

**Personality, Education and Work:
A Study of Young People in Transition**

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DECLARATION

I hereby declare that this thesis has been composed by myself and that the work of which it is a record is my own. It has not been accepted in any previous application for a degree. All verbatim extracts have been distinguished by quotation marks and sources of information specifically acknowledged. Tables and figures appearing in the text without a source of reference have been compiled by myself.

A handwritten signature in black ink that reads "Mary Ross." The signature is written in a cursive style with a large, looped "M" and "R".

Mary Ross

ABSTRACT

This thesis reports a five year longitudinal study of 300 Scottish school leavers. The research used quantitative and qualitative techniques to intensively investigate the relationship between personality type and achievement and explore the transition from adolescence to adulthood.

The researcher devoted considerable effort to ensuring that participants and schools could benefit from involvement in the study. The thesis includes the researcher's reflection on the role of her own subjectivity within the research process.

The distribution of personality types was ascertained using the Myers Briggs Type Indicator (MBTI) based on Carl Jung's Theory of Types. The MBTI was administered to 298 4th year pupils and 72 teachers from two schools.

The research findings indicate that extraverted participants were more likely to leave school earlier and with poorer qualifications than those who were introverted. Sensates were also more likely than intuitives to leave school at the end of their period of compulsory education with poorer qualifications. Thus the educationally most vulnerable group consisted of the young people who were both extraverted and sensing. A subgroup at particular risk was subjected to closer scrutiny and a case study provided.

No type group was more likely than any other to become employed or unemployed.

Participants were occupationally oriented even at the age of 14 with the young people in general fearing unemployment but still aspiring to a work identity. However, stable employment or unemployment were seldom reported after leaving school. Rather young people tended to report moving frequently between jobs, training and unemployment. 80 depth interviews conducted at 18 years indicated that the majority still did not regard themselves as adults, which was seen as characterised by assumption of responsibilities and the end of "fun".

The thesis ends with recommendations for enhancement of the educational process.

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Chapter 1

INTRODUCTION

The study of human development over recent decades has increasingly taken on a lifespan perspective. This affords not only a more holistic and integrative view, but also enables the examination of the processes involved in moving from one stage to the next. This approach has been popularised by the writings of Sheehy (1976) and Levinson (1978) and it is not uncommon for individuals who are reflecting on their lives to use the drawing up of a lifeline as a means to collating and understanding the changes and experiences they have undergone.

Different models have been postulated to describe the lifespan of individuals and some of these are summarised by Sugarman (1986). Several of these sub-divide the lifespan into stages. The best known proponent of a stage model of human development is Erikson. He adapted Freud's psychosexual model of explanation of the development of infantile and childhood neurosis in order to describe the growth of healthy personalities. At the outset he states:

“Whenever we try to understand growth, it is well to remember the epigenetic principle which is derived from the growth of organisms in utero. Somewhat generalised, this principle states that anything that grows has a ground plan, and that out of this ground plan the parts arise, each part having its time of special ascendancy, until all parts have arisen to form a functioning whole.”

Erikson (1959, p 52).

Erikson described all the developmental stages in psycho-social terms and outlined the crises which had to be resolved at the end of each stage before successful entry to the next could be assured. Although he addressed himself to each stage, it was the fifth one which received his greatest attention, that is the stage of adolescence. The main developmental task for the adolescent to accomplish was the attainment of a clear psycho-social identity. Insurmountable problems during this stage could result in either the formation of a diffused identity or a rush to foreclosure of the process. Erikson recognised the need for adolescents to have time to develop their identities and called this transitional period a moratorium.

Many disciplines have studied adolescence as a distinct stage of development, but it is the social anthropologists who compare the transitional nature of this period across cultures. Glickman (1975) described the rites of passage which the young of different societies experience in order to reach the status of adult within their tribe/society. He noted that a feature of the non-industrialised societies described by most anthropologists is the integrative nature of all that the young have to learn. He commented that "skills are not separated from their social impact, nor from the interests, motives, emotions and purposes which lend them significance" (Glickman 1975, p 32). Within such cultures, rites of passage are meaningfully related to membership of the adult community. Baumrind in defining the nature of the transitional experience of adolescents, highlighted an obstacle to the adolescents' development in that "our culture has no rites of passage to demarcate the change in status from child to adult" (Baumrind 1987, p97).

Others have looked to various events in the lives of young people as possible initiation rites on the road to adulthood. Firth (1969) postulated that in our Western, industrialised society, school examinations functioned as initiation ordeals for the young. A problem with this notion lies in the consequences for the future development of those who face the ordeal and fail. However, any study of adolescence must take into account the young peoples' experience of school and its measure of their achievements.

Windshuttle looked to employment as the means of enabling a young person to leave childhood behind:

“The first job is crucial to the young person. It is the capitalist equivalent of initiation rites in primitive society. Young people are no longer treated like children, as they were at school. They enter the world of useful adult production and gain a measure of financial independence.”

(Windshuttle 1980, p 55).

Erikson placed great emphasis on the social context within which this transition took place and thus it is equally important that attention be paid here to the society within which these young people are growing up. Rutter among others saw psycho-social adolescence as having been created by society and as such completely dependent on the changes in society for its very existence. He described adolescents by the title of his study: “Changing Youth in a Changing Society.” (Rutter 1979).

In examining the adolescents' experience of transition in the worlds of education and employment it is important to look at these two worlds in a transitional way also. When

Erikson was describing the identity formation involved during adolescence, he placed great emphasis on the development of an occupational identity. He was drawing his conclusions from careful observations and clinical interviewing of quite an elite population i.e. College and University students. These students were availing themselves of the abundant educational opportunities which were a characteristic of the 1950s/1960s. In addition, career choice was a meaningful concept in this era, as most youth not only had the possibility of full employment but could choose from a plethora of available jobs. The scenario in the 1980s was very different. Awareness had been growing for some time that unemployment was on the rise in general, and disproportionately so in the younger generation. Jackson noted that by 1984, 23% of Britain's 16 and 17 year olds were featuring in the unemployment statistics (Jackson 1985, p35). This difference between the two eras resulted in correspondingly different research interests; whereas Erikson's work had spawned a generation of studies into the nature of the processes involved in identity formation (e.g. the work of Marcia 1980), the research focus of the 1980's in this area was on the psychological effects of structural unemployment on the youth of the time. By the mid-80's the literature in the unemployment field was a major growth industry and the presence of a sizeable group of unemployed young people was such a certainty that they became a regular, viable group for comparative studies in such diverse areas as suicide, criminality, addictions and ill-health, both psychological and physical. Transient schemes came into being to deal with the "problem" of youth unemployment and so we see the transitional nature of such provisions in the form of Community Industry, Job Creation Programmes, Work Experience Programmes, Youth Opportunities Programmes, a variety of Youth Training Scheme models and at the time of writing, the latest version, the Skills

Seekers Scheme. The main criticisms levelled against these schemes were that they rested on the assumption that the cause of the problem was either the individual's lack of "employability" or the failure of the school to adequately prepare the young person to meet the needs of the labour market. Little attention seemed to be paid to the dearth of appropriate jobs for the younger generation.

During the 1980s, the British education system was also going through its own transition. England and Wales were embarking on the road of implementation of the newly developed national curriculum while Scotland pursued its own programmes of development directed at pupils in two separate stages: those in the 5-14 age group and those in their last two years of compulsory schooling. In order to deliver a more meaningful curriculum in this latter stage, and to remove the notion of Pass/Fail from the Scottish Certificate of Education, the Scottish Education Department introduced Standard Grade examinations, which placed a greater emphasis on practical applications and expression of knowledge and skills attained, than did the old 'O' Grades. Of necessity this required some method of assessing a pupil's course work as well as the setting of exams at the completion of the two years. Thus each pupil would have to submit a personal portfolio of work to the external examiners in addition to sitting an examination in the subject. Both their portfolio and examination marks would contribute towards their final grading. Recognition was given to the fact that pupils would differ in their level of ability across subjects and thus each course would be taught at 3 levels (Foundation, General and Credit), the pupils following the course which best matched their ability and sitting the corresponding examination.

Looking towards this change Scobie notes

“All this will, one hopes, bring about a revival of spirits in our school societies, with everyone having something to work for within his or her capacity and being aware of some kind of progress.”

(Scobie 1984, p (i)).

He does however sound a warning note

“But one fact must not be overlooked - that we have opted for more examinations, not fewer, quite the reverse situation from that which the more idealistic educationalists of twenty years ago would have envisaged.”

(Ibid.).

When Milner carried out her investigations into the causes of school underachievement in Girl's Public Day Schools, she drew on Jung's personality theory. He described 16 psychological types which differed in their preferences for the inner and outer world and in their preferential use of the four mental functions of sensing, intuition, thinking and feeling. Milner (1938), working as an industrial psychologist within school communities, concluded that an influential factor in the girls' under-achievement in examinations could be found in the pattern of mental habits which they used in their approach to the learning task. She was particularly concerned by the poor matching between the learning styles the girls displayed and the teaching styles of many of the teachers. She also noted the inappropriateness of examinations to provide a true picture of the girls' abilities. Fifty years later, reflecting on her earlier misgivings with the school system, she wrote:

“I now asked myself, if I went through the schools today, in 1982, what sort of changes would I find since the mid-30’s?”

(Milner 1987, p171)

Among the questions she asked herself were two which are worthy of further investigation.... She wondered whether

“the massive social change in organisation from what used to be called grammar schools to what are now called comprehensives would have in turn resulted in a corresponding change in the way the children were actually taught.”

(Ibid)

She speculated as to whether she would have found

“a lessening of the constant endeavour to din into pupils’ heads enormous amounts of accumulated knowledge”.

(Ibid)

and a

“giving up trying to measure the success of this by means of examinations which a large proportion of them are bound to fail.”

(Ibid)

Jung’s theory of psychological type was made accessible to a wider public through Myers’ development of the Myers Briggs Type Indicator (MBTI). One of her main aims in developing this instrument was to enable young people to understand and appreciate their particular Jungian type and so choose careers for which they would be best suited. She

carried out most of her research within higher educational establishments in the USA, but saw personality type affecting the young person at all levels of the education system:

“Type makes a natural and predictable difference in learning styles and in student response to teaching methods. An understanding of type can help to explain why some students catch on to a way of teaching and like it, whereas others do not catch on and do not like it.”

(Myers 1980, p 147).

She was concerned about the experience of failure which many children and adolescents experience during their school careers, concluding that

“the habit of failure is extremely costly for the child, the educational system, and society as a whole.”

(Ibid, p148).

Lawrence (1979) applied Myers’ findings to the earlier stages of learning and his work has led to many researchers exploring the biases affecting type within the school system, especially when examination performance is used as the measure of success.

Jungian personality type studies have been slow to cross the Atlantic and there is little mention of such work in the Scottish educational psychology research literature to date.

The adolescents of the 1980s are not only experiencing their own developmental transitions within a society which is undergoing rapid change; they are also having to use their own particular learning style in the process. In order to understand how they experience the

above-mentioned aspects of their passage through to adulthood, it will be necessary to address several questions:

- (i)** In general, is performance in the Scottish Certificate of Education Examinations viewed as an important event by a group of young people at the end of the '80s?
- (ii)** Do these adolescents link school qualifications with successful entry into the labour market?
- (iii)** How successful was this group of pupils in their measurable achievements at the end of 11 years of compulsory schooling?
- (iv)** In the light of the unemployment statistics at the end of this decade, did these young people place much emphasis on the attainment of a work identity?
- (v)** Did the teachers of these young people view the youth unemployment statistics as having any effect on the educational process?
- (vi)** Did differing personality styles have an effect on the
 - educational achievement outcomes
 - decision to leave school at the end of compulsory schooling
 - career experiencesof these young people?

- (vii) How do these young people perceive adulthood and the necessary means of entry to it?

The aim of the researcher was to approach these topics in as indirect a way as possible. As the researcher was a qualified educational psychologist used to interviewing adolescents within a clinical practice, the unravelling of the young peoples' attitudes towards education, work and their own personality styles was to be approached in as open-ended a way as possible. The research atmosphere was to be one in which each participant should be able to experience some personal benefit from having made their contribution to the study. A criticism often levelled against researchers is that the 'subjects' in the research process rarely benefit by their participation (apart from the case of some action research designs). From the outset this study was designed with the participants in mind and, as will be seen later, tasks and exercises would be used which would only be for their benefit and not for inclusion in the research results. Throughout the study the researcher aimed at uncovering the richness of the young peoples' lives in as unobtrusive way as possible.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

The focus of this study is young people in transition. This can be viewed in two ways - as young people who are themselves in a transitional state and also as young people who are living in a society which is in transition. Both aspects are valid and form the basis for this review of some of the relevant literature. As the adolescents are in constant interaction with their environment, there is naturally an artificial quality to treating the young people and their society separately; however, it does help focus attention on the degree of change which the adolescents are having to cope with.

2.2 Adolescence

From its Latin root, 'adolescere', the task of adolescents is defined - they have to 'grow up', to 'ripen', to 'mature'. This implies that there is something already there which can mature and most psychologists interested in this stage of development describe the various changes which adolescents undergo. They describe these in terms of physical, emotional, intellectual, moral, sexual, religious and social transitions. (Hurlock 1955). This view of adolescence considers it as a period within a lifespan or life stage developmental model.

“The growing strength of lifespan developmental psychology, as well as the widening impact of the work being carried out in the field of social

cognition, have undoubtedly had a profound effect on studies of adolescence.

These new trends have added substantially to the more traditional approaches to adolescence, contributing a new and important perspective on growth and change from puberty onwards.”

(Coleman & Hendry 1990, p 1).

The idea of viewing human life from a life span perspective is not new, but has gained a foothold within developmental psychology over the past 20 years. One of the factors in this change has been the increasing interest adults have been taking in their own development, especially in the mid-life crisis or turning point and it is not unusual for developmental psychology courses to be taught within a life span framework. (See e.g. Kaluger & Kaluger 1979). This has led to a popularisation of the stage model where it is possible to look at earlier experiences and characteristics and forward to what might lie ahead (Nicholson 1980).

However, one of the first exponents of a life span model was Erikson (1950). He divided the life span into eight stages or ‘ages’ and considered the characteristics of each one and the crisis which had to be resolved in order to grow into the next stage. This crisis was a turning point in a person’s life (Moos 1986). Erikson’s concern was to describe the processes of change whereby a healthy personality could emerge and continue to develop:

“Personality can be said to develop according to steps predetermined in the human organism’s readiness to be driven

towards, to be aware of, and to interact with, a widening social radius, beginning with the dim image of a mother and ending with mankind, or at any rate that segment of mankind which “counts” in the particular individual’s life.”

(Erikson 1959, p 52).

