential files which detailed aspects of the home background and parents of the participants, as well as other confidential information which the 'sponsorship' of the school prevented him acknowledging to those concerned.

From such a description of an actual research situation, it becomes apparent that the issue of 'covert' versus 'overt' methods is rather more problematic than a simple dichotomy would imply and, because of this, beyond the capacity of a universalistic code to provide for every possible ramification. On the other hand, as indicated in Chapter Two, this does not allow for the complete abrogation of responsibility for, as Dingwall (1980) suggests, research should be able to proceed with a clear conscience. What this does appear to support is the requirement that researchers document the self-reflection upon the inquiry regarding the ethical issues involved.

Even where the researcher has been completely 'open' in stating the intentions of conducting research in a social setting, it cannot be assumed that the participants will interpret this intention in the same manner as does the researcher. For instance, while teachers may be informed that the research involved 'observations' of them, there is no guarantee that they will understand that this could entail continuous observation in informal and formal situations, despite this being indicated to them from the outset (see, Burgess, 1984a). Further compounding this issue is the situation, as Pollard (1985) illustrates, where the 'informed' participants view the researcher as primarily occupying another status, thus separating themselves from the focus of the research. In this particular instance, even though

the teachers were aware of his research and interest in their 'views', Pollard's colleagues on the staff saw him first as a teacher and second as a 'researcher of children'. Indeed, it was only when he commenced interviewing the teachers, moving the relationship to a more 'formal' research context, and later when he reported back his findings, that Pollard's role as researcher and its manifestations became apparent to all participants.

It would appear, then, that the dichotomous view of overt and covert research and its inclusion within universalistic codes is inappropriate in the field research situation. This arises from the interactive nature, involving give-and-take, of field research in comparison to the biomedical experiment where the researcher can outline procedures to be taken with 'passive subjects' (see, Wax, 1980). In view of this, there would appear to be some substance to the suggestion that fieldworkers are constantly taking decisions about ethical issues in both 'open' and 'closed' research. In turn, as Burgess (1985b) argues, this implies the need to arrive at some ethically justifiable compromise whereby the impossibility of obtaining informed consent from everyone, of always telling the truth, while protecting everyone's interests, is acknowledged and, furthermore, documented.

It is precisely this involvement in an on-going interactive relationship which presents a central dilemma for the researcher faced with an ethical problem in the field. In the field research situation, ethical problems often require an immediate resolution such that the researcher cannot call a 'halt' to the proceedings either to 'consider the situation' or consult with others:

*Moreover, the fieldworker is often pressed by his subjects' presumption of competence that he is a serious and competent investigator who is not constantly at a loss and in need of outside direction. At the end of the day, however junior the investigator, he is the expert on the people he is studying and what they will and will not regard as proper conduct on his part.*

(Dingwall, 1980, pp.885-886)

Compounded by the close relationships that exist between the researcher and the participants, even the 'over-rapport' which may develop (see, Miller, 1969), situations may arise where advice is

given on the spur of the moment, with little time available for consideration of the possible ramifications (see, Battersby, 1980). In such situations, then, the researcher would have no other recourse than to document the incident, not only as an illustration of the possible ethical considerations but as a possible effect upon the research processes.

Also relating to the on-going and interactive nature of field research are those situations where consideration must be given to the extent to which the reasonable dictum of telling the 'Whole truth, and nothing but the truth' is applicable. Bok (1978) suggests that there are, indeed, a number of choices which may be made: to lie, to equivocate, be silent, or tell the truth. Further, Bok distinguishes between 'types' of lies, among which are: white lies considered harmless, lies that are told to enemies, lies that are told in crises, lies that are told to liars, and lies to protect peers and clients. However, Bok also reminds the researcher that truth is preferable unless there are special considerations which must be taken into account. It is under such 'special considerations' that Burgess (1984a) reports telling lies in order to

*...protect colleagues who themselves were telling lies in the course of rationalising their work. I also told lies in order to maintain confidentiality and to protect friends in a crisis situation.*

(Burgess, 1984a, p.201)

Even the situation where the researcher asks a naïve question, while fully conversant with the information upon which a reply may be based, may be seen in terms of 'deceit' (see, Atkinson, 1981; Burgess, 1984a), yet the only way of obtaining an indication of a participant's views on an issue.

Thus, while truth-telling is the preferred strategy, the 'lie' may provide the path to more information or the least 'harm'. In this sense, then, under considerations of the potential harm that might result (see, Cassell, 1982b), the 'lie' may be justifiable in the field situation. It was in consideration of this, as indicated in Chapter Two, that strategies of the 'white lie', the 'equivocation', the 'silence', and the claim of being 'ignorant' of events or information were adopted as means for obtaining further information,

protecting confidentiality, to prevent undue pressure and influence being exerted upon participants, and in the face of 'lies' told by others. However, with some few exceptions, these remained relatively 'minor' issues in the sense that there were no attempts made by either teachers or adult students to 'discover' what each were saying about the others. For instance, although the Principal was aware of the nature of the research, he made no effort at soliciting information concerning the critical incident where F.15 had confronted him (see Appendix E).

From this discussion it becomes apparent that the dichotomous view of 'open' versus 'covert' research does not cover every eventuality in the field research situation. In this sense, then, while an 'open' approach was adhered to as a guiding principle there were situations and conditions which led to some aspects where the inquiry employed 'covert' approaches. It is in respect of such situations that these are detailed in the thesis at appropriate points as part of the overall process of documenting the ethical component of the research.