He had outlined his model earlier (1950), indicating that it was a psychosocial model because the development at each stage was helped or hindered by interaction with the environment. The first four stages of Erikson’s model are from an adaptation of Freud’s model of a child’s psychosexual development. Erikson’s major contribution was his extension of these four stages through to an analysis of the rest of the human life span. He described four more stages but gave most of his attention to the 5th stage in the life span - adolescence:

“With the establishment of a good relationship to the world of skills and to those who teach and share the new skills, childhood proper comes to an end. Youth begins.”

(Erikson 1959, p 89).

The major task of this stage was the development of a clear ego identity. He saw that the danger for developing adolescents was that they could end up with confused identities. He was clear as to the major hindrance to the development of a healthy personality:

“The sense of ego identity, then, is the accrued confidence that the inner sameness and continuity prepared in the past are matched by the sameness and continuity of one’s meaning

for others, as evidenced in the tangible promise of a
'career'....The danger of this stage is role confusion."

and

"In most instances, however, it is the inability to settle on an
occupational identity which disturbs individual young
people."

(Erikson 1950, p 261-262).

The task of adolescence has been put simply by Csikszentmihalyi and Larson
(1984) as

"to learn the patterns of action required for participation in
Society"

(p 4).

As Erikson was developing his model at a time when full employment was taken
for granted by the adult population, it is not surprising that he would place his
emphasis on the young person having a clear picture of his/her occupational future
as a stepping stone into the next stage of development - young adulthood.

From Erikson's work on identity, interest grew in the development of self concepts.
(Burns 1979, Leahy 1985). Burns describes many of the self concept theories that
have been postulated and highlights the plurality of self conception
(1979, p 67).....each person being able to conceive of themselves from a variety of
different standpoints. Given that the young person is in transition they were able to
look back and build on the inheritance of their past childhood and also to look
forward to the next stage of adulthood. This results in them being able to project

themselves into their future and carry within themselves their own conceptions of a possible self. Markus & Nurius (1986) have contributed to the understanding of how such possible selves might develop. They note for example:

“A poor grade on an exam will not permanently challenge an individual’s enduring sense of self as ‘intelligent’ or ‘hard working’ but it will give temporary substance to a possible self as ‘drop-out’ or ‘academic failure’. And the activation of these possible selves will influence the individual’s current self-evaluation of intelligence.”

(Markus & Nurius 1986, p 957).

They view possible selves as cognitive bridges between the present and the future. These bridges can allow for two-way traffic: current experiences can influence what is conceived as a possibility for the self and future hopes or fears can affect behaviour and motivation in the present.

Many studies have looked at how adolescents perceive themselves in the present and in the future e.g. Poole (1983), Evans & Poole (1991).

In the former study, Poole conducted a longitudinal survey of 15 to 18 year olds, investigating both the expectations young people had of themselves and also what society expected of them. Poole emphasised the importance of the transition from school to work:-

“The first major transition comes, after a period of anticipation and personal development at school and home, when the decision to leave school is taken or the final year of

schooling completed. The cultural expectation, and indeed that embedded in life-stage orientation theory, is that the transition from school will lead to work or post-secondary education. Such a major transition in many ways marks a perceived age-stage shift from adolescence to adulthood.”

(Poole 1983, p 29).

The importance of this transition has long been recognised but in recent years it has become the focus of much attention. School to work transitions have a literature of their own.

Adolescence has been described as a social construction. Rutter considers that “the youth ‘phenomenon’ and the current concepts of ‘psychosocial adolescence’ are products of the prevailing western culture.” (1979, p 7).

Nicholson claims that adolescence has been democratised.

“The abolition of child labour, the introduction of education for all and the progressive raising of the school-leaving age, and the setting up of institutions like juvenile courts have all ensured that everyone is now guaranteed an official period of youth.”

(Nicholson 1980, p 62).

This presents a picture of young people defined by the society which is around them. They have been studied as people of their own time. In an attempt to understand how young people spend their leisure time the National Children’s Bureau, as part of their National Child Development Study, had published a report on “Britain’s Sixteen Year Olds” (Fogelman 1976). UNESCO (1981)

commissioned a report on “Youth in the ‘80s” as did the Department of Education and Science “Young People in the ‘80s” (HMSO, 1983).

More recently the Economic and Social Research Council funded an investigation of how adolescents become adults (Banks et al 1992). Adolescents are often described as narcissistic, thinking and concentrating only on themselves. However, many others are concentrating on them also.

The over-riding concern emerging from all attention was the threat to young peoples’ identities presented by the increasing unemployment of the 70’s/80’s. Investigations into how young people progress to the next stage of their development all revolve around the consequences of a changing world of work.

Belloff describes adulthood in terms of work:

“part of the definition of adulthood is doing paid work, a job. Employment is a crucial factor in our self-definition involving naming our job. People ask what we do; even more critically, they ask us what we are. Employment labels us, and a job provides, for both genders, and at all ages after leaving school, a significant part of a person’s self-esteem and feelings of competence.”

(Belloff 1986, p 7).

and Coleman and Henry state:

“Young people’s passage to adulthood is inextricably linked to the world of work.”

(Coleman & Henry 1990, p 162).

This provides a natural lead into the second section on the adolescents’ environment which is a rapidly changing society.

2.3 Changing Society

The need to take into account the changing environment within which children and adolescents develop is documented in the National Children’s Bureau report “30 years of Change for Children”. (Pugh 1993). Hopkins (1983) describes the transitional adolescent as threatened by rapid social change. He highlights unemployment as the major threatening source of difficulties in the development of identity. Others echo this e.g. Breakwell (1986). This needs to be seen in a wider context.

Work has become the subject of feverish concern over the past twenty years. Authors from all walks of life have become pre-occupied with the topic. Why? It would seem that the main incentive for such an active concentration on work is its possible demise. Ever since Toffler (1970, 1980, 1983) presented his prophesy of the future shock which would be coming the way of an unsuspecting world, writers have been trying to:

- understand the nature and meaning of work anew (Clarke 1982, Danziger 1987, Jahoda 1982, Leadbetter & Lloyd 1987, Merrit 1982, Soelle & Cloyes 1984, Thomson 1984);**

- find the cause of its possible future demise (Gill 1985, Leach & Wagstaff 1986, Minford 1983, Sinfield 1981);
- postulate new ways of being in a world devoid of work as we know it (Bleakley 1981, 1983, 1985, David & Gosling 1985, Ormiston & Ross 1990).

Researchers have busied themselves with trying to:

- understand the effects of unemployment on individuals and whole communities (Allen et al 1986, Fineman 1990, Fineman 1987, Fryer & Ullah 1987, Hayes & Nutman 1981, Marsden 1982, Telvin & Jarrit 1985, Withington 1989);
- investigate the links between unemployment and such events as suicide (Plant et al 1985); drug abuse (Plant and Plant 1992), (Plant, Park and Samuel, 1985); delinquency (Crow et al, 1989); poor health (Smith 1987, Fagin & Little 1984); marital breakdown (Mattinson 1988).

Other interested parties have come to the fore to:

- provide services for the unemployed. (Balloch et al 1985, Elsom & Porter 1985, Fineman 1990, Pearson & Heyno 1988);
- take up the cause of the unemployed, giving them voice. (Clemison & Rodgers 1981, Sawdon & Taylor 1980, Sawdon et al 1981a, 1981b, 1981c, Williams 1985).

As a group the world's unemployed have become a major source of employment to many.

This concentration on the Meaning of Work and the plight of those who are unemployed is not new (Davison 1929). What is a relatively new phenomenon is the concentration on Youth Unemployment.

Willis (1977) analysed the pathways into employment taken by working class boys. Most of the literature after that, in addition to investigating career trajectories from a variety of standpoints, also concentrates on the rising unemployment facing the early school leaver. This has led to a plethora of psychological studies into the effects of unemployment on the young e.g. Banks and Ullah (1988), Winefield et al (1993), O'Brien & Feather (1990). These are well documented with many other studies in Feather (1990). Suffice to say that the main thrust of all this research has been to investigate the effects of unemployment on the psychological well-being of the transitional adolescent. Most of these studies have been longitudinal in nature with cross-sectional components. For the purposes of this research, one finding which is important is that of Winefield et al (1988). They extended the work of previous researchers who had mainly compared groups of employed and unemployed young people, by investigating the effect on the well-being of young people of being in unsatisfactory work. In doing so the authors discovered that their subjects were affected negatively by taking up such jobs and that this had an even greater effect on them than unemployment had on the young.

2.4 Education

This concern with the unemployed young person has led to a concentration on the transition from school to the labour market. Since the Great Debate of 1977, education has been blamed for not preparing the young for the world of work (see Pring, 1989). New courses and examinations have been introduced. Schools have

been subjected to what is called the new vocationalism (Bates 1984, Dale 1985). Stronach has argued against the wisdom of this approach:

“The more unemployment grows, the more training must be needed. The more training is needed, the more it must be the fault of the young, or of their teachers. In more polemic mood, I conclude that what we have uncovered, of course, is Young’s Law of Vocational Absurdity: that vocational preparation expands in inverse proportion to the likelihood of jobs.”

(Stronach 1990, p 165).

Much has been written about this transitional experience from school to work or the various training schemes. However as Roberts states:

“Educational solutions to youth unemployment are yielding diminishing returns. Young people are being offered more vocational programmes, work experience and generic skills than ever. New wine is being poured into old bottles. Traditional academic syllabuses are being replaced by up-to-date technical and vocational courses. Young people are being prepared more thoroughly than before for employment that has become scarcer than ever. Attempts to strengthen the links between schooling and job requirements and to make young people more competitive lead only to frustration and disillusionment when labour markets cannot deliver deferred rewards.”

(Roberts 1985, p 430).

Watts (1979, 1983) has argued for schools to introduce pupils to discussion and preparation for a life after school which may contain periods of unemployment. He understood the resistance of teachers to introduce this topic into the school but

emphasised that though unemployment was not an educational problem, it was a problem for education. King (1989) investigated the post-school trajectories of early school leavers in Aberdeen and Dundee. He investigated the psychosocial correlates of being in employment, unemployment, Youth Training Schemes and in Further Education. His conclusions of the detrimental effects of experiencing periods of unemployment led him to urge educational policy makers to acknowledge the reality of youth unemployment. He suggested that

“it is the responsibility of educators to increase the general awareness and acceptance of this situation and furnish individuals with cognitive, affective, and behavioural styles that will allow them to cope positively with the stresses of unemployment, whilst maintaining a realistic commitment to the labour market.”

(p260).

In spite of the precarious employment scene awaiting young people, many still leave school as soon as the compulsory period is completed.

Senior in his investigation of the factors involved in young peoples' decisions to leave school in the Motherwell area, concluded:

“Innate ability as proxied by the number of ‘O’ Grades attempted was the most significant influence upon the school leaving decision - the most able pupils were the least likely to leave school at 16.”

(Senior 1986 , p 78)

This emphasis on ability being measured by the number of Ordinary Grades attained does not take into account any other factors such as learning style. In fact it prolongs the use of the stereotype that SCE examinations are the measure of ability. There is no awareness that very able pupils may not attain good examination results and, consequently, scarce research into why this should be so.

2.5 Personality

When Jung's theories on psychological types were first published in 1921, (revision by Hall 1991), he wrote in a foreword to the text

“This book is the fruit of nearly twenty years work in the domain of practical psychology. It grew gradually in my thoughts, taking shape from the countless impressions and experiences of a psychiatrist in the treatment of nervous illnesses, from intercourse with men and women of all social levels, from my personal dealings with friend and foe alike, and, finally, from a *critique of my own psychological peculiarity*”. (Italics, author's own)

(p (xi))

He drew not only on his medical, psychiatric and personal experiences of the people he met and worked with, but also placed his theoretical developments within a wider historical context, drawing on the writings of such greats as Schiller, Nietzsche and Spitteler in order to

“bring the experiences of a medical specialist out of their narrow professional setting into a more general context, a context which will enable the educated layman to derive some profit from them”.

(Ibid, p (xi))

He chose this way of presenting his theory because he firmly believed that

“the psychological views presented in this book are of wide significance and application”.

(Ibid, p (xi))

Towards the end of his life he co-operated with one of his assistants, Aniela Jaffe, in the writing of his memoirs. Commenting on the incentive for the development of his theory of psychological types he notes

“This work sprang from my need to define the ways in which my outlook differed from Freud’s and Adler’s. In attempting to answer this question, I came across the problem of type; for *it is one’s psychological type which from the outset determines and limits one’s personal judgement*. My book therefore was an effort to deal with the relationship of the individual to the world, to people and things. It discussed the various aspects of consciousness, the various attitudes the conscious mind might take towards the world, and thus constitutes a psychology of consciousness regarded from what might be called a clinical angle”. (Italics by author).

(Jung 1983, p 233)

Thus, it was Jung’s fascination with the different approach to interpreting the problems of patients that he took from that of Freud and Adler which provided the motivation for the formulation of his ideas on the development of psychological types. His hope was that his theory would have wide application enabling others to understand the way their minds worked and the effects this had on their decision-making skills.

Drawing on his clinical experience, Jung describes the two main categories into which he sees human beings fall, viz. the introverted and the extraverted:

“In my practical medical work with nervous patients I have long been struck by the fact that besides the many individual differences in human psychology there are also typical differences. Two types especially become clear to me; I have termed them the introverted and the extraverted types. When we consider the course of human life, we see how the fate of one individual is determined more by the objects of his interest, while in another it is determined more by his own inner self, by the subject”.

(1971, p3)

Jung described introversion and extraversion as the two basic orientations/attitudes of the individual. However as quoted above, he did see many other differences in his patients and proceeded to further categorise four mental functions which he asserted could be used in either of the two orientations.

“Closer investigation of the individual psychologies that fall into one group or the other will at once show great differences between individuals who nevertheless belong to the same group. If, therefore, we wish to determine wherein lie the differences between individuals belonging to a definite group, we must take a further step. Experience has taught me that in general individuals can be distinguished not only according to the broad distinction between introversion and extraversion, but also according to their basic psychological functions. For in the same measure as outer circumstances

and inner disposition cause either introversion or extraversion to predominate, they also favour the predominance of one definite basic function in the individual. I have found from experience that the basic psychological functions, that is, functions which are genuinely as well as essentially different from other functions, prove to be thinking, feeling, sensation, and intuition. If one of these functions habitually predominates, a corresponding type results.”

(Ibid, p 6).

Jung explained that this theory had a very long gestation period, as each element of it was discovered gradually. During one of the lectures he gave in the University of Houston in 1957 (see McGuire & Hull, 1978), Jung said

“I first saw the introverted and extraverted attitudes, then the functional aspects, then which of the four is predominant. Now mind you these four functions were not a scheme I had invented and applied to psychology. On the contrary, it took me quite a long time to decipher that there is another type than the thinking type, as I thought mine to be - of course that is human. It is not. There are other people who decide the same problems I have to decide, but in different ways. They look at things in an entirely different light, they have entirely different values. There are for instance, feeling types. And the last, and the most unexpected, was the sensation type. And only later I saw that these are naturally the four aspects of conscious orientation”.

(McGuire & Hull, 1978, p 320)

Jung's type description can be summarised in the following way;

In those individuals who exhibit an extraverted attitude to their world, their energy is seen to flow outwards towards the objects of their attention. Such types are easily motivated by external factors and their interest in the world around them results in a greater ease in relating with the objects there including people. They engage easily with their external world and those in it. This is in marked contrast to those who adopt an introverted attitude. Here the individual draws energy from their external world, using it in their important area, viz. within themselves where they can retreat and concentrate on subjective factors. Spending more time and energy in this preferred world, the introverts inevitably are seen as less confident in their relating to the external world. In exploring the implications of these differences for children, Fordham (1953) notes the extraverted children are often popular with parents and teachers, coming across as well-adjusted and brighter than their introverted companions. The latter are less able to make such a marked impression on the adults around them and, being more thoughtful and reflective, they tend to develop a more cautious approach to their surroundings, particularly when they are unfamiliar, and this in turn often causes concerned adults to become over anxious on their behalf. (p 32).

The extraverted child grows, if unhindered by the surrounding significant adults, into an adult who enthusiastically engages with his or her environment, preferring to work with others rather than alone. On the other hand, introverted adults prefer to work either on their own or in very small groups and tend to withdraw to recoup

their energies after connecting with their outer world. Both types have their own set of difficulties, with the extraverts weakness being a tendency to superficiality while the introverts' problem is that they tend to be overlooked.

Jung outlined the four functions which individuals use to orientate themselves in both their outer and inner worlds. Sensation is a perceptive function through which knowledge is gathered by the physical senses and as such is an irrational function. Physical experience is taken for what it is. Sensation as with all the functions can be either extraverted or introverted. In the former case, attention is concentrated on the object giving rise to the sensation, whereas in the latter case it is the experience of the sensation itself which is the more important.

The other irrational function which Jung described is that of intuition, a creative process which relies on perceptions from the inner world where all possibilities can be imagined. Intuition is more than a mere perception, for it is an active creative process which seizes upon the situation and tries to alter it according to its vision (Fordham 1953, p 43). Where intuition is extraverted, emphasis is placed on variety, change for change sake - new possibilities are of the utmost importance.

The danger for this type lies in the difficulty in seeing things through to a conclusion as there is always the tendency to veer off in search of yet another possibility to investigate.

The introverted intuitive type of person is more concerned with what Jung called the collective unconscious, directing energy towards the myths, the underlying story lines in human experiences. Where this function is developed to a high degree, the introverted intuitives are often found to be the prophetic people drawing others' attention to unseen realities. If this approach is untethered then the danger for these people is that they can be judged by others to be virtually insane.

The two remaining functions are both rational ones; thinking and feeling. In the exercise of the thinking function, an individual's actions "are usually the result of an intellectually considered motive" (Fordham, 1953, p 37). Things are thought out and conclusions reached on the basis of the consideration of objective data. Life is based usually on a set of principles and one of the main dangers for such a person is the tendency to insist that others live by the same principles. Where other aspects of the personality are not well developed it is possible that the thinking type can cling to redundant schema and theories based on out of date facts. Where this function is directed at the outer world, interest is concentrated on facts and material in the real world. Care needs to be taken that there is not an unwarranted build-up of facts or the extraverted thinker becomes submerged by them, resulting in an inability to make appropriate connections between them. The focus for thinking when it is directed to the inner world is in the realm of ideas; interest is in the development of theories where connections are made between unseen realities. Here there is often a philosophical approach taken to the questions put to them. To illustrate this point Fordham (1953) quotes the example of an incident involving

Schopenhauer, who on being asked by a gardener what he thought he was doing standing in the middle of the park's flower-bed and who he thought he was, replied, "Ah! If only I knew the answer to that!" (p 39). The dangers around for this type are quite clear!

Finally, there are the feeling types with their strong sense of history and a hierarchy of values to which they adhere strictly. A well developed feeling function thrives in situations which values the importance of personal relationships. As with the other functions the direction to which feeling is turned results in two quite different personalities. Where feeling is directed outwards, emphasis is placed on communicating with the others, being aware of them and their value systems. Harmony in human intercourse is a high priority for these types and an inherent danger lies in the sacrifice of genuineness that may have to be made in order to maintain the peace. A very different picture emerges when feeling is directed inwards. Others can often sense the intensity of evaluation which is going on within an introverted feeling type but cannot get a grip of it. As Fordham (1953) says, these people are often spoken of in terms of "still waters run deep" (p 41). They can experience great sympathy for people but tend not to be demonstrative. Their difficulties lie in their non-adaptability; unlike the extraverted feeling type they are less able to play a part and tend to experience distress if they are expected to act in this way.

Jung postulated that all individuals could use all 4 functions, in fact needed to do so to reach balanced decisions but that there was a hierarchy of preference and use of

the four. The most preferred function would be used in the attitude which was also preferred by the individual as described above, giving rise to 8 types as follows:-

Extraverted Sensing Type	Introverted Sensing Type
Extraverted Intuitive Type	Introverted Intuitive Type
Extraverted Thinking Type	Introverted Thinking Type
Extraverted Feeling Type	Introverted Feeling Type

Each of these types were in addition characterised by the second preferred function, known as the auxiliary. From his observation of people, Jung concluded that there was a balance present in this duo function in that, if the dominant function was one of the perceiving irrational ones - sensing or intuition, then in order to reach well-balanced decisions and choices, the individual would use whichever was the preferred rational function i.e., thinking or feeling. Thus 16 types were arrived at:-

Extraverted Sensing with Thinking	Introverted Sensing with Thinking
Extraverted Sensing with Feeling	Introverted Sensing with Feeling
Extraverted Intuition with Thinking	Introverted Intuition with Thinking
Extraverted Intuition with Feeling	Introverted Intuition with Feeling
Extraverted Thinking with Sensing	Introverted Thinking with Sensing
Extraverted Thinking with Intuition	Introverted Thinking with Intuition
Extraverted Feeling with Sensing	Introverted Feeling with Sensing
Extraverted Feeling with Intuition	Introverted Feeling with Intuition

Jung was not closed to the possibilities that there could be additional ways in which the individual could get his/her bearing on their world. Nevertheless, having tried to discover other ways and failing, he concluded that the resulting 16 types he

described were sufficient to enable people to understand their own particular way of decision making.

During his University of Houston lectures, when giving an overview of the development of his theory of Psychological Types, he concluded that

“The aspect of the world is not one, it is many - at least 16, and you can just as well say 360. You can increase the number of principles but I found that the most simple way is that which I told you, the division by 4, the simple and natural division of a circle”

(McGuire & Hull 1980, p 321)

From this statement the intuitive nature of his theorising is clear... Jung depicted himself as primarily an introverted thinking type who used his intuition to communicate his theoretical stance.

Jung developed many other theories in relationship to the unconscious e.g., his work on archetypes and the shadow. (See Jung 1972, 1978). It was these aspects of his theorising on which Jungian psychoanalysts tended to concentrate, neglecting the more psychological theory of type.

Jung saw his theory of psychological types as being of immediate relevance in every day life, enabling people to understand their own and others' mental habits and how different approaches to seeing a problem and/or deciding on a solution could lead to conflict. He hoped that his theory would be used in an educative way to enable people to use their differences constructively. He himself had struggled

with trying to learn how types other than introverted thinkers worked. His hope was that his theory would have wide application - that it would enable marriage partners to reduce conflict through understanding one another's ways of seeing their world; that parents and teachers would learn how their children and pupils worked best and that clinicians and therapists would be able to learn to see things from their patients' point of view.

It was left to two American women to develop this educative side of Jung's intentions. I.B.M. Myers explained in the overview of her work (published posthumously in 1980) that the aims of herself and her mother, Katherine Briggs, had been to spread knowledge of Jung's theory of psychological type and to develop a tool which would enable individuals to access this theory in order to apply it to their personal and working lives. The tool they developed is now known as the Myers Briggs Type Indicator (MBTI).

Briggs had developed her own typology and exchanged views with Jung about their respective schema. Although Briggs' work was never published, her thinking provided much of the impetus for Myers' writing.

She encouraged her daughter to make Jung's theory more accessible particularly in the field of career guidance. One of the major tasks facing Myers was how to deal with the dynamic approach to typology included in Jung's theory. It was not enough for individuals to understand which of the dichotomous attitudes and functions they preferred. It was also important that they discover their own

hierarchy of functions and to which world (inner/outer) each was directed. Myers developed a scale which put people in touch with their approach to their outer world in relationship to time management and order. Her underlying rationale was that, in the exercising of the sensing and intuitive functions, the individual was responsive to the perceptions from the outer world of physical data or the inner world of ideas. On the other hand, in using thinking and feeling the individual was taking control of the options available in decision making and thus was making a judgement by either testing out the logical consequences involved, or weighing the values inherent in the decision. Myers' 4th scale was a measure of the degree to which individuals indicated their preference for taking either this judging - controlling approach to their outer world, or as in the former case, using a more open ended - perceptive style.

By this means Myers was able to devise a shorthand formula which would enable MBTI users to have an indication of an individual's preferred attitude and their hierarchy of functions. See Figure 2.1.

In this MBTI shorthand,

E stands for Extraversion

I stands for Introversion

S stands for Sensing

N stands for Intuition

T stands for Thinking

F stands for Feeling

J stands for Judging

P stands for Perception

Figure 2.1**MBTI Formulae and corresponding Jungian Types**

<u>MBTI Types</u>		<u>JUNGIAN Types</u>
ESTP	—————>	Extraverted Sensing with Thinking
ESFP	—————>	Extraverted Sensing with Feeling
ENTP	—————>	Extraverted Intuitive with Thinking
ENFP	—————>	Extraverted Intuitive with Feeling
ESTJ	—————>	Extraverted Thinking with Sensing
ENTJ	—————>	Extraverted Thinking with Intuition
ESFJ	—————>	Extraverted Feeling with Sensing
ENFJ	—————>	Extraverted Feeling with Intuition
ISTJ	—————>	Introverted Sensing with Thinking
ISFJ	—————>	Introverted Sensing with Feeling
INTJ	—————>	Introverted Intuitive with Thinking
INFT	—————>	Introverted Intuitive with Feeling
ISTP	—————>	Introverted Thinking with Sensing
INTP	—————>	Introverted Thinking with Intuition
ISFP	—————>	Introverted Feeling with Sensing
INFP	—————>	Introverted Feeling with Intuition

This in turn left the way open for introducing those who took the Indicator to the need to develop aspects of their personality by means of exercising the less preferred functions.

Once the MBTI was accepted for publication as a research instrument in 1962, it was widely used in many research fields (see Myers & McCaulley, 1985). The

manual gives details of the development of the different forms of the Indicator (Myers & McCaulley, 1988) and Saunders (1990) provides an excellent documentation of the history of the life and work of Myers and her mother.

The majority of these studies focused on careers and educational issues. The former generally followed the format of an investigation of the spread of types to be found in any one occupational category. The proportion of types in the particular career under study were arranged in a logical framework known as the Type Table (for an explanation of this see Myers with Myers (1980, pp 27 - 51)). This in turn paved the way for a host of research studies where type tables of the group under study were compared to other groups. These comparative type tables led to the production of the MBTI atlas (MacDaid G.P., McCaulley M.H & Kainz R.I., 1986) which has subsequently provided MBTI users with a variety of comparative base populations.

Kainz (1976) developed a computer programme - The Selection Ratio Type Table Programme - to assist in the speedy analysis of these comparisons. The rationale is that individuals, by means of their type preference, self select themselves into different careers disproportionately. This has subsequently been applied to other settings and research interested where the self selection aspect is not so prominent e.g., the spread of types to be found in alternative schooling programmes, and in prison populations.

Carlson and Levy (1973) grasped the nettle of empirically testing Jung's theory of psychological types. They noted the dearth of such studies by academic investigators, attributing this in part to the abstractness of Jung's writings. However, they did propose a more fundamental cause:

“The functionalist, environmentalist, positivist Anglo-American psychology of recent decades (Allport, 1957) failed to resonate to the possibilities of Jungian thought. Insofar as the type theory was noted at all, it was collapsed to a concept of ‘introversion-extraversion’, assimilated to quantitative, psychometric paradigms, and emerged as a family of introversion-extraversion scales having little to do with Jung's conceptualisation.

Recent trends suggest that this situation is changing. As psychology becomes increasingly concerned with internal experience, with cognitive and affective processes, and with qualitative aspects of behaviour, a ‘rediscovery’ of Jungian thought is underway. In this context, the type theory seems especially promising as a framework for inquiry since it presents a coherent model of personality which identifies an individual's basic stance toward the environment and his preferred modes of perceiving and judging experience.

Obviously, such a model should have important implications for exploration of basic psychological issues.”

(p 560)

They carried out four studies examining the predictions from Jungian theory regarding which types would perform best in two short term memory tasks, in a test of social perception (through judgement of facial expressions) and finally which

types might be more inclined to become a social service volunteer (by examining the spread of types present in work with disturbed adolescents). All studies yielded “unambiguous support for derivations from Jungian type theory on several substantive problems in both laboratory and field settings” (p 573). Accepting the fact that the studies were relatively small scale ones, they ventured to suggest that their findings point to

“the usefulness of Jungian type theory as a conceptual framework capable of generating new insights into person-situation relationships, and worthy of serious development at this point in personality research”.

(p 573)

Carlson (1980) conducted three other research studies in this area. The sample groups for these studies had all been given the MBTI and Carlson carried out a retrospective analysis of previously submitted text held in the researcher’s archives. One study in particular is important here. Carlson predicted that intuitives compared to sensing types would be more likely to develop personal constructs that are inferential rather than concrete. Using the role construct repertory test based on Kelly’s Personal Construct Theory, Carlson found that 16 of the 20 intuitives as compared to 3 of the 14 sensing types offered a preponderance of inferential constructs (a result significant at the 0.01 level). No significant differences were found for either the extravert/introvert or thinking/feeling dimensions. The nature of the different reference points for sensors and intuitors with respect to

concrete/inferential material has a bearing on the present research study. Carlson concluded that the findings of these studies and those of Carlson and Levy (1973)

“...add to the increasing body of evidence supporting the power and generality of type theory and the value of the MBTI as a sensitive indicator of psychological type”.

(p 809)

Education has provided a rich field of study for MBTI researchers. The main interest areas have been the unequal spread of academic achievement across psychological types, the matching/mis-matching of teaching and learning styles, the understanding of how a child/young person learns best and the disturbed/disturbing child in a classroom setting. In the field of higher education, interest has focussed on achievement, subject choices, counselling methods used with different students etc. Myers (1971) emphasised the need to take type difference into account when teaching children, especially at the primary stage. She pointed out that sensing children preferred doing something rather than listening to the teacher whereas the intuitive child focussed more on the meanings behind the words/actions. She found that in all her studies it was primarily the sensing/intuition divide which contributed to the greater discrepancy in scholastic achievement. The intuitives preference for an interest in language, the main medium of teaching, gave them an advantage over the sensing pupils. She contrasted the percentages of sensing and intuitive students present at 5 various levels of scholastic achievement. Her findings regarding the relative percentages are given in Table 2.1. As academic achievement increases, the proportion of intuiters increases.