Allied with the 'open' approach is the issue of 'informed consent', the second broad principle directly influencing the conduct of the present research.

## INFORMED CONSENT

The principle of informed consent arose as a result of such incidents as the biomedical experiments conducted during the NAZI regime and some of the, generally, covert and unethical studies conducted since (see, Cassell and Wax, 1980; Burgess, 19984a, 1985b). In general terms, this principle requires that 'subjects' be in a position to voluntarily give their consent to participation in the research based upon a full understanding and comprehension of the nature and outcomes of the investigation. However, in its full legalistic sense, requiring signature to a document containing full methodological and outcome presentation, informed consent is somewhat problematic in field research where:



*In most kinds of fieldwork, it is pragmatically useful, even essential, for the researchers to inform their hosts of their hopes for the investigation and to seek not merely initial consent but active cooperation. Yet, neither party can be sure of what will be entailed by the course of the fieldwork. The hosts are changing, the fieldworkers are changing, the world itself is changing. During good fieldwork, the researcher is able to establish deepened relationships with the hosts and be offered the opportunity to perceive and understand more; in a sense consent is broadened in scope.*

(Wax, 1980, p.282)

In this sense, then, the field researcher will communicate as much information as possible as part of an on-going process of 'informed consent' in which:

*Needless to say, the conventional "consent form" is so irrelevant as to be a nuisance to all parties.*

(Wax, 1980, p.275)

It is the very flexibility which is often cited as the major strength of field research methodologies that precludes the utilization of the same form of consent advocated by the more 'experimental' sciences (Thorne, 1980). The length of the association involved in field research, as distinct from the often brief 'encounter' of the biomedical or psychological experiment, would make the notion of informed consent difficult in the sense implied in codes of ethics. As Thorne (1980) argues, consent may need to be informed by different methods at different stages in the field research process, rather than relying on the once only signing of a 'consent form'. Accordingly, consent becomes a continuous process in which the researcher is open about the intentions of the research along the lines suggested by Wax (1980) and others (see, Burgess, 1985b).

It was in consideration of these aspects that the 'Letter of Consent' issued to participants, as discussed in Chapter Two, was prepared for the present research context, and 'consent' was then renegotiated as the researcher sought 'voluntary participation' at each phase of the research. Also related to this principle of 'informed consent' was the final one of 'anonymity'. Here, the participants were 'informed' that their comments would be transcribed

under a code-name at all times. This principle relates to the ethical considerations involved in data dissemination in particular.

#### DATA DISSEMINATION

Ethical issues involved in the publication of research data have been extensively considered in the literature (for instance, Barnes, 1979; Becker, 1964; Burgess, 1984a; Johnson, 1982; Trend, 1980). Here, according to Burgess (1985b), the researcher is required to take into account such aspects as: loyalty to both sponsors and participants; potential violations of secrecy and privacy; and, potential harm to the individual, both researcher and researched. Accordingly, the researcher becomes involved in making decisions as to what will be incorporated in the final report, and what should be excluded, as well as those affecting confidentiality (see, Burgess, 1985b).

While such considerations as the laws of libel and a more widespread awareness of the ethical principles involved in research (see, Barnes, 1979) have led to efforts being made to protect the participants and researcher, there are numerous instances where identity of the site and the researched have been 'discovered' (see, Johnson, 1982; Morgan, 1982; Wild, 1978). Moreover, nor will the efforts made at protecting the identity of the participants necessarily prevent them from identifying themselves, or their associates, in the published reports (see, King, 1984). It is also apparent that in certain circumstances the media, in particular, may go to great lengths in their efforts to identify both the site and participants in a research report (see, Ball, 1984; Morgan, 1982; Wild, 1978). However, while some (Cavendish, 1982; Gibbons, 1975) argue that the policy of using code names is unsuitable, such techniques are now commonly applied. Not the least, as Cavendish herself discovered, partly to protect the researcher who could be involved in actions for libel (see also, King, 1984).

It is in order to prevent, as far as this is possible (see, Trend, 1980), such situations arising that the writing of the report should attempt to ensure that individual identification is difficult.

This may require consideration being given to such strategies as the exclusion of material, perhaps even under legal advice, from the published report (see, Wild, 1978), delays in producing the final report (see, Burgess, 1985b), and the various methods of disguising the identity of the site and participants (see, Delamont, 1984; Hammersley, 1984). However, some of these strategies are themselves problematic. For instance, delays in publication may be difficult when the researcher is constrained by limits such as those imposed by the requirements of an academic qualification. The disguising of identity, such as that by Tomlinson (1982) who goes to the extent of changing gender identity, may create difficulties for those who wish to utilise the research at a subsequent point in time. In all cases, there must be sufficient identification of the participants that further use of the research is not precluded. Another strategy adopted has been that of involving the participants in the process of data dissemination, particularly by some who have had to name the research site (see, Edwards and Furlong, 1985). This has been used as a method not only of validation but also allowing for the participants to make 'corrections' to the content (see, Ball, 1984; Burgess, 1985b; Whyte, 1955), although this is not without its own inherent difficulties as Ball (1984) discusses.

Yet, as shown by the experiences of Morgan (1982) and Wild (1978), among others (see, Johnson, 1982), all these efforts may be to no avail and the identity and location of the participants may be 'discovered'. Indeed, none of the strategies adopted may be completely 'foolproof', so the researcher is faced with decisions made to maintain confidentiality while, at the same time, providing for the dissemination of knowledge of the area under investigation (see, Burgess, 1985b; Hammersley, 1984). It is in this context that 'selections' of material to be incorporated within the report are influenced by these ethical considerations (see, King, 1984).

It was from considerations such as these that code numbers were adopted in the present research, and that selections of content, as indicated in Chapter Two, proceeded. At the same time, however, it was recognised that 'complete anonymity' could not be guaranteed by such strategies. In this context, participants were informed that 'real names' were not to be used and that their responses would be

given the 'confidentiality' of a code number in all transcripts. In recognition of the point that 'anonymity' was not guaranteed, they were informed that this code number and a 'delay' of publication were all that could be applied to 'make it difficult, but perhaps not impossible' for identification of them to occur.

Finally, considering the more widespread use of actual (pseudo)names in reporting educational field research (for instance, Ball, 1981; Burgess, 1983; Hargreaves, 1967; Willis, 1977; Woods, 1979), some indication of the rationale for the present use of numeric codes appears warranted. First, until the start of the fieldwork year, and even then not fully determined for some time afterwards, the numbers of participants were uncertain. The logistical task of assigning 'other' names to each individual appeared unnecessarily complicated when a number would serve the purpose equally as well. Second, the use of a designated code appeared to lead to easier identification of participants, particularly as a method of distinguishing the Principal, Dean, and teachers from the adult students. While perhaps 'titles', such as 'Mr', 'Mrs', and 'Ms' may have been used for members of staff, it was considered that this could imply some unintended differentiation between these 'adults' and the adult students who formed the focus of the research. This is not to suggest that the 'teacher/student' differentiation did not exist, merely that it should not be further emphasised by the use of titles for one group of 'adults' within the context and not for the other. The use of code numbers and appropriate designations for members of the teaching staff appeared to resolve this situation. Further, despite the success others (for instance, Delamont, 1984) report where the 'assigned name' becomes better known than the 'real name', the researcher found it easier to recall a numeric code as equivalent to the participant's actual name, instead of facing the difficulty of referring to the individual in the social setting by one name then writing notes using another. While, of course, names could have been added in place of code numbers during the writing up of the report this appeared to be an unnecessary extra step in the process when all fieldnotes use the code number. Finally, names have certain symbolic meanings, not the least to those reading a report, and thereby imbue a degree of meaning to either individuals or institutions (see, Burgess, 1984a). Certainly, an argument may be advanced that this meaning is

important in specific contexts, but equally there are instances where a particular name may elicit a 'vision' of a character or institution - even with a similar name - from a reader's own experiences, thereby influencing somewhat the impressions conveyed perhaps in a manner not only unintended but potentially 'false'. In this sense, then, the adoption of numeric codes appears to negate this possibility. It was for these reasons that code numbers were adopted in the present research, although this is not to imply any inherent superiority of one form over the other nor to deny that others may equally justify the use of 'names'. In the present research, no participant was to suggest that they would 'prefer' their 'real names' to appear in any reports, indeed the adult students came to use their own code numbers for all material they handed to the researcher.

## CONCLUSIONS

These, then, were the guiding ethical principles, based upon a consideration of the Codes of Ethics and a review of the literature, which were adopted in the present research. However, it may also be noted that ethical decisions are an integral part of the entire research process, and are in this sense an ongoing component of the conduct of field research. In short, the overall approach taken in the present research is summarized by the following:

*Researchers are learning that ethics does not consist merely of a set of commandments and prohibitions to be piously professed upon the Sabbath. Rather, it provides a way of thinking, or ordering and guiding everyday decisions, in an attempt to avoid harming and wronging others. Of the ethical problems of fieldwork, many of the most significant are generated in the day-to-day interaction between researcher and hosts. These dilemmas are not only personal, they are moral - and ethical knowledge and reflection can guide the decisions of the fieldworker.*

(Cassell and Wax, 1980, p.260)

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NOTE: References for Appendix J are provided in the thesis Bibliography located in Volume 1.

APPENDIX K

BECOMING AN ADULT STUDENT:  
SOME RECOMMENDATIONS

The adoption of the particular research strategies of data gathering, analysis, and theoretical elaboration, has led to the production of an extensive discussion of what it is like to be an adult student in a secondary school. Although not discounting the point that this is the initial attempt to document the processes of becoming an adult student, the approach has enabled the study to 'tap into' the processes to an extent not evident in the prior literature. As discussed in Chapter One illustrated, in the decade since adult admissions were first made possible under a change in Education policy and the fieldwork year (1984), there has been a dearth of literature addressing the issues and experiences of this significant proportion of the school population. While the policy has been reported within the literature as representing part of a commitment to 'second-chance' education (Auckland Community Schools Working Committee, 1977, Department of Education, 1976b), allied to notions of 'life-long' learning (Advisory Council on Educational Planning, 1974; Renwick, 1980; UNESCO, 1977), neither the policy nor its outcomes have previously been the focus of research scrutiny. It is therefore possible to suggest that decisions as to policy and practice have proceeded without a substantive data base, and certainly with little insight or information elaborating the adult student perspective on the experience.