Finalists for National Merit Scholarship (n = 671)	S : N = 17 : 83
Freshman at Ivy League Colleges (n = 3676)	S : N = 41 : 59
Academic 11 th and 12 th Graders in Pennsylvanian High Schools (n = 3503)	S : N = 58 : 42
Non-academic 11 th and 12 th Graders in Pennsylvanian High Schools (n = 1430)	S : N = 85 : 15
Adults who did not finish 8 th Grade (n = 500)	S : N = 99.6 : 0.4

Table 2.1 Relative percentages of Sensing & Intuitive Types at different levels of scholastic achievement.

(Adapted from Myers 1971, p 128)

Lawrence (1979) set out to raise teachers' awareness of the presence of different psychological types in the classroom and the effects of this on the learning process. He not only co-ordinated many research studies carried out in the University of Florida but also disseminated the findings to Universities, Educational Departments, schools and teachers whenever the opportunity presented itself. Summaries of many of the research studies carried out in this field can be found in Hoffman and Betkouski (1981) and Lawrence (1984). It is within the field of American education that the concept of psychological type has had the greatest impact. Many teachers have found their teaching enhanced by an understanding of the disproportionate spread of different psychological types in classes of children and adolescents up to the age of about 16, prior to opting in or out of the education system.

Applying the findings of many of the research studies referred to above they have been able to find ways of taking type into account in order to reduce the imbalance in scholastic achievements. Lawrence's (1979) reporting of the particular difficulties experienced by the children and young people who find themselves within the extravert and sensing quadrant of the type table has led to alterations in the presentation of the curriculum, use of different seating arrangements (Lawrence, Galloway & Lawrence (1988)), reframing of some factors involved in pupils' disruptive behaviour, better learning support programmes and more type-oriented career guidance.

One of Lawrence's major contributions in this area has been the dissemination of Jung's emphasis on the need to use all four functions when involved in decision-making and problem-solving. This has led to what has become known as the Zig-Zag method of decision-making and can be summarised as follows:

First use sensing to ascertain all the necessary facts; next use intuition to expand the ways of interpreting the problem and to look for new possibilities in the facts in order to find a solution; analysis of the logical consequences of each possible solution is then necessary and finally, an assessment of how deeply the possible solution would affect the persons involved in the decision-making process.

Lawrence proposed that teachers introduce pupils to this method of decision-making, so that they could achieve more thought-through decisions. He also advocated this technique in analysing the problems pupils experienced within the educational setting. Thus, it may be that in observing how a particular child sets

about tackling a problem, he/she may quickly skip over the fact gathering part, become very vocal in offering a variety of possible solutions off the top of their head, spend most of their time on thinking through what might happen if each solution was chosen and give little heed to how the decision might effect themselves or others. According to the Jungian theory, this would be the natural way for a child to behave if their dominant function was thinking and their auxiliary was intuition. Without going into the intricacies of the Jungian theory both Myers and Lawrence saw this approach to decision-making as beneficial to teachers in enabling their pupils to analyse their own decision-making styles and compensate for their areas of weakness.

As state schools in most countries are controlled by government departments, successful infiltration of new ideas and applications normally require the agreement of such bodies. Duch (1979) outlines the work carried out for all Roman Catholic Schools administered by the Diocese of Pittsburgh. This work has proved a good model for approaches to other education authorities.

Chapter 3

METHODOLOGY

3.1 Introduction

This study has been designed in order to explore the experience of a group of young people as they journeyed towards adulthood.

In 3.2 the rationale for the particular methods chosen will be discussed.

3.3 will outline the design used.

In 3.4 the method of selecting the sample will be described.

Finally 3.5 will describe all the measures used.

3.2 Rationale

The aim of this research has been summed up as two-fold. Firstly, to ascertain the personality profiles of the participants and so to investigate the effects of personality on their scholastic achievements and their consequent career trajectories; secondly, to explore their experience of 'coming-of-age' and the adolescent/adult transition. The data to be collected would be both of a quantitative and qualitative nature. From this alone it would be necessary to address the issues which the use of a qualitative method poses for many in the social science field. In addition to this, the researcher set out to be seen as being alongside the participants as they navigated their way through the years covered by the research study. This

research style has increasingly been adopted by social scientists who wish to have a picture of the participants' world

“as it exists to those under investigation, rather than as the researcher imagines it to be”

(Filstead, 1970, p 4)

Thus, both from the point of view of the use of qualitative material, and the adoption of a user-friendly style for researcher/participant interactions, it is necessary to address, at this point, the justification for such an approach.

Qualitative methodologies are used by researchers in order to reach an understanding of the meanings, rather than the facts, of human behaviour. Data is obtained from respondents through the use of open-ended questionnaires/tasks and by means of interviews. These can be depth interviews using the minimum of intervention by the interviewer or can combine a qualitative and quantitative approach in semi-structured designs. A variety of methods of analysis are available to the researcher which allow themes, patterns and categories to emerge from the data, rather than be provided by the researcher a priori.

The use of such methods are viewed by those who confine their work within a quantitative framework as unscientific i.e., they do not conform to the strict definition of science: the systematic study of the nature and behaviour of the material and physical universe, based on observation, experiment and measurement.

When founding Positivism, Comte rejected theology and metaphysics in favour of

experimental investigation and observation as the only sources of substantial knowledge. Hollway (1989) claims that:

“It was the spectacular developments in biology which provided the conditions for psychology to escape its roots in philosophy and in theology and to claim the status of science.”

(p 89)

and she challenges the proponents of a psychology purely based on measurement to examine what it is they do, for such methods cannot help them “understand people” (p 88).

Experimental psychologists studying human behaviour favour such an approach on the grounds that it is an objective method of study. Jung (1971) challenged this stance:

“The ideal and aim of science do not consist in giving the most exact possible description of the facts - science cannot compete as a recording instrument with the camera and the gramophone - but in establishing certain laws, which are merely abbreviated expressions for many diverse processes that are yet conceived to be somehow correlated. This aim goes beyond the purely empirical by means of the *concept*, which, though it may have general and proved validity, will always be the product of the subjective psychological constellation of the investigator. In the making of scientific theories and concepts many personal and accidental factors are involved... I mistrust the principle of ‘pure observation’ in so-called objective psychology unless one

confines oneself to the eye-pieces of chronoscopes and tachistoscopes and suchlike 'psychological' apparatus".

(pp 8-9)

Scriven (1972) questioned whether quantitative methods guarantee objectivity any more than qualitative methods are synonymous with subjectivity, asserting that questionnaires and tests are no less open to the intrusion of researcher bias than the making of observations in the field or asking questions in interviews. Scriven argued that numbers didn't protect against bias; rather they sometimes merely disguised it. Siedman (1977) highlighted the need to recognise the inherent subjectivity involved in methods of quantification where the process included 'selection' of parameters and baseline data, the interpretation of findings and the selection of facts and evidence. He claimed that objectivity was a myth, since subjectivity is always intricately involved, though rarely acknowledged. Patton (1987) took up the theme that all statistical data are based on someone's definition of what to measure and how to measure it. He exemplified this by arguing that the consumer price index is made up of very subjective decisions of what to include in the index. Unemployment statistics afford another example, as the number of ways in which these have been defined and collated over the past fifteen years has become a study in its own right. More than thirty changes have been made regarding eligibility for inclusion in the unemployment register since 1982.

In the qualitative research field it is important to pay attention to the relationship between the researcher and the researched. Jones (1985) notes that it is important that respondents

“trust us enough to believe that we will not use the data against them, or that we will not regard their opinions as foolish; that they are not trying very hard to please; or are not so untouched by us as individuals and the process of being interviewed that they produce a well-rehearsed script that tells very little about what actually concerns and moves them...”

(p 51)

Jones argued that it is a fallacy that the researcher can get to some objective truth by means of eliminating the social interaction going on between the interviewer and the interviewee. Rather, she turns the argument about the need to avoid interviewer bias on its head, by encouraging the researcher to use the bias which is inevitably there in a constructive manner. She advised researchers to

“use their bias as human beings creatively and contingently to develop particular relationships with particular people so that they can tell us about their world and we can hear them. In doing this we use ourselves as research instruments to try to empathise with other human beings”.

(p 48)

Researchers need to take into account the likely range of experience and possible reactions of people to be interviewed and adapt their approach and self-presentation

appropriately (Walker, 1985). In addition, Walker recommended that the researcher's style be adapted to the particular person being interviewed and to the shifts in the interaction. In exploring the issues around gender identity, Hollway (1989) devised a method which she described simply as talking with people in such a manner that they felt able to explore material about themselves and their relationships in a searching and insightful way. For the purpose of this present research study it is enough to note here that the manner of approach to the participants and the willingness to meet them on their own terms can be an important element in the degree to which they will engage in the research. This in turn, affects the degree of confidence placed in the conclusions.

To avoid participants feeling that they have been exploited in any way, the researcher can provide something of value to them in exchange for the information they will supply.

A major study incorporating such an exchange or fair trading component was Marienthal, the study carried out by Jahoda and her colleagues in an Austrian community which had experienced the closure of its local factory, the main source of employment. The researchers became part of the community, living among the people and contributing necessary services in exchange for their co-operation as participants in the study. The main principle was that none of the researchers were to be mere reporters or observers; rather:

“Everyone was to fit naturally into the communal life by participating in some activity generally useful to the community.”

(Jahoda, Lazarsfeld & Zeisel, 1972, p 5)

The range of services on offer was wide, including mending clothes and shoes, running courses and the free delivery of medical services in exchange for access to medical files.

Within qualitative research the ethical stance is based on the principle enunciated by Trist (1980) when he advocated the importance of using research methods which “gave some kind of service to the community in order to gain legitimate access.” (p 146)

Fineman (1983) used this model when he offered counselling to the participants in his investigation of the effects of unemployment among ‘white collar’ workers. The degree to which the researcher becomes a participant in the research process does have to be monitored. Patton (1987), working in the field of evaluative research, outlined his strategy:

“The ideal is to negotiate and adopt that degree of participation which will yield the most meaningful data given the characteristics of the participants, the nature of questions to be studied, and the socio-political context of the setting.”

(p 76)

Qualitative researchers in defending their methodology draw on the fact that the matter of social sciences is intrinsically different from that of the natural sciences and as such it is not appropriate to ape the same methods. Carlson (1980) commenting on experimental psychology, suggested the possibility that by

“relying on the docility of captive undergraduates, imposing arbitrary tasks dictated by experimental designs, and insisting on behavioural evidence, we may have abdicated the search for personal meanings.”

(p 810)

Smoller & Youniss (1985) researched the differences across three age cohorts (pre-, mid and late adolescents) with respect to their self-conceptions in their relations with significant others. The method used was the completion of open-ended sentences. The researchers drew the conclusion that self-concept development in adolescence is discontinuous, with the two older age groups producing evidence of qualitatively different self-conceptions than those obtained from the youngest group. Of importance here is the fact that in reflecting on this conclusion in the light of the methodology they used, they stated:

“It is clear that these qualitative differences would not have been uncovered without the utilisation of a relational perspective and a free responding.”

(p 263)

Honess and Edwards (1987) echo the value of including a qualitative component in their research on adolescent development, stating that “the qualitative understanding informing any research endeavour cannot simply be replaced by a quantitative analysis” (p 246). Hollway (1989) cautions against reducing the phenomena the researcher experiences to those which can be measured and thus trivialising the topic under study (p 2). Brown (1987) supported the need to go beyond the use of quantitative methods if as full as possible an understanding of the

subject matter is to be obtained. He investigated working-class pupils' school experiences, using questionnaires and observational procedures. Advocating the combination of methods he emphasised the need to "get behind the ticked boxes if a fuller appreciation of the processes and shared understanding of being a working-class pupil in school is to be achieved." (p 9).

Qualitative methods make use of free-response techniques. Where a written response is sought tasks can be fully open-ended where the participants are asked to produce a piece of free text. The essays produced by adolescents using the title "The School that I'd Like..." provided such an example (Blishen, 1969). Gow and McPherson (1980) included open-ended tasks with the 1977 and 1979 postal surveys of Scottish School Leavers; the respondents were invited to write freely on their school experiences. Hollway (1989) included material from journals in her gender study. A variety of methods are also used by qualitative researchers when they are interviewing people. The two main examples are depth interviews and semi-structured ones. The former are the more open-ended with the interviewer providing the minimum of guidance to the interviewee. However, as Jones (1985a) points out, "there is no such thing as presuppositionless research. In preparing for interviews researchers will have, and should have, some broad questions in mind." (p 47). She cautions against the approach to interviewing which leaves the interviewees having to 'figure out' what the researcher really wants them to talk about. Depth interviewing is a very useful method when the number of potential interviewees is not too large and where the researcher's questions are of a very

general nature allowing the interviewee to respond freely to a topic or issue rather than a specific question. Semi-structured interviewing on the other hand allows the interviewer to introduce target questions at appropriate points during the interview. This introduces a measure of structure to the interview, which need not interfere with the interviewee's free responding. It does ensure that the specific aspects in which the interviewer is interested are actually covered during the interview. Hitchcock & Hughes (1989) outline the various methods which can be used in interviewing and Jones' (1985a) cautionary advice to those carrying out depth interviews (as mentioned above), can be applied in the semi-structured setting to advantage.

When Smollar & Youniss (1985) outlined the advantages in using a free-responding method, they also pointed out a dilemma in that such a method presents problems for analysis since "it does not allow for more sophisticated forms of analysis and perhaps allows too much 'experience bias'". (p 263).

Researchers working with a qualitative framework often use triangulation of different methods in order to increase their confidence in the validity of their findings. The concept was introduced into sociological research by Denzin (1970), who, arguing that "sociology's empirical reality is a reality of competing definitions, attitudes and personal values" (p 300), concluded that multiple methods should always be used. He distinguished between 'within methods' and 'between methods' approaches. By means of this approach, Denzin believed that a check

could be kept on consistency. Walker (1985) compares this approach to that of Mannheim (1936) who took the stance that different perspectives should be viewed as complimentary and additive. The basic principle is that the one research focus is viewed from a variety of vantage points. Cohen & Manion (1980) recommended its use within the educational field so that the teacher carrying out research does not bias or distort the picture of the particular slice of reality being investigated (p 254). Triangulation is therefore one way in which qualitative social scientists can introduce greater levels of confidence in their conclusions.

Whichever method is used to enable participants in qualitative research to present their view of the subject under study, the next point which has to be addressed is that of the analysis of the data. Jones (1985b) claims that the analysis of data collection by qualitative methods is a highly personal task (p 56). Patton (1987) emphasises the need to use inductive analysis of the material, so that patterns, themes and categories emerge from the data. He distinguishes two forms of analysis; one where the analyst takes the categories supplied freely by the participant (e.g., labels used) and attempts to understand and describe the underlying concepts and meanings; secondly, the analyst, recognising that unnamed categories exist, sets out to identify and name them. Strauss (1987) explained the basic process involved where by the focus of analysis is on organising many ideas which emerge from the analysis of the data. The underlying theory that has given rise to the growing variety of methods of analysing qualitative data is that expounded by Glaser & Strauss (1967) viz. Grounded Theory. This emerged from

their study of the handling of dying patients by hospital staff. They used field observation and depth interviewing. They emphasised the need for research conclusions and resulting theories to be fully grounded in the data. To arrive at a theory from by means of the analysis of such open-ended data requires a systematic approach to the data. In those cases where extensive interviewing or observation has been carried out, the degree of analysis is very detailed and complex. The basic method is to sift through the data in order to detect empirical indicators i.e., actual data such as behavioural actions and events, observed or described in documents and in the words of interviewees and informants. Strauss describes these data as “indicators of a concept the analyst derives from them” (1987, p 25). Coded categories begin to emerge. Coding involves the discovery of the naming of categories. The researcher through detecting associated sub-categories gradually discovers emerging concepts. Hollway used the detection of ‘signifiers’ in her research; in analysing the conversations in which she took part, she had to get underneath the words which had been used to find out what they signified to the user. If the material is quite brief, then the number of emerging categories will inevitably be few. However, it is important that the same amount of care is taken in the elucidation of them, so that they are “genuine categories” (Strauss, 1987; p 81) from which valid conclusions can be drawn.

In this present study effort was made to keep the research atmosphere as informal as possible and to ensure that there was some measure of gain for both the individual participants and the two school communities. Using the Myers Briggs Type Indicator to understand the various personality styles of the adolescents in the

study, the researcher would actively involve them in determining their 'true type'. Also, through an explanation of the application of the underlying theory, it was intended that the young people would gain an appreciation of their own style and corresponding implications within an educational and work context. This approach would be taken also in relation to the teachers taking part in the study where hopefully they would gain knowledge that would be helpful both personally and in their work context. The study was also designed to ensure that the school communities would benefit from the experience .

Throughout the research the researcher was conscious of using herself as one of the research instruments and the consequent need to examine this role and the effect on the research process. Every attempt was taken to adapt the methods used to the needs of the participants and so a measure of triangulation was introduced in exploring the career hopes of these young people. Prior to this study, the researcher had been involved for ten years in work using the Myers Briggs Type Indicator. From this experience she was aware that young people would differ greatly in how ably they would respond in various research modalities. Some would find it easy to express their experiences in an individual interview, others within a group context; some would take easily to writing freely about themselves, others would perform best if given guidelines and structure. This knowledge and experience was built into the research design so that all the participants had the opportunity to work out of their strengths as well as have to take part in tasks with which they would naturally be less comfortable. Thus research methods were designed which would

allow participants to work both in groups and individually and to interact with the researcher in ways ranging from tightly structured to virtually unstructured.

The taped interviews used both a quantitative approach to the target questions and a qualitative coding of the responses to the target topics and to emerging categories from the individuals themselves.

Finally, some explanation must be given for the research timeline. Many research studies investigating the transition from school to work, are initiated close to the actual experience of the transition. This poses several difficulties. First it is difficult to know to what extent the findings have been affected by this very proximity e.g., when estimating such factors as self esteem and psychological well-being how is it possible to separate out the possible contributing factors of relief that the exams are over, hopeful or fearful anticipation of the forthcoming results of these exams; concerns in relationship to the decision to stay on or leave school. These are only a few examples of the many internal experiences which could affect the measures taken at such a crucial time in any adolescent's development. Another difficulty here is that such timing does not allow for investigation of how younger adolescents perceive themselves in the future, as they are too close to the experience.

Taking these concerns into account, the study was designed in such a way that a group of young adolescents could demonstrate aspects of their future selves as they

perceived them as well as allow the researcher to explore some of their present issues.

3.3 Design

In order to explore the transitional experiences of a group of adolescents the study used a longitudinal design. This would afford the researcher the opportunity to contact the young people at various points along their transitional path.

The young peoples' experiences of education and work were to be a main focus for investigation. The study was designed to allow the researcher to contact the young people at, or close to, important points of change in relation to these two dimensions of their lives.

In Scottish Secondary Schools, the move from second year into third is an important one for all pupils, as they are about to embark on a new course of study which they will follow for the next two years.

The first term of third year was taken as the starting point for the research, and two more points of contact would occur during this year.

Entry into fourth year is another important step for pupils in Scottish Schools, as it is the year in which they will sit the Ordinary and Standard Grade examinations for the Scottish Certificate of Education. Three more research contacts with the pupils would be arranged throughout this year.

As an underlying theme in this study is the transition from school to the labour market, a research contact with teachers was built into the design to explore their views on some aspects of this transition. This would take place just prior to the end of the pupils' fourth year.

The study was originally designed to build in a cross-sectional component during the following year. The aim was to explore the differing experiences of those young people who were employed, unemployed and who had returned to school, either in a voluntary capacity or because they were Christmas Leavers. This design had to be altered due to a change in Government policy which affected young people from October 1988 to date. Up until this point, school leavers who were unemployed were eligible to register for employment and to receive unemployment benefit. From October onwards, the Government gave all 16 and 17 year olds the assurance of a YTS place if they were unemployed and consequently removed them from the unemployment register. In so doing, the 16 - 17 year olds were effectively removed from the Unemployment Statistics. This, in turn removed the need for unemployment benefits for this age group. The effect was to force young people to take up a YTS placement even if it was an unsuitable one. This effectively removed a potential group from this study. As the experience of employment and unemployment were known to be important in the lives of young people it was decided to alter the design. A two year interim period was introduced, during which two contacts would be made. This would allow the researcher to keep in

touch with as many young people as possible. Within the following year, all the young people would have reached their 18th Birthday. In Britain this is now celebrated as the young person's 'coming-of-age'. It would thus be an appropriate point of final contact with those in the sample in order to explore their experience of adulthood and resulted in the research covering a 5 year period from initial to final contact.

The design used allowed the researcher access to the adolescents at different points during their transition. It did not incorporate a repeated measures component as the researcher wanted to use a variety of instruments, measures and tasks, some of which would be more appropriate at one point in the transition than at another. Questionnaires, open-ended tasks and interviews were all used and the timing of these are given in Figure 4.1 in the next chapter.

In order to enable the young people to feel part of the study, and to help the researcher maintain contact with as many as possible, the researcher undertook to:

- (a) Design a Logo for use throughout the research. (See Appendix 6).
- (b) Give one-to-one feedback of test results in Stage 1.
- (c) Supply all informants with a folder bearing the Logo.
- (d) Take individual photos of each participant. Two copies of these photos were made, one being given to the pupil and the other retained by the researcher to facilitate recall at a later stage of the research. This also

proved helpful when some of the participants came together for their post-18 interviews.

- (e) Use individual interviews to discuss the results of personality testing in Stage 2.
- (f) Send a “Good Luck” card to each participant prior to their presentation for their O/S Grade examinations at the end of Stage 2. (See Appendix 5).
- (g) Send a birthday card to each participant on their 18th birthday. (See Appendix 5).

In this way it was hoped that as many participants as possible would maintain an interest in the research project at a time when so many other aspects of their life would be competing for their attention - the very things which were of interest to the researcher i.e.:

preparation for examinations,
sitting examinations,
decision regarding staying on/leaving school,
taking on ‘beyond school’ careers e.g. the workplace, further education courses, university,
personal decisions regarding engagement/marriage etc.

In order to reduce the sense of the researcher coming from outside the schools to view them from afar, the researcher chose to live within the catchment area for both schools. This allowed for an increase in casual contact, through meeting the pupils in the neighbourhood, in the local shopping centre etc. What effect might this have had on the participants? From the researcher’s perspective the aim was to allow

them to build up an ease of relating which would reduce the need to 'act up' for the interviewer as so often happens when the interviewer is viewed as an outsider. The aim here was to enable the researcher to be seen as a member of the local community as far as possible and to build up trust.

As pointed out in Chapter 2, adolescents are the focus of many research surveys etc. and as schools are a rich source of contact with populations at this stage of development, they are constantly being inundated with requests for access to their pupils. Conscious of this, the researcher here offered to compensate the two target schools for their co-operation by being willing to provide help/service within the schools, where appropriate. The requests made will be discussed in Chapter 6.

3.4 Sample Selection

(i) Geographical Area

The aim was to choose a stratified area which would have a wide variety of housing. The research was sited in Glasgow and an area was targeted which would incorporate a variety of consistent sub-areas. These included housing schemes with a very clear identity, some more amorphous groupings, some quite old areas and others which had been built during the past ten years. Such a variety of areas afforded in turn a wide variation in housing, including tenements, maisonettes, flats, terraced, semi-detached and detached houses. Irrespective of the area, the housing included both private and council. Even where an area had been constructed

originally by the local council and the housing rented out to the tenants, recent Government legislation had allowed tenants to purchase their accommodation.

(ii) Target Schools

As the 1918 Education Act (Scotland) allowed for children from a Roman Catholic background to be educated together in what are termed “denominational” schools, it was necessary to target the two secondary schools which drew their population from the chosen geographical area. With only a negligible difference these two schools drew their pupil populations from over-lapping areas.

For purposes of confidentiality these schools shall be referred to a **SCHOOL A** and **SCHOOL B** throughout this work. Their school rolls are given in Table 3.1.

	SCHOOL A	SCHOOL B
Pupils	1192	767
Staff	84	56.3

Table 3.1 Sample School Populations (in 1987, at time of initial contact)

(iii) Participants

Mention has been made previously that much of the investigation into the occupational outcomes for school-leavers has involved a research contact which has tended to be close to the first possible leaving date. This tends to make it difficult

to ensure that any conclusions being drawn regarding, say emotional state, hopes, fears, self perceptions have not been unduly influenced by the need to make career choices (including whether to remain in school), by anticipation of examination results or the nature of labour market prospects. In order to try to build up a more accurate picture of these young people it was decided to make contact with them during their third year of secondary schooling.

Several steps were involved in arriving at a sample size of 300.

- (a) The Education Department of Strathclyde insists that requests for pupils to become involved in research work are first of all put to the parents with the Headteacher's permission. This was done by means of an opt-out slip.
- (b) The pupils were allowed to opt-in after the researcher met them on a class basis.
- (c) A filter was put in place resulting in the elimination of some of the pupils responses. It was decided not to follow up pupils who, for whatever reason, left the target schools during the first 2 years of this study, or repeated third year.

The results are shown in Table 3.2.

	3rd Year Roll	No Parental Permission	No Pupil Permission	Eliminated	Sample
SCHOOL A	207	0	2	14	191
SCHOOL B	152	26	8	9	109
TOTAL	359	26	10	23	300

Table 3.2 Sample Size with method of achievement

The reasons for eliminating the results of 23 pupils are given in Table 3.3 below.

	SCHOOL A	SCHOOL B	TOTALS
Transfer to other school	12	7	19
Left School in December 1988	1	2	3
Repeated 3rd Year	1	0	1
Totals	14	9	23

Table 3.3 Reasons for eliminating responses from sample

The 300 young people in this study were distributed across 14 third year classes as follows:

	SCHOOL A	SCHOOL B
Number of Classes	8	6

Table 3.4 Distribution of school classes

The gender distribution was as follows:

	SCHOOL A	SCHOOL B	TOTALS
Females	85	54	139
Males	106	55	161
Totals	191	109	300

Table 3.5 Gender Distribution of Sample

3.5 Measures

(a) Four tests were administered in order to ascertain the representativeness of the sample. This would be necessary if the main research findings were to be generalised to other adolescent populations.

(i) **The Daniels & Diack Reading Experience Test**

This test consists of 50 incomplete sentences - one word is missing in each and the child/adolescent has to select one word from among four offered to complete the sentence sensibly e.g.:

The case for the prosecution so impressed the Jury that they found the prisoner (dirty, guiltless, wicked, guilty).

The table of norms assigns reading experience ages of 6.0 through to 14+, calculated on raw scores of 10 through to 50.

The manual states that

“Any child who scores a Reading Experience Age of 9.5 years or more may be said to have mastered the skills of reading and needs no further help in that direction”.

(Daniels and Diack, 1974, p 208).

(ii) **Ravens Standard Progressive Matrices**

The test is described as testing the

“person’s capacity at the time of the test to apprehend meaningless figures presented for his observation, see the relationships between them, conceive the nature of the figure completing each system of relations presented, and by so doing, develop a systematic method of reasoning”.

(Ravens 1960, p 1).

The manual states that

“It is often useful to describe the scale as a test of observation and clear thinking. By itself it is not a test of ‘general intelligence’.”

(Ravens 1960, p 2).

This scale consists of 60 problems, arranged in 5 sets of 12. The order of difficulty increases both within and across sets. Each problem presents the person with an incomplete nonsense figure and a set of possible missing figures from which a selection can be made.

The total score provides an index of the person’s intellectual capacity. The test can be administered on an individual or group basis, the latter being

used here as the Ravens would be given on a class basis. Raw scores are converted into Grades which in turn indicate within which range of percentile points the person lies. This is illustrated in Figure 3.1.

GRADE	INTELLECTUAL DESCRIPTION	PERCENTILE RANGE (x = raw score)
I	Superior	$x \geq 95\text{th \%ile}$
II	Above Average	$75\text{th \%ile} \leq x < 95\text{th \%ile}$
III	Average	$25\text{th \%ile} < x < 75\text{th \%ile}$
IV	Below Average	$5 < x \leq 25\text{th \%ile}$
V	Defective	$x \leq 5\text{th \%ile}$

Figure 3.1 Ravens Grades With Corresponding Descriptions and Percentile Points (x = Raw Score)

(iii) Lewis Counselling Inventory

The inventory is described in the manual as being designed

“to identify aspects of the self-perceived problems of the general population of 3rd year secondary pupils”.

(Lewis and Pumfrey 1978, p 8).

It consists of two parts: the main questionnaire and then an ancillary one for use if teachers are planning to use the inventory as a screening for counselling instrument. As the objective here was merely to ascertain whether the sample population as a whole was within the range described in the manual for a comparable group, only the first questionnaire was given: this consists of 46 items.

The Lewis taps into six areas of potential difficulty for pupils.

Area 1 - Relationship with teachers - 8 items/score 8 - 24.

(Sample questions “I feel that most teachers ignore me”).

(Agree/Disagree)

Area 2 - Relationship with family - 7 items/score 7 - 21.

(Sample questions “I like talking to my parents”).