It has already been stated that one of the outcomes of this research was the development of a preliminary account relating the processes and experiences of becoming an adult student during their return to secondary school. This, it was suggested, held potential implications and uses for school personnel, adult students, and policy-makers. For instance, on the basis of the data and propositional statements (Chapter Five) it is possible to raise a number of questions which could be addressed, such as:

1. Do adult students receive adequate financial support for their return to school?
2. Do adult students have an adequate basis of information for determining subject choices and undertaking career path decisions, and what are the responsibilities of school staff in such areas?

3. What facilities are required for adult students in secondary schools?
4. To what extent should the school make 'adjustments' to cater for adult students in terms of: counselling services, timetable decisions/changes, information dissemination, study skills and 'refresher/background' courses, or pedagogy?
5. Are teachers given sufficient training and assistance with the teaching of adult students?

To discuss each of these and similar questions individually, with the aim of deriving policy suggestions about the admission of adult students to secondary school, is a complex and difficult task. In the first instance, such questions frequently involve the adoption of a particular value position at least part of which is an outcome of the methodology of the research, where:

*...qualitative research...will lead inevitably to explicit moral stances, and that it can never simply provide 'the facts' because the 'facts' which it creates are by definition complex and subtle, and suffused with conceptual and theoretical understandings.*

(Finch, 1985, p.120)

It is in recognition of this facet of the reporting of qualitative research, that Finch (1985) advocates that researchers have a degree of 'responsibility' for adopting a 'reformist stance' in stating recommendations to be derived from the investigation.

Other complicating factors stem from the situation itself, and the conduct of the inquiry. For instance, this research has been acknowledged as preliminary due to its focus on the day-to-day experiences of a group of adult students in one New Zealand secondary school. While this sample school was in the 'mid range' of size and adult student population, it is not established that it can be held to be 'typical'. Some basis of comparison was available to the researcher through time spent at another school during the year where a small sample of adult students, Dean, and Principal, provided information (see Chapter Two, p.55). In short, this second school had a creche, was located in a small rural town, with a Commonroom shared by senior pupils and adult students, while the adult students were predominantly part-time, on average 'older' than the research



sample, and only two were males.<sup>5</sup> During the discussions with these other adult students, and school staff, it was evident that similar issues impinged upon the processes of becoming an adult student, but it was also apparent that differences existed between the provisions at the two schools. On such a basis, then, the formulation of any recommendations from the present investigation must acknowledge the potential for the 'contextual bound' effects to influence interpretations. However, the adoption of particular research strategies in terms of methodology, analysis, and theoretical elaboration were directed towards decreasing such influences as far as possible (see, Ramsay and Battersby, 1979; Woods, 1979).

A further possible limiting factor in deriving recommendations concerns the 'time lag' effect between the fieldwork of 1984 and the dissemination of results. In this context, the end of the fieldwork year saw certain changes which may have altered conditions for the adult students who followed the research sample. The Adult Student Commonroom was completely refurbished, there was a new Dean of Adult Students, and the school went on to a 'rotating' six-day week timetable. A further, national, change saw the University Entrance qualification abolished for 1985. The implications of this for adult students - a number of the sample sought this qualification - would need to be assessed, although it is pertinent to note that entry to university remains available within the new scheme.

The nature of the methodological strategies also requires that some 'caution' be exercised in establishing recommendations. It was noted that the present research did not involve classroom observations, although the researcher's own background as a secondary teacher involving adult students may act as a source of some insight

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<sup>5</sup> In comparison, questionnaire data available for sample school [N=28] and this second school [N=27] at 26.2.84 illustrates the following data on these criteria (second school figures in brackets): AGE RANGE: Males, 16-23 (23-57); Females, 17-38 (19-53). MEAN AGE: Males, 19(40); Females, 23 (33). FULL-TIME: Males, 5 (1); Females, 11 (1). PART-TIME: Males, 3 (1); Females, 9 (18). Other differences between the two samples were also evident: the sample had 11% married women (67%), although a further 21% were either in defacto relationships, divorced or separated (8%). Only three percent of the sample reported their return in terms of being 'not for qualifications' (38%), forty-six percent of the sample had 'no prior school qualifications' (62%) with 46 percent also reporting having left school previously at fifth form level or below (60%).

into this context (see, Woods, 1979). However, information on the classroom context was available from both teachers and adult students.

Finally, the individualistic nature of the processes of becoming an adult student, makes it difficult to develop policy recommendations (Battersby, 1981a).

These potential 'restrictions' on any recommendations have been acknowledged (see Volume 1, p.334), partly as a rationale for the placement of these in this appendix but also as suggesting several areas which deserve follow-up study as further insight and information is provided on what it is to be an adult student in secondary school. It is from this growth of the data base on such experiences and processes that a more substantive foundation will be established for the determination and implementation of policy and practice.

Notwithstanding these influences upon the derivation of recommendations from the present research, it is perhaps appropriate to restate at this point that the investigation has provided an extensive and indepth account of the experiences and processes of becoming an adult student in a secondary school. On this basis, then, it becomes possible to state some tentative recommendations about the admission of adult students to secondary school using the data and its elaboration as a reference point. This appears justified, not only on the depth provided by the particular methodological strategies but also in view of the fact that:

*Simply to offer raw ethnographic data or other qualitative material as 'facts' without any interpretation could well lead to conclusions far removed from any the researcher would support.*

(Finch, 1985, p.120)

It is in light of this that the following recommendations are outlined and discussed.