(Agree/Disagree)

Area 3 - Irritability - 6 items/score 6 - 18.

(Sample questions “There are many people I can’t stand”).

(Agree/Disagree).

Area 4 - Social Confidence - 7 items/score 7 - 21.

(Sample questions “I often worry about what others think of me”).

(Agree/Disagree).

Area 5 - Relationship with peers - 6 items/score 6 - 18.

(Sample questions “I have many friends”).

(Agree/Disagree).

Area 6 - Health - 6 items/score 6 - 18.

(Sample questions “I get a lot of small aches and pains”).

(Agree/Disagree).

There is also a lie scale but the score for this is not included in the total score.

The inventory is designed for individual and group administration.

(iv) General Health Questionnaire (GHQ - 28)

This questionnaire was designed to be a

“self administered screening test aimed at detecting psychiatric disorders among respondents in a community setting. It concerns itself with two major classes of phenomena; inability to continue to carry out one’s normal ‘healthy’ functions, and the appearance of new phenomena of a distressing nature”.

(Goldberg 1978, p 5).

Several versions have been developed. In a comparative study of the relative effectiveness of three versions (30-item, 28-item and the 12-item), Banks (1983) found that the GHQ - 28 was superior. This version can be used to examine four different areas of distress:

A. Somatic; B. Anxiety; C. Social Dysfunction; D. Severe Depression.

Each subscale consists of 7 items with the respondent indicating whether the problem noted has been troubling them during the past few weeks e.g.

“Have you recently lost much sleep over worry?”

(Not at all/no more than usual/rather more than usual/much more than usual).

There are two forms of scoring; the one being used here is the binary one i.e., 0/0/1/1 across each item.

Banks (1983) recommends a cut-off point of 5/6 as the most effective in detecting 'cased-ness'. Earlier, Banks et al (1980) had recommended the use of the GHQ, not for case identification, but for comparing levels of psychiatric illness within and between populations. This fits in with the purpose of this study where the GHQ is being used to determine the level of psychiatric distress in the total sample.

(b) Attendance Records and Educational Achievement

- (i)** The overall attendance of the pupils was collected. Weekly registers were kept by the two school liaison staff as part of their regular Senior Management Team duties. Both suggested that the pupils percentage attendance figures would be for the period covering the first and second terms of 4th year as there were few disruptions to the general timetable at this time. They also gave an 80% cut off point as the necessary level each pupil had to reach if there was to be any measure of success in the forthcoming SCE examinations.
- (ii)** It has been mentioned earlier that the introduction of Standard Grades was intended to remove the notion of Pass/Fail from the Scottish Certificate of Education at the end of 4th year. However, in consulting the Scottish Examination Board's report on the nation-wide performance of pupils in the

1989 examinations (Scottish Examination Board 1991, p 42) it is noted that relative success of pupils is based on the percentage passes obtained at 'O' or 'S' Grades 1, 2 or 3 only.

When comparing this sample to the National one, this same practice is used here.

When the Scottish Office (SO) presented its Audit Report on each schools' performance in the examinations during the years 1991-1993 (HMSO 1993), the criterion used was to consider the percentages of those achieving 3 or more 'S' Grades at grades 1/2 and 3/4. In comparing the examination performance of the different personality types, the criterion used was a combination of those used by the Scottish Education Department (SEB) and the Scottish Office Education Board viz. 3 or more O/S passes at Grades 1, 2 or 3.

(c) The Myers Briggs Type Indicator (MBTI).

This indicator is designed to make Jung's theory of psychological types understandable and useful in people's lives. The manual points out the unusual qualities of the MBTI describing it as different from other personality instruments as follows:

“...It is designed to implement a theory.

.....The theory postulates dichotomies; therefore some of the psychometric properties are unusual.

.....Based on the theory, there are specific dynamic relationships between the scales, which lead to the descriptions and characteristics of sixteen types.

.....The type descriptions and the theory include a model of development that continues throughout life.

.....The scales are concerned with basic functions of perception and judgement that enter into almost every behaviour; therefore, the scope of practical applications is very wide.”

(Myers & McCaulley 1985, pp 1-2).

The scales referred to here are:

- Extroversion/Introversion
- Sensing/Intuition
- Thinking/Feeling
- Judging/Perception.

Jung's use of these terms was described in Chapter 2.

There are several versions of this indicator. The one being used here is Form G which consists of 126 items, each presenting the respondent with a forced choice, usually in a bipolar mode e.g.,

When you have a special job to do, do you like to:

- (a) Organise it carefully before you start, or
- (b) find out what is necessary as you go along? and,

Do you usually get along better with:

- (a) imaginative people, or
- (b) realistic people?

The scoring is used merely to indicate the direction of the respondent's preferences on any one dimension and thus the raw scores for the two ends of a dimension are subtracted and converted into preference scores. Each dimension has a different range of scores and thus has to be treated separately when discussing a person's relative strengths and weaknesses.

The code of ethics which those administering this indicator have to practise requires that respondents receive personal feedback so that the concepts can be fully understood and that they can have the opportunity to explore the goodness of fit of their questionnaire type and, where appropriate, choose the one that fits best. By this means the interviewer would negotiate with each young person so that they could generally come to a decision regarding their 'true type'.

The Indicator would be administered to both pupil participants and a volunteer group of teachers from both schools.

This indicator has been used here because, unlike many other instruments measuring personality, it does not concentrate on negative or abnormal

features but rather, through its reliance on strengths and weaknesses, it encourages a positive educative approach. Also, the Jungian theory refers to, and highlights, mental habits and as these would be expected to play their part in the learning process, it was judged to be the most appropriate instrument.

(d) Open-ended Measures.

(i) The essays.

Eliciting the views and opinions of young people has often been done by setting written open-ended tasks e.g., Blishen (1969) and Gow & McPherson (1980). The researcher would ask each class of pupils to write an essay entitled MY FUTURE, giving no direction as to specific content. Analysis of these would be primarily by extracting themes.

(ii) The Important Events task

The young people would be asked to write down what they considered to be the most important events for them in the year that lay ahead. (This task would be given at the beginning of 4th year.)
A maximum of 5 statements would be allowed.

(iii) Teachers' Opinions

The opinions of the teachers would be sought on issues concerning the value of YTS, work identity and the effect on education of current employment/unemployment trends. Hopson & Scally (1981) had used a series of statements with which the teachers had to agree or disagree in order to obtain an overview of teachers' opinions in these areas. By using an open-ended measure it was hoped to arrive at a fuller understanding of the teachers' views. The teachers who had volunteered to complete the MBTI were asked to write their views on the following 3 topics:

1. The Purpose and Value of Youth Training Schemes.
2. The Importance of a work identity for young people.
3. The Effects on Education/Teaching of the current trends in Employment/Unemployment.

(iv) The interviews and subsequent postal and phone contact.

The interviews were designed to target a wide range of issues in which the researcher had an interest, some of which would be used in follow-up studies. For the purpose of this study, the target questions were:

What have you been doing since you left school?

Was becoming 18 important to you?

Would you consider yourself an adult?

How do you become an adult?

The researcher intended to introduce these questions in as natural a way as possible taking her lead from the flow of the young person's conversation.

Chapter 4

PROCEDURE

The two target schools in Glasgow come under the authority of Strathclyde Regional Council's Education Department. In order to conduct research involving contact with pupils and/or staff within any of the Region's schools, it is necessary to obtain permission from their Education Department. The researcher had a good working relationship with the Education Department. This was due to her position as Director of the Notre Dame Adolescent Unit which was in receipt of a substantial annual grant from the Department. The continual assessments of the Unit's work which such grants necessitated brought the Unit Director into frequent contact with the Education Department Directorate. This proved to be very helpful when approaching this body for permission to embark on the research.

Thus the initial contact involved the researcher meeting with one of the Depute Directors of Education. An outline of the purpose and design of the research was discussed and not only permission but encouragement given to conduct this research. This Depute Director had a special interest in the transitional phase of school to work. The above permission was necessary before an approach could be made to the target schools.

The next contact was with the Headteachers of the two targeted schools. Once again it proved helpful that the clinical work of the researcher was known to the two Headteachers concerned. In both cases an initial meeting with the Headteachers was followed by another

meeting with the Senior Management Teams (SMT) Teams of the schools. These teams consisted of:

The Headteacher,	
The Depute Headteacher,	
The Assistant Headteachers	(a) 4 in school A,
	(b) 3 in school B.

In each case, once permission was given to proceed, one of these Assistant Headteachers was assigned to the researcher as the main contact person. The contribution of these personnel cannot be underestimated as it was their responsibility to explain the research purpose and design to the teachers; deal with any initial doubts regarding the involvement of their particular school in this research; deal with any parental queries; arrange all class/pupil contacts (no mean task when 8 and 6 classes were involved respectively).

These responsibilities were worked out in the meetings with the Senior Managers. Contact with the two schools would continue over a 4 year period and it was important that the researcher kept these two staff members abreast of all research procedures. All arrangements were made through these two staff members and interim results and findings were always fed back to them.

There were several important issues emerging from the meetings with the Senior Management Teams and it is worth mentioning them here as they highlight the need to take into account current concerns/worries of all who can affect the smooth conduct of the research. Both schools expressed concern that the real purpose of the research was to compare the two schools in their examination success. This was a perfectly understandable response in the light of the many changes which were soon to affect schools such as the

publication of examination league tables on a national basis and, at the more local level, Strathclyde's policy to rationalise school rolls with the resultant closure/amalgamation of existing schools. This suspicion regarding possible comparisons between the two schools was fuelled in the second year of the research when the results of a research survey carried out by the Edinburgh-based Centre for Educational Sociology received widespread publicity in the national press. That research had included comparisons of examination results and had paid particular attention to the relative success of non-denominational and denominational schools! This necessitated that the researcher carry out some reassurance work with the two SMTs and in the case of School B the Headteacher called the researcher to a meeting of the Senior Management Team in order to seek reassurance on this point. It is very important to keep in touch with the susceptibilities of all those involved in the research process. This point will be taken up again in the discussion section when reference will be made to some concerns expressed by the teachers. Suffice to say here that this researcher was aware that the request to conduct this research was being made at a time when the teaching staffs were experiencing a great deal of stress resulting from "change overload". It thus says much about the commitment of the staff of both schools that they were willing to participate in this research at this time. The researcher in turn, offered to carry out any appropriate tasks on the schools behalf and the requests made will be discussed in a later section. A commitment was also made that all research findings would be presented to the schools in whatever way each school thought best. As will be seen later when the results re MBTI/examination results were printed this proved beneficial in both cases.

The next stage in the research process involved making contact with the parents of the third year pupils. Assurance of this had to be given to the Headteachers before contact with the pupils could be made.

The letter in Appendix 1 was sent to the parents of the pupils on the third year class lists provided by the contact teacher. An opting-out approach was chosen after discussion with the SMTs as this was the method which these staff suggested would produce the greatest number of responses. They made this suggestion in the light of some low parental responses to invitations to participation in school activities such as functions arranged by the Parent Teacher Association, requests for written responses to school questionnaires etc. The letters were posted to the parents on the schools' advice as they often found that letters sent home via pupils got no further than the pupils' schoolbags!

As mentioned in Chapter 3, no parents from school A returned opt-out slips; however the contact teacher did receive phone call queries from two families. In both cases they sought reassurance on two points:

- (1) the school approved of the research,**
- (2) there would be no computer records kept in their family names.**

The latter request bears out the point made above namely that it is vital to take into account the current concerns of all those involved in any way with the research process. This research was taking place at a time when people were yet to place their confidence in the Data Protection Act (1984).

In the case of School B, 26 families returned the opt-out slips. No further contact was made with these parents. However this did present the researcher with problems which will be referred to below.

Once the time had elapsed for the return of opt-out slips by the parents the way was open for contact to be made with the pupils. As the researcher had previously been a maths teacher the contact teachers allowed her to approach the pupils on a class basis without the presence of other teaching staff. This eliminated the possibility of any possible effects of the presence of additional staff and also allowed the researcher to gradually build up a good working relationship with the pupils. Each school decided which subject classes would be targeted for release of the pupils. They attempted to ensure that this was carried out on a rota basis so that no subject teacher would lose out on an unreasonable amount of teaching time.

Contact was made with the 14 form classes across both schools and the research project explained to them. The researcher told them that the Psychology Department of Stirling University was interested in their particular age group as they belonged to a generation undergoing a great deal of change. On being invited to discuss this, these young people showed themselves to be well aware of many of the current and future changes which would affect their lives e.g.,

- (a) the introduction of Standard Grade exams.**
- (b) the introduction of the Community Charge.**
- (c) the current unemployment situation.**
- (d) the replacement of many jobs by Youth Training Schemes.**

They openly expressed their thoughts and feelings on the above topics. They also expressed some suspicions of their own which were not unconnected with some of these issues e.g., they sought reassurance that if the researcher would be asking questions regarding their parents this information would be treated as confidential. This appeared to be induced by recent publicity given to “fraud squads” operating in the Glasgow area who were on the lookout for those abusing the Benefits System. This was another example of the need to take into account the current concerns of possible research participants.

As the initial contact with the pupils was on a face-to-face basis, the pupils were asked to opt in to the research study. Time was allowed for those pupils who wanted to discuss this with one another to do so and this initial contact ended with the researcher compiling the class lists of all participating pupils. In all, 10 pupils chose not to participate - 2 in School A and 8 in School B.

An unanticipated situation which arose was that some of the 28 pupils whose parents had returned opt-out slips wished to participate. This presented a difficulty in that these pupils would be in the classes while the research was in progress. After discussion with the contact staff it was decided to allow these pupils to complete the tasks, give them personal feedback but not to include their results in the study. This was a solution which met with the approval of pupils and staff. Once Stage 2 was completed no further contact was made with this particular group of participants. The various stages of the research were as follows:

STAGE 1

This was conducted in three phases during the pupils' 3rd year at school. At each phase the researcher met the pupils within the classes assigned to her by the Senior Staff members. Each phase is described below.

Phase 1

This involved the pupils in completing 3 tasks:

- (i) **Personal data sheet giving their**
Name,
“Nickname” if they wished this used,
Date of Birth,
Address,
Parent/Guardian’s name,
Indication of plans regarding school leaving date.

Assurance was given that the above information would only be used to enable the researcher to contact them in the future. They were quite anxious that no personal information be kept on computer filing systems and the researcher was able to give such an assurance. Each participant was assigned a research number and all computerised reference used **only** these numbers.

(ii) The Daniels and Diack Reading Experience Test.

This test was given in order to check that all participants were literate as this would affect the administration of all future tests and questionnaires.

(iii) An essay entitled “MY FUTURE”.

This task was given in order to elicit the pupils hopes, fears, plans for the future and to indirectly ascertain their career attitudes and aspirations.

In each of the 14 classes when asked to write this essay the researcher was asked

“Do you mean what jobs do we want to do?”. The answer given was always “Just write about your future”, so that the pupils were not led down the path of the researcher’s interest.

Phase 2

During this research contact, the young people completed:

- (i) The Ravens Progressive Matrices Test -** This was administered on group basis within each of the 14 classes. The pupils enjoyed completing it as it seemed like a set of puzzles to them. They were most anxious to know what ‘mark’ they would get and were assured that they would be given their results during the researcher’s next visit.
- (ii) The Lewis Counselling Inventory -** this questionnaire was administered on a class basis also.

Phase 3

In the third school term the researcher resumed contact with the pupils in their 14 classes to:

- (i) give individual feedback to the pupils on their performance on the Reading Experience Test and on the Intelligence Test. Each participant was given a sheet with their results for the Daniels and Diack test and the Ravens. (See Appendix 3). The implications for them of these results was explained to each one in turn. It is worth noting here that the main concern expressed was how their working life might be affected.

Each pupil was given a folder at this stage marked with the research logo and their picture was also taken and the promise given that they would receive a copy of this.

- (ii) As the pupils were receiving their results on an individual basis within the classroom it was necessary to give the rest of the class an exercise, both to eliminate mayhem ensuing and also to allow for some measure of privacy. The pupils were given a SELF PROFILE task to complete. They were asked to imagine that they were writing to a pen-friend and were describing themselves. Possible categories were suggested for these descriptions e.g., likes/dislikes; physical features; personality and hobbies/interests. This afforded good class discussion among them and helped build up the researcher-pupil relationship, which in turn proved profitable for maintaining their interest during the next stage.

At the end of this stage the liaison teachers supplied the researcher with the attendance figures for all pupils in 3rd year.

STAGE 2

This stage consisted of five phases:

Phase 1

When the pupils returned to school after the summer school holidays to begin their 4th year of schooling, class contact was made once again. This time the pupils were asked to:

- (i) complete the Myers-Briggs Type Indicator.** As explained in the section 3.4 above, this assigned each young person to a particular Jungian type, which merely indicated the direction of some of the participants strengths and weaknesses and formed the basis for a discussion to assess each one's true type.

Prior to administration on a class basis, the researcher explained that this was designed to put them in touch with aspects of their personalities so that they would be able to understand themselves and others better. It was explained to them that one of the reasons it had been designed was to help young people choose careers which would use their strengths rather than their weaknesses. It was also explained to them that some young people found the educational process a difficult one and that they often put this

down to being 'stupid'; another aim of this questionnaire was to help all understand how their particular personality style might affect their learning. The pupils were interested in both of these points and this eased them into completing such a long questionnaire.

(ii) List the most important future events of the year that lay ahead (up to 5).

The aim here was to elicit, by indirect means, the level of importance assigned to school/exams/jobs and transitional issues in general.

(iii) Write down the job/career they wanted.

Phase 2

This phase took several months to complete as it involved extracting pupils from their classes in order to interview them individually. In both schools a room was set aside for this purpose and the liaison staff worked with the class teachers to arrive at a suitable schedule of interviews. Generally the interviews lasted between 20-30 minutes and during the interview the researcher:

- (a) gave a brief overview of the Jungian factors.**
- (b) issued the pupil with his/her profile obtained from the questionnaire results.**
- (c) helped each participant to determine their true profile by going through written descriptions of possible types and asking each one to describe appropriate real life situations.**

- (d) gave each pupil a set of handouts which dealt with their strengths, especially in the career areas, and also gave helpful hints on how to develop their weaker side.

At this point the pupils were due to sit the SCE Exams. The researcher sent each young person a 'Good Luck' card. (See Appendix 5).

Phase 3

The researcher once again met with the pupils on a class basis to:

- (a) administer the GHQ - 28.
- (b) discuss with them any queries re the MBTI.
- (c) return their copies of their photographs.

It is worthy of note that the most common question which came up in the classes was whether the MBTI could be used to help them get a job. In response to this the researcher explained that their increased awareness of what they could bring to a particular job could be something they could discuss with a prospective employer, or with their careers officer when they had their careers interview later in the year.

Phase 4

Teachers in both schools were asked to volunteer to participate in the study as follows:

- (i) by completing the Myers-Briggs Type Indicator - this would afford a comparison group for the pupils.

Teachers were invited to indicate how they would prefer to be given their results:

- (a) within the context of a social evening at the researcher's home.
- (b) during a working lunch in school.
- (c) individually.

Each received their MBTI feedback in the setting they chose.

Points emerging from the group sessions will be referred to in Chapter 5.

- (ii) by giving their written responses to the three EDUCATION/EMPLOYMENT items.

72 teachers completed the Myers Briggs Type Indicator and 71 responded to the Education/Employment items.

Phase 5 - Collation of SCE results

During the school summer holidays the Scottish Examination Board issue the results obtained in the Standard, Ordinary and Higher grade exams of the Scottish Certificate of Education. These results are sent directly to each candidate by post and each school receives a list of all results obtained by anyone using that school as an examination centre.

The headteachers of the two target schools had given the researcher permission to access these lists so that she had an accurate account of each participant's results.

In addition to this, the Headteacher's undertook to inform the researcher of any changes to the SCE results after some young people had appealed against their grading. It was only after this that the young people's results were finally collated.

In the section 3.4 on sampling it was noted that one of the criteria used for inclusion in the study was that the pupils had to complete their 3rd/4th years of schooling in the target schools. Three pupils transferred between the two target schools and these were included in the next stage of the research. This brought the final total for follow up to 300. (See Table 3.2).

STAGE 3

When describing the design of this research study, note was made of the change brought in by the Government in 1988, which resulted in 16 and 17 year olds no longer being eligible for inclusion on the unemployment register. As one of the researcher's interests was how the young people might be susceptible to the experience of unemployment, it became necessary to prolong the investigation to a point at which unemployment might become a reality. In order to maintain contact with them during this two year period, two further contacts were made:

- (i) The researcher returned to the schools and met with the 5th year pupils on a class basis, informally discussing with them their decision to return to school, examination results and the subjects they were studying during that year.
- (ii) The researcher hired the school hall in each school on two separate evenings, and invited the young people to a 'get-together'. This allowed the young people to meet up with one another as well as enabling the researcher to remain in contact. One hundred and ten took up this invitation.

STAGE 4

During this stage the researcher attempted to make contact with the young people once they had reached 18.

- (i) Each one in turn was sent an 18th birthday card and later a postcard inviting them to come along for interview (see Appendix 5). The researcher arranged on several evenings the hire of two classrooms in the schools and invited the young people along in small groups. This once again afforded them the opportunity to meet up with one another and exchange experiences. It also allowed the researcher to interview several in one evening. When contacted, some of the participants were unable to attend any of the evening sessions in the schools. The researcher made alternative arrangements for them. Some were interviewed in their own homes; some came for interview in the researcher's home; one was interviewed in a fast food restaurant (at his request!) and one met the researcher in the lounge bar of his golf club! These interviews were semi-structured with the researcher having certain

focus questions which she introduced at appropriate points taking her lead from the young people. In this particular research project, the focus will be on themes which emerged from these interviews which are restricted to the following areas:

- post school trajectories.
- exploring their experience of the transition to adulthood, including the part played by their 18th birthday in this process.

80 young people took part in these interviews and all interviews were taped with their permission. A copy of the transcripts will be kept in the University of Stirling.

- (i) Letters were sent to the remaining 220 inviting them to send in a written account of what they had been doing since leaving school. This brought a response from a further 63.
- (ii) Where there was no indication that the young person's family had moved (e.g. via the return of envelopes) the researcher phoned each young person's home where this was possible. In some cases this led to a conversation with the young person themselves, on others with one of their parents. By this means it was possible to collect information regarding the young person's post-school career.

This resulted in career information being gathered on a further 97 young people. The timeline for all the above procedures is outlined in Figure 4.1.

Figure 4.1 TIMELINE OF RESEARCH

PREPARATORY STAGE					
June 1987	Sept. 1987	Sept. 1987	Oct. 1987	Oct. 1987	Nov. 1987
Letter from SRC Educ. Dept. giving approval in principle to research proposal.	Meeting with Dep. Director - approval granted to proceed.	Meeting with each Headteacher - agreement to conduct research.	Ethics (S.U.) Committee agreed to research proposal.	Meeting with SMTS in both schools.	Letters to parents of all 3rd year pupils in both schools.

STAGE 1		
Phase 1 - Dec. 1987	Phase 2 - Jan. 1988	Phase 3 - Mar-May 1988
Pupils opt-in. Completion of: 1. Data Sheet. 2. Daniels & Diack. 3. Essay	Completion of: 1. Ravens. 2. Lewis .	Feedback of results of: 1. Daniels & Diack. 2. Ravens.

STAGE 2				
Phase 1 - Sept. 1988	Phase 2 - Oct. 1988 - Feb. 1989	Phase 3 - Mar. 1989	Phase 4 - Apr - June 1989	Phase 5 - Aug 1989 - Sept 1989
Completion of MBTI. Completion of Important Events List. Job/career ambitions	Individual interviews for MBTI feedback.	Completion of GHQ - 28.	Teachers: 1. MBTI. 2. Feedback. 3. Educ./Empl. responses.	Collation of SCE results and appeals

STAGE 3 (Interim Contacts)	
Phase 1 - Aug - Dec. 1989	Phase 2 - Summer 1990
Class meetings.	Evening, open-nights.

STAGE 4		
Phase 1 - 1991 - 1992	Phase 2 - 1993	Phase 3 - 1993 - 1994
Post - 18 Interviews.	Postal contact.	Phone contact.

Chapter 5

RESULTS

5.1 Introduction

In Chapter 3, the rationale was given for administering a variety of instruments in order to determine the normality of the sample.

5.2 Quantitative Measures.

5.3 The attendance records and SCE Examination Results.

5.4 The results obtained from the MBTI are presented.

As outlined in Chapter 2, the results obtained from the pupils and teachers would be compared with those of appropriate groups obtained from the researcher's own data base. In addition a series of within sample comparisons were made. The analysis of all these comparisons were carried out by using the computer program, 'Selection Ratio Type Table' (SRTT) (see Granade et al 1987, Kainz 1976 and McCaulley 1985.) An explanation of the nature of this analysis and method of presentation of the results will be given in this section.

5.5 Outlines the Career Trajectories of the 240 young people who could be traced after reaching their 18th birthday. The method of obtaining the information is also given here.

5.6 Finally, the qualitative material will be presented . As explained in Chapter 1, the aim was to preserve and present the richness of the material elicited from both the young people and the teachers. The material here is presented under the topics of interest and these in turn are subdivided into the themes which the researcher has extracted. In order to be true to the material, reliance is place on quotations from the material which was provided by the informants in open-ended tasks and in interview, letters and phone calls.

5.2 Quantitative Measures

(i) **Reading Experience Ages**

The norms provided in the manual (Daniels & Diack 1974), indicate that a raw score of 39 gives a REA of 9.5 years; a raw score of 48 gives a REA of 13.1 years. 295 pupils sat this test. The results are shown in Table 5.1.

RAW SCORES	REA	FREQUENCY
10 - 38	6.0 - 9.3 YEARS	6
39 - 47	9.5 - 12.6 YEARS	111
48 - 50	13.1 - 14+ YEARS	178

Table 5.1 Distribution of Reading Experience Ages as measured by Daniels & Diack Test (n = 295).

(ii) **Ravens Progressive Matrices.**

299 of the sample completed this task. Their results are shown in Figure 5.1.

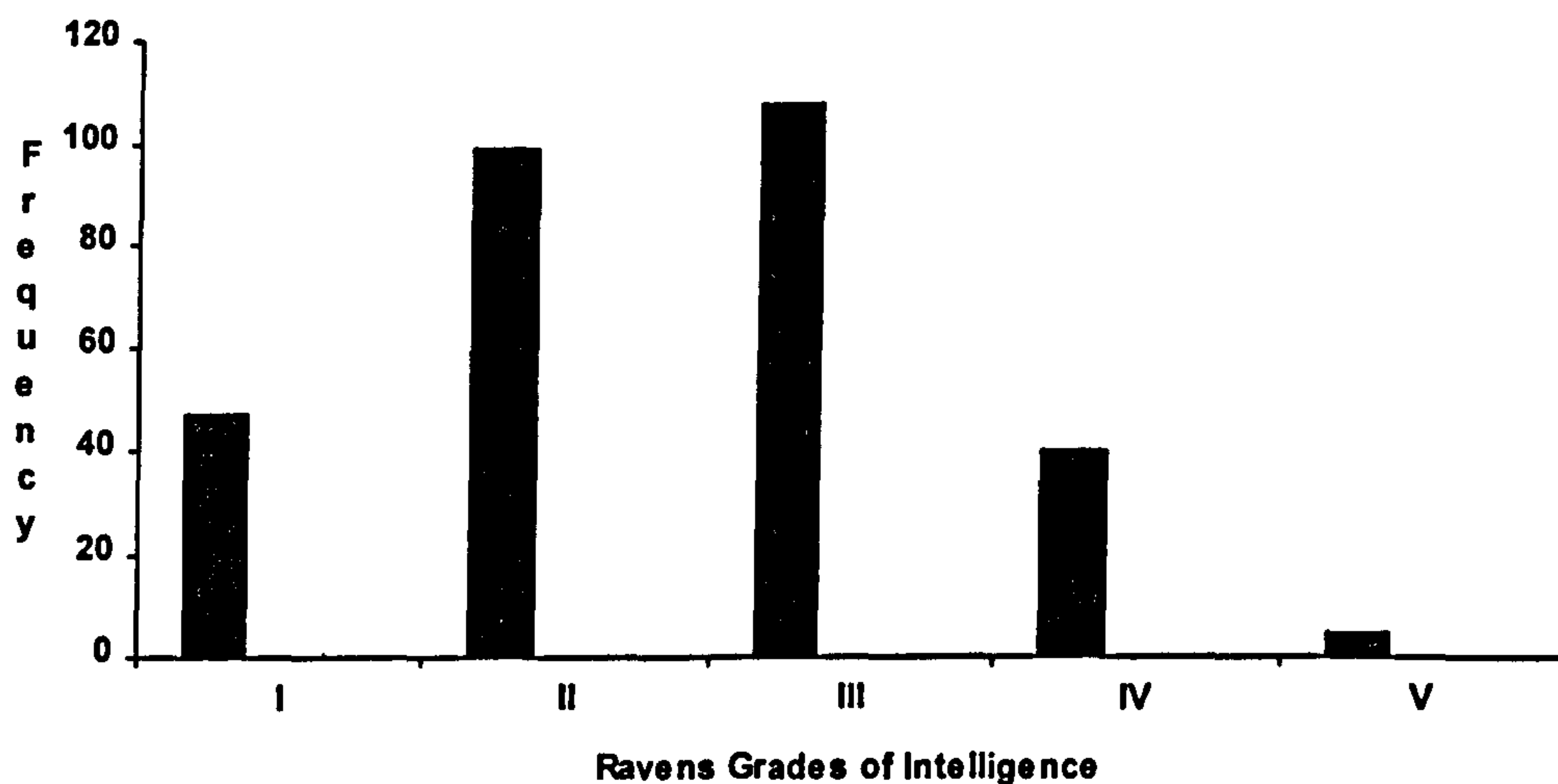


Figure 5.1 Ravens Progressive Matrices Scores (n = 299)

It is worth recalling at this point the fact that Raven says this tests the respondent's intellectual capacity at the time of testing. The 6 pupils who were in Grade V may have found the task too difficult to do. However it is also possible that they were not trying very hard. Certainly none of these pupils showed signs of 'defective capacity', nor were they recorded as pupils with Special Needs.