Recommendation 1: That adult students returning to secondary school receive financial assistance at a level commensurate with their needs to enable them to continue with their studies.

In 1974, the Advisory Council on Educational Planning stated:

*...we wish consideration to be given to making financial provision for such students. It is not realistic to think that, simply by removing institutional barriers, large numbers of students will be recruited from groups which have not had a lengthy secondary education. Positive measures need to be taken by way of bursaries... .*

(Advisory Council on Educational Planning,  
1974, p.100)

Since that statement, media reports (for instance, *The Guardian*, 10.5.83; *The Dominion*, 13.3.84) and other literature (e.g., Department of Education, 1976b, 1981) have reiterated the need for financial assistance to be provided for the returning adult student in secondary school. Yet, in the fieldwork year of 1984 the only form of financial assistance was a \$6 per week Social Welfare allowance for those aged 18-20 years, increasing to \$27 per week for those over 20 (see Chapter Four, p.150). Furthermore, this amount was subject to a form of 'means test' making it only available to those without any other source of income or savings. The reduction in income and/or the dependency upon others for financial support was a major influence upon many of the adult students in the present research. While some indications of these have been provided in Chapter Four, it is intended here to further expand upon this information.

It was apparent that, even for those not dependent upon the receipt of this allowance, the return to school required a number of financial 'adjustments' often influencing other members of the family as well as the adult student:

*The financial situation is not good. That really has been worrying me! Earning less - tightening the purse strings. That got me down last month. I really started thinking about it - but I still know that school is more important. That, if I can sit it out and adjust to that - we have been worse off and I have to keep reminding myself of that - far worse off - and I can still earn a little. It was just a matter of making that adjustment. The kids too had to adjust because they were used to asking for something and I'd say "Fine". Any money I earned was 'funny money' - that was for something extra - if they had a school trip there was no hassle - that was what that money was for. We had never been able to do that until the last eighteen months or so and now it's stopped again.*

(F.30, Interview, 4.5.84)

However, perhaps the most evident outcome was the dependency reported by those reliant upon the financial assistance provided by the Social Welfare Department. F.17 provides a case in point:

*My biggest problem would be money - living at home still, and not paying board. When things get tight round here and everyone's saying to you "You're twenty, you should be out working" sort of thing.*

(F.17, Interview, 3.12.84)

This dependency upon others for financial support was also reported as a source of concern by those not receiving the Social Welfare payments:

*We've got heaps of money but I'd just like to feel that I was earning some of it too. He [fiance] brings home his share - \$300 a week. We put our money together - it's never been separate since we've been living together - and you didn't really notice it before because I just used to put my pay in with his and take it out for the bills. But now I just feel like I'm not putting anything in! I'm not independent anymore.*

(F.15, Interview, 30.4.84)

The adult students saw two areas as providing a justification for them receiving a higher level of financial support. First, that for many the alternative was to remain on the Unemployment Benefit:

*I think it's really stink that we get so little just because we decided to come back to school rather than stay on the dole! Hell, it must save them a lot of money because we'd get a lot more on the dole than we do when we come back - especially when we only get \$6 a week! .... Maybe we should all leave school and go back on the dole just to prove to them how much we save them. I reckon we should get as much as those who go to university. Even then they'd be saving what they would have to pay us on the dole! I reckon that it's not fair that we get so little just because we decided to go back and try and stay off the dole - I reckon they should pay us more!*

(F.23, Fieldnotes, 17.4.84)

The second involved a variety of factors, as the following comments indicate:

*...I would like there to be some finance for adult students - something like a Bursary or something like that. It would be a nice idea - even if it was only an accommodation grant - and no limit set on how much money*

*you are allowed to have in the bank. That is rather ridiculous - well, at least I thought so. A student at varsity doesn't get limited - you know - he could have 50-grand in the bank and still get his Bursary... . We are trying to further our education. We are trying to better ourselves. In some ways, it's not only good for us - it's good for business as well. We are sort of proving "Okay, we are interested, We can work"... . Just a Bursary of \$50 a week would help dramatically - it would mean that they wouldn't have to hold down a part-time job as well as attend school just in order to survive. Also, if we weren't up to scratch - if we were just mucking around - it would give encouragement - if you were missing a lot of classes, for no good reason, then, obviously, cut the Bursary until such time as you can prove that you are back there and working.*

(M.15, Interview, 4.12.84)

The financial circumstances of these adult students, then, resulted in: a greater dependency upon others for economic support; a considerable reduction of income; the need for many to undertake part-time work in addition to school and other commitments; and formed a factor influencing decisions to withdraw from school.

On the basis of this account, it is therefore recommended that consideration be given to some form of financial assistance at a level sufficient to remove the disadvantages accruing from the return to school. There was a general consensus among staff and adult students, as well as in the prior literature, in support of such financial assistance. If 'access' to education is to be provided, there appears little basis for imposing financial 'disincentives' for those seeking to undertake further study, particularly in the cases of those who forego the Unemployment Benefit to return to school.

Recommendation 2: (a) That adult students be regarded in the same manner as school-aged pupils for the determination of financial grants to provide the necessary facilities and materials. (b) That consideration be given to the establishment, and Government support, of creche facilities at secondary schools presently attracting adult students.

As reported in Chapter Two (p.63), the school involved in the research did not receive any financial grant for the provision of textbooks, classroom space, furnishings, or teaching materials, nor for such a facility as an Adult Student Commonroom, for the adult students enrolled. Such Department of Education equipment and facility grants are based solely on the pupil roll, the adult students only being considered 'part' of the school roll in the determination of staffing levels. While certain schools within the New Zealand education system do receive some financial provisions for adult students (see Chapter One), there appears little basis for requiring other schools with adult students to provide equipment and facilities from their own resources.

The data from this study clearly indicates that an Adult Student Commonroom is an important factor in becoming an adult student, not the least in the sense that it formed a 'back region' (Woods, 1983) where 'adult interactions' and privacy were attainable. Furthermore, the adult students in the sample held the Commonroom as an 'essential' feature of their return and considered that 'ideally' it should provide a work space as well as social context, although conditions of the facility precluded this as an option (Chapter Two, pp.64-65). This becomes particularly important for adult students in that many lack the space at home to work in quiet surroundings, separated from family responsibilities. For instance, many of the women with children reported having to wait until 'after the kids go to bed' before they could undertake their study.

The consensus of opinion among the research sample was strongly in support of such a commonroom being an 'adult only' context. A basis of comparison is perhaps provided by the researcher's observations at the aforementioned 'other' school where a shared facility was not frequented by many of the adult students. In this context, it was reported that the adult students felt somewhat 'dominated' by the senior pupils and that the shared commonroom did not provide a space to 'relax' and 'talk in private'.

In summation at this point, it is strongly recommended that each school with adult students be provided with an adult student commonroom, on the same basis as such a facility is established for

pupils. In addition, it is also recommended that general equipment and materials grants provided through the Department of Education take into account the adult student population in all schools using the same criteria as applied to the school-aged pupil population.

Recommendation Two also incorporates the suggestion that a creche be established at those schools with adult students.<sup>6</sup> There already exist a number of such facilities associated with New Zealand secondary schools (see, Bradley, 1984a, 1984b; Kohia Teachers Centre, 1979). In addition, since the inception of adult admissions to secondary schools (Advisory Council on Educational Planning, 1974), there has been a continued effort to have a creche established as an integral part of educational provision catering for adult students (Auckland Community Schools Working Committee, 1977; Department of Education, 1976a, 1976b; Herbert, 1976). The basis of the case for establishing a creche is that, not only would such a facility open up wider access to the school for adult students but, it would also form a useful 'learning resource' for school-aged pupils (Bradley, 1984a, 1984b). Again, however, the Department of Education maintains that there will be no call upon Government Educational resources for financial support of such a facility, it remaining the responsibility of the individual school to provide the funding and resources for a creche.<sup>7</sup>

At the second school visited by the researcher during the present inquiry, the creche provided was cited by a number of the adult students as a 'major factor' in allowing them to return to school.

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<sup>6</sup> In any particular instance, this would appear to require some form of population survey in order to determine the potential users for such a facility. However, it can also be noted that the provision of a creche itself might serve to attract some adult students to the school who, otherwise, would not have considered this option of returning to education. Certainly, further research is required on this aspect of facility provisions, at least initially at those schools already in possession of a creche.

<sup>7</sup> The Education Department does not provide any financial assistance for the running of a creche, stating (Department of Education, Circular 1981/124, 18 September, 1981) that: "...there must be no call on departmental funds for the administration, operation or maintenance of these preschool centres whether for education or child care purposes. Funds are not provided through Vote: Education for child care purposes and applications for such funds cannot be entertained by education boards, school boards, or by the Department."

While the Department will not provide any land for such a facility, it does not preclude the possibility of a creche occupying space on the school grounds.

The staff and adult students at the research site also strongly supported the notion that a creche should be available, both as a facility for use by adult students - in order to create greater 'access' to the school - and as a 'learning resource'. In light of the literature and such widespread support, it is therefore recommended that consideration be given to establishing an 'integrated' child-care facility as part of the secondary school site.

Recommendation 3: That school policy and practice must take into account the school's adult student clientele.

During the fieldwork for the present research, a variety of issues assumed some significance for the adult students, teachers, and organisational arrangements of the school. Some of these raise questions of school-based policy and practice, whereas others imply a need for consideration at Departmental policy-making levels. These are offered as points requiring further examination, not critiques of particular events or individuals; are stated here in terms of their occurrence in the particular context, and; as suggestive of various means of 'improving' the system for all clientele. What, then, are some of the areas of concern which arose in terms of policy and practice in the course of this investigation? Below are briefly detailed several suggested issues.

#### Information Dissemination:

Throughout the conduct of the research, teachers and adult students alike reported difficulties in this area. In particular, the adult students frequently were 'unaware' of various school-based events affecting them, such as changes to timetables and arrangements for meetings. It can be suggested, then, that schools direct some attention to processes of more effective communication of information, while the adult students take some responsibility for the need to be aware of this as a possible area of difficulty created by their attendance patterns.

It is also possible to raise some other points under this title. A majority of the adult students reported that they lacked knowledge



and insight concerning both subject content and its applicability to career paths. Accordingly, there would appear to be some basis for a wider dissemination of information regarding curriculum content than presently characterises educational systems. In addition, this might also incorporate some provision of 'refresher/background' courses and information in areas such as content and a broadly categorised 'study skills' component.

A factor potentially determining those who could become adult students concerns the extent to which it might be claimed that there was community awareness of this opportunity to return to school. In the present research context, the school relied upon two small advertisements inserted in the local newspaper, one at the end of the year and the other just prior to school opening, to advise that adults could enrol as either part-time or full-time students in day classes.

On the basis of responses to Questionnaire Part 3, it was evident that such advertisements formed, at best, only a secondary source of information regarding adult student enrolment. The majority cited friends and relatives (10 of 24 cases) as providing the information, while a further five cases 'knew about it' but did not identify any specific source. Advertisements were cited as the primary source of knowledge about adult enrolment by only four of the adult students in the present research. From the general comments of the adult students, substantiated by questionnaire responses, it was evident that most derived their information regarding the opportunity to return to school by various processes of 'word of mouth' within the local community. As such this may have acted as a 'selection criterion' in that some in the community may not have known of this possibility for continuing their education. Some support for this view is given by the fact that two (of the 24) respondents to Questionnaire Part 3 reported being 'unaware' of the fact that they could return to school as adult students. In F.31's case, she was enrolled as a full-time pupil before being informed of the opportunity, while F.23 was at the school to enrol in Night School when:

*I was going to Night School. I went to the Hall [for enrolment] and I saw - when I was about to sign in - I'd filled everything in - it [the table for adult student*

enrolments] and I thought "Wonder what it would be like to be an adult going in the day?" and went to see if I could qualify for it. .... Otherwise, I'd be at Night School. If I hadn't seen them sitting down and got nosey about what they were up to at that table I'd be in Night School.

(F.23, Interview, 23.5.84)

While a multiplicity of other factors may also preclude any particular individual from returning to school, it would appear possible to recommend that a more widespread dissemination of information would create a greater awareness of the opportunity. Certainly, at the second school reported in this appendix, there was an ongoing programme informing the community of the availability of options for returning to school. This included such tactics as circulars delivered to homes in the area, the holding of an 'open day' at the school, and a continuous 'publicity' programme where the media were 'encouraged' to report on events involving the adult students at the school. In this context, there appeared to be a general community awareness of the opportunity to return to school.

Finally, there would also appear some basis for the suggestion that adult students might also provide more effective communication of information. This was particularly evident in cases where a student withdrew from school and did not inform all staff involved of this decision.

#### The Timetable Situation:

As adult students have a variety of commitments outside the school context, a reasonable stability and regularity of school commitments is of considerable importance. While it must be acknowledged that there are various exigencies which require changes to time schedules, it can be recommended that providing for the adult student clientele involves minimising these as far as possible. Certainly, there was strong criticism of timetable changes from the adult students during the research, while both students and their teachers rejected the implementation of a six-day week timetable for the year following the research. The comments of the Dean illustrate the nature of this concern:

*It was debated at one staff-meeting. I got up and I was dead against it...especially for the part-time adults. .... So, I voted against - very strongly! But, no-they talked about it and talked about it. P.1, as usual, took the decision. .... I feel, though, that the 'system' - the advantages of the system - outweighed the needs of the kids and the people who attend the school. I'm dead against that - people come before 'system' to me. But - we debated it - and I got quite stuck in about it. I really got stuck in to TM.4 - [laugh] - the first time I've criticised him - because he's not involved...with adults - and he really doesn't know the people involved - all he could see was the 'system'.*

(D.1, Interview, 5.12.84)

### Adult Student Status:

The Department of Education issues a general definition of an 'adult student' as a person 'over 18 years of age with at least one year outside formal schooling' (see, Bradley, 1984a, 1984b). This 'recommendation' is then flexibly interpreted in many schools (see Part 2.1, Chapter Four). In the present context, this saw a number of people not meeting these criteria being admitted to adult student status. As this produced some concerns among both teachers and other adult students, and as those students concerned were the most likely to leave school, there appears some justification for examining this practice. Notwithstanding the point that M.16, at 16-years of age, did complete the year at school and become an adult student, it is recommended that the age and experience criteria be more strictly adhered to, particularly if some form of financial assistance is to be made available for adult students:

*Perhaps those who are full-time should get it [Bursary]. But, then, perhaps you might encounter some difficulties. The person who was, perhaps, only 18 - and going back - and had only been away from school for a year - are, then, not much different from the rest in the class - so, really, I don't know. You know, would that be fair on those, of the same age, who didn't get the Bursary simply because they had stayed at school? See, there are those sort of difficulties to consider as well.*

(F.33, Fieldnotes, 4.2.85)

### Subject Choice and Class Level:

While, due to their lack of information, adult students, generally, do appear to need advice in terms of their choices of

subjects (see p.277), there emerged some specific areas of concern in this regard during the present study. It was evident that there was some lack of awareness among staff as to various requirements, particularly for entry to university (see Appendix E). Furthermore, there would appear to be a need to examine the basis for the 'direction' of adult students towards the humanities, in some instances in contradiction to chosen career paths. While recognising that, as some teachers noted, certain adult students experienced difficulties in mathematics and physical sciences due to a 'lack of background', there was the instance of F.11 (see Appendix D) who achieved high levels of examination success perhaps indicating that she might have been better placed at Sixth Form level. Conversely, F.23 (see Appendix D) did not achieve at Sixth Form level in either English or Mathematics, a level she was placed in on the basis of the fact that F.23 had been a pupil the year previously whereas F.11 had been out of formal schooling for longer. In short, there appears to be some basis for a recommendation that an 'assessment' of the individual occurs, in terms of experiences, abilities, and proposed career directions, rather than a practice of assuming that certain curriculum areas are more 'appropriate' for adult students. This would then allow greater access to a variety of knowledge.

#### Teacher 'Time-out':

The Dean and the classroom teachers all reported devoting considerable amounts of extra time to the adult students, generally during 'free periods', interval, and lunch-time. In all cases, it is suggested that consideration needs to be given to this aspect and that a time allowance be provided within Departmental guidelines for those with responsibility for 'large' groups of adult students. This is particularly the case for the Dean who needs to be available more readily. It was evident throughout the research that the adult students often sought 'advice' from the Dean only to find that she was otherwise involved in a number of other duties and responsibilities. Some recognition, when determining timetable loadings for staff involved, would appear justified for the point, as one teacher noted, that adult students are more 'demanding' of time and advice than the school-aged pupils. In addition, and related to this, it was also considered by the sample of adult students that there was a 'need' for a counsellor within the school to have responsibility for the adult

students. This was seen as being 'additional' to present provision as it was suggested that such a person be specifically 'trained' in the area of adult counselling. There is also some support for this recommendation within the existing literature (for instance, Auckland Community Schools Working Committee, 1977).

### Teacher 'Knowledge' and 'Training':

In view of the lack of classroom observations within the methodology, it is somewhat difficult to derive recommendations pertaining to classroom practices and pedagogy. However, the data does indicate that some of the 'assumptions' and 'generalizations' held, and acted upon, by the staff were not supported. For instance, it was apparent that some adult students did not consider that they should be 'treated as kids' in the classroom context, and there was a degree of 'criticism' of a 'lack of knowledge' among teachers as to 'how' adult students should be taught or treated. This is not to suggest, on the other hand, that this can be interpreted as suggesting that 'adult only' classes are the alternative, as all adult students strongly supported the continuation of the system of themselves and pupils being 'together' in the same class. What it does perhaps indicate is a need for more widespread examination and consideration by teachers of the adult student perspective.

To some extent, the fact that teachers have limited knowledge of the adult student perspective can be attributed to the situation within the existing literature. As Chapter One illustrated, there is little information available to teachers regarding the processes and experiences of becoming an adult student. An examination of those accounts available (for instance, Bradley, 1984a, 1984b; Kohia Teachers Centre, 1979) leads to a conclusion that both policy and practice are entirely determined from a teacher perspective, even if one 'informed' by personal 'experience' of teaching adult students.

In addition, the teachers in the present investigation reported that they received little, if any, 'guidance' or training regarding either the teaching of adult students, or of the means for evaluating pedagogy or policy in relation to the adult student clientele. For all teachers talked with during the research, it was a matter of a 'trial and error' approach, learning 'on the job' how to 'teach' adult

students. Indeed, some of the beginning teachers were unaware until they encountered their first class that adult students were enrolled in the schools.

In light of the present research, then, it is strongly recommended that greater awareness of the adult student perspective, and of the processes and experiences of becoming an adult student, needs to be developed within the teaching profession. At least in part, this would involve the recognition within teacher training that the majority of secondary teachers are likely to encounter adult students at some point of their career, even if not in their first year of teaching. It might also be appropriate at this phase of their careers for the teachers to be provided with the skills and knowledge to enable them to examine their own practices and policies, not only in terms of the adult students but in a more general sense. While little direct evidence exists, there was a general impression developed by the author that the notion of 'teacher as researcher' (see, Woods, 1985a) had not been considered within New Zealand teacher training to any great extent.

Overall, there is a definite need for the more widespread consideration of the adult student perspective in the determination of both practice and policy. This involves the dissemination of information and the development of skills, both during teacher training and then during teaching service.

This, on the other hand, is not to suggest that only teachers need to have greater access to such information. The same principle applies to those at policy-making levels within the Education Department, and even to the adult students. In the latter instance, it was apparent that the sample of adult students had little knowledge or understanding of the processes and experiences they were likely to encounter when returning to school. The majority, then, embarked upon this 'status passage' (Glaser and Strauss, 1971) with little information or perception of the process. Accordingly, there is a need for adult students to be better informed.

## CONCLUSIONS

The above recommendations relating to the processes and experiences of becoming an adult student in secondary school should be regarded as tentative because:

1. The present study, from which they are derived, is a preliminary account, focussing on the day-to-day experiences of a sample of adult students in one secondary school;
2. The individualistic needs and problems of becoming an adult student make it difficult to develop policy recommendations applicable to all situations.

Nevertheless, the policy suggestions which have been made do provide a starting point for further debate, consideration, and research. As previously reported in Volume 1 (p.334), they do raise a series of general questions which deserve follow-up study, such as:

1. Would financial assistance increase access to school and the retention of adult students?
2. What would be the consequences of equating adult student populations in a school with the pupil roll in terms of allocating resources? Would the provision of a creche increase access to the school for adult students, and have 'pay-offs' for the pupils as well?
3. What effects would accrue from changes in policy and practice undertaken in consideration of the adult student perspective and experiences?

Several further suggestions for follow-up research on the processes of becoming an adult student are discussed in Volume 1 of this report.

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NOTE: References for Appendix K are included in the bibliography of Volume 1 of this thesis.