(iii) The Lewis Inventory.

This questionnaire was completed by 296 of the sample. The means and standard deviations are given in Table 5.2.

	MEAN	STANDARD DEVIATION
AREA 1 Relationship with Teachers	11.06	3.52
AREA 2 Relationship with Family	11.65	3.50
AREA 3 Irritability	11.05	2.94
AREA 4 Social Confidence	11.11	3.12
AREA 5 Relationship with Peers	7.84	3.12
AREA 6 Health	9.42	2.73
TOTAL	63.95	9.66

Table 5.2 The Lewis Inventory - Means and Standard Deviations
(n = 296)

When these are compared with Lewis's sample in the manual (Lewis, 1978, p 30) they are all within the range of expected responses for a 15 year old population.

(iv) The GHQ - 28.

Two hundred and eighty five pupils completed this questionnaire and the resulting mean was 2.26, with a standard deviation of 3.31. 38 of these pupils had

scores of 6 or above (13.3%). This percentage is similar to that found by West & Sweeting (1992) and their comments regarding the vulnerability of this age group should be kept in mind. 10 of the pupils had GHQ scores of 11 or more, in several of these cases, they spoke to the researcher about difficult family situations, including recent bereavement, marital breakdown and violent/alcoholic parents).

From the results of these tests, the researcher concluded that this was not a biased sample and thus some confidence could be placed in the research findings.

5.3 External Measures

(i) School Attendance Figures.

The mean percentage attendance was 86.78, with a standard deviation of 12.6. In general the attendance of the sample was very good. However, there is quite a distribution and clearly some of the pupils were getting involved in truancy.

(ii) SCE Examination Results.

The national results were presented by the Scottish Examination Board using a pie-chart (Scottish Examination Board, 1990, p42). These were converted into histogram form and appear in Figure 5.4 as a comparison group for the sample. It is sad to note that after 11 years of compulsory

schooling, a quarter of the sample (and pupils in Scotland, generally) receive no academic qualifications at all. In addition, using the Scottish Office norms of 3 or more S/O grades at the acceptable gradings, 48.7% of the sample and 57.9% of pupils nationally failed to reach this threshold.

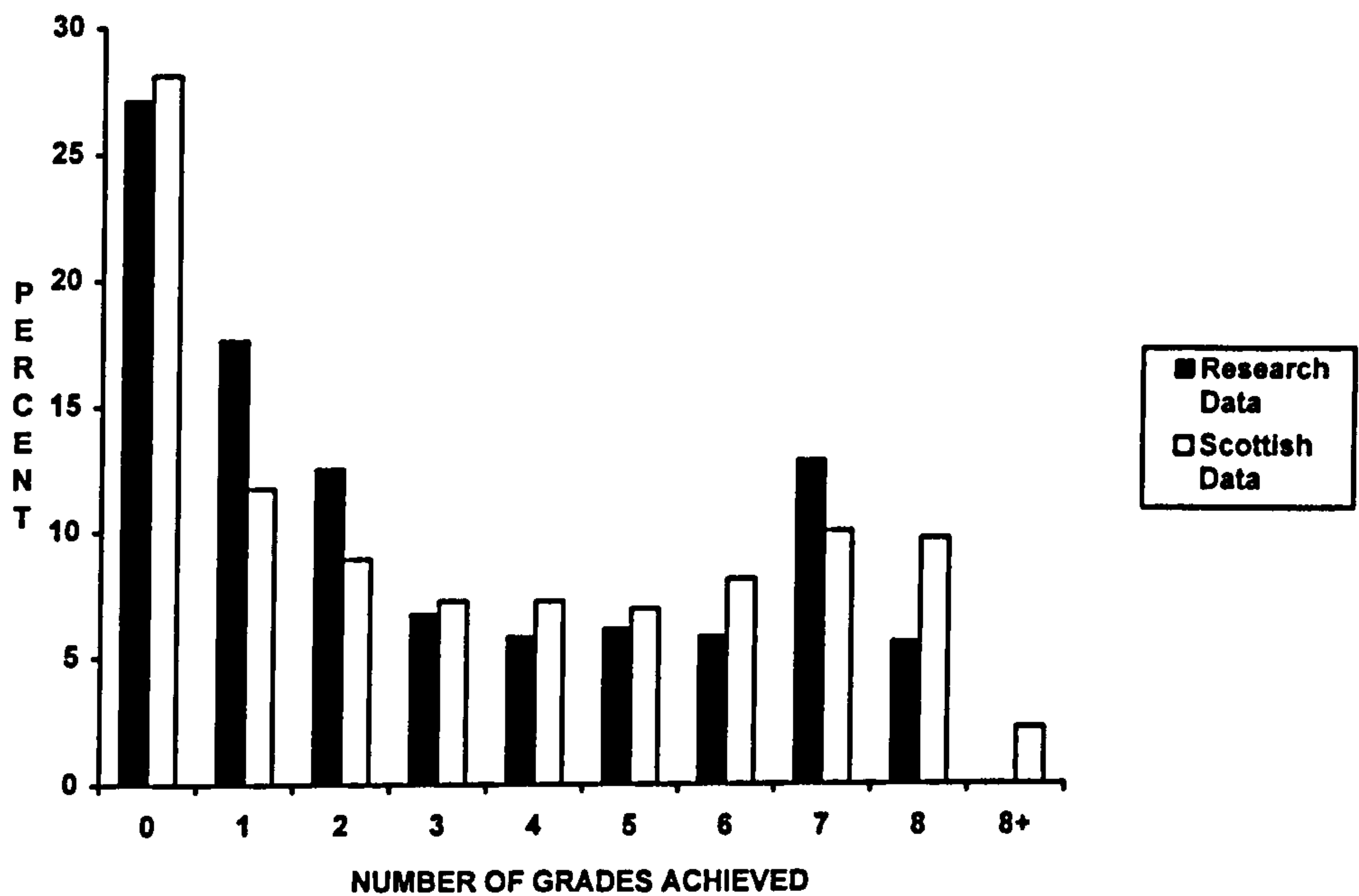


Figure 5.2 Relative Success of Pupils (Standard and/or Ordinary Grade achievement at Grade 1, 2 or 3 for Sample Population (n = 295) & National Candidates).

5.4 Personality Profiles

298 of the sample of 300 adolescents completed the MBTI and the distribution of their types are grouped together in the format of the type table in Table 5.3.

ISTJ 22	ISFJ 9	INFJ 0	INTJ 3
ISTP 14	ISFP 8	INFP 6	INTP 8
ESTP 69	ESFP 38	ENFP 19	ENTP 28
ESTJ 38	ESFJ 26	ENFJ 5	ENTJ 5

Table 5.3 Personality Type Table for Sample (n = 298)

In order to ease interpretation of the following analyses of all subsequent comparisons, each statistical comparison is presented as follows: each table is sub-divided into 3 parts:

- (a) the sample under review i.e., the group tabulated.
- (b) the base group for comparison.
- (c) the computer analysis of the comparisons.

Some explanatory notes follow regarding the layout of the analysis. In carrying out a comparative analysis of 2 type tables, it is important to take into account whether the sample and base are dependent or independent e.g., if the psychological types of females in the sample were being compared to the types for the whole sample the two type tables should be considered as being in dependent relationships whereas if the spread female typologies were compared to the spread of male typologies, the type tables would be independent of one another.

The SRTT carried out a series of 2x2 chi-square calculations with one degree of freedom within each cell of the table. By this means it calculates the significance of any difference between observed frequencies of a particular personality type in the sample compared with the expected frequency of that type from the base group. Where the cell frequencies are less than 5, the program computes a Fisher's exact probability instead of a chi-square. The chi-square values and Fisher's exact probabilities are given at the bottom of each analysis, the latter being indicated by underlining.

The selection ratio, I , is calculated as either the ratio of observed frequency to expected frequency or the percentage of the type in the sample divided by the percentage in the base population. When $I > 1$, the ratio indicates a higher frequency in the type under review than would be expected from the corresponding frequency represented in the base population. When $I < 1$ then there are fewer than expected by comparison with the base group. Myers with Myers (1980) indicated that "values above 1.00 show positive self-selection. Values below 1.00 show some degree of avoidance." (p40).

Granade et al (1987) in their description of the SRTT program explained that

"A convention for presenting data for type groupings is useful in comparison across studies, in interpretation of findings and in hypothesis generation for new research."

(1987, p 51).

The commonly used ones are:

E I	IJ	ST	SJ	NJ	IN
S N	IP	SF	SP	TJ	EN
T F	EP	NF	NP	FP	IS
J P	EJ	NT	NJ	FJ	ES

and they can be found on the right hand side of the analysis with their corresponding percentages, I values and levels of significance.

The first set of groupings are the main preferences and the compilers of the SRTT caution the user against reporting significant findings within any of the other groups of four when the effect has already been shown for them within the appropriate main findings. This principle will be adhered to in the presentation of results which follow.

(a) MBTI PROFILES OF PUPILS AFTER INTERVIEW COMPARED TO THOSE INITIALLY OBTAINED FROM THE QUESTIONNAIRE

Table 5.4 details the two comparison groups plus the analysis.

Table 5.4 Comparison of Pupils MBTI Profiles - Questionnaire & Interview

(a)

ISTJ 22	ISFJ 9	INFJ 0	INTJ 3
ISTP 14	ISFP 8	INFP 6	INTP 8
ESTP 69	ESFP 38	ENFP 19	ENTP 28
ESTJ 38	ESFJ 26	ENFJ 5	ENTJ 5

SAMPLE: Profiles from Interviews

n = 298

(b)

ISTJ 17	ISFJ 11	INFJ 2	INTJ 4
ISTP 21	ISFP 6	INFP 7	INTP 7
ESTP 61	ESFP 29	ENFP 27	ENTP 33
ESTJ 38	ESFJ 24	ENFJ 5	ENTJ 6

BASE: Profiles from Questionnaires

n = 298

Table 5.4(c)

Source of data
 Mary Ross
 Psychology Dept
 Stirling University
 Scotland

Group tabulated:
 Profiles from Interviews

MBTI Type Table
 Center for Applications
 of Psychological Type

Legend: % = percent of total choosing this group who fall into this type.
 I = Selfselection index: Ratio of percent of type in group to % in sample.

N = 298

SENSING types with THINKING		SENSING types with FEELING		INTUITIVE types with FEELING		INTUITIVE types with THINKING		N	%	I
ISTJ	ISFJ	INFJ	INTJ	J	E	228	76.51	1.02		
N= 22	N= 9	N= 0	N= 3	U	I	70	23.49	0.93		
%= 7.38	%= 3.02	%= 0.00	%= 1.01	D I	S	224	75.17	1.08		
I= 1.29	I= 0.82	I= 0.00	I= 0.75	G N	N	74	24.83	0.81		
-----				I T	T	187	62.75	1.00		
ISTP	ISFP	INFP	INTP	N R	F	111	37.25	1.00		
N= 14	N= 8	N= 6	N= 8	G O	J	108	36.24	1.01		
%= 4.70	%= 2.68	%= 2.01	%= 2.68	V	P	190	63.76	0.99		
I= 0.67	I= 1.33	I= 0.86	I= 1.14	P E	IJ	34	11.41	1.00		
-----				E R	IP	36	12.08	0.88		
ESTP	ESFP	ENFP	ENTP	R T	EP	154	51.68	1.03		
N= 69	N= 38	N= 19	N= 28	C S	EJ	74	24.83	1.01		
%= 23.15	%= 12.75	%= 6.38	%= 9.40	E	ST	143	47.99	1.04		
I= 1.13	I= 1.31	I= 0.70	I= 0.85	P	SF	81	27.18	1.16		
-----				T	NF	30	10.07	0.73		
ESTJ	ESFJ	ENFJ	ENTJ	I E	NT	44	14.77	0.88		
N= 38	N= 26	N= 5	N= 5	V X	SJ	95	31.88	1.06		
%= 12.75	%= 8.72	%= 1.68	%= 1.68	E T	SP	129	43.29	1.10		
I= 1.00	I= 1.08	I= 1.00	I= 0.83	S R	NP	61	20.47	0.82		
-----				A	NJ	13	4.36	0.76		
				J V	TJ	68	22.82	1.05		
				U E	TP	119	39.93	0.98		
				D R	FP	71	23.83	1.03		
				G T	FJ	40	13.42	0.95		
				I S	IN	17	5.70	0.85		
				N	EN	57	19.13	0.80		
				G	IS	53	17.79	0.96		
					ES	171	57.38	1.12		

Note concerning symbols following the selection ratios:
 " implies significance at the .05 level. i.e.. Chi-square >3.8;
 £ implies significance at the .01 level. i.e.. Chi-square > 6.6;
 * implies significance at the .001 level. i.e.. Chi-square > 10.8.
 _ (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:
 Profiles from Questionnaires
 Base total N = 298. Sample and base are independent.

* * * * Calculated values of Chi-square or Fisher's exact probability * * * *

Type table order				E	IJ	SJ	IN
0.6859	0.2069	<u>0.4992</u>	<u>1.0000</u>	0.2278	0.0000	0.1960	0.2593
				I	IP	SP	EN
				0.2278	0.3728	0.9968	1.9501
				S	EP	NP	IS
1.4873	0.2926	0.0786	0.0684	2.4220	0.1074	1.6184	0.0452
				N	EJ	NJ	ES
				2.4220	0.0090	0.5616	2.4400
				T	ST	TJ	
				0.0000	0.2425	0.0871	
				F	SF	TP	
0.6296	1.3621	1.5077	0.4566	0.0000	1.0732	0.0627	
				J	NF	FP	
				0.0073	1.9347	0.0373	
				P	NT	FJ	
0.0000	0.0873	<u>1.0000</u>	<u>1.0000</u>	0.0073	0.4547	0.0566	

Here we can see that there are no significant findings. This is an important result.

Table 5.5 shows the frequencies for the number of scales on which there was agreement between true and reported preferences.

Table 5.5 Agreement between True and Reported Types

AGREEMENT ON	n	PERCENTAGE
Four preferences	198	66.5%
Three preferences	93	31.2%
Two preferences	7	2.3%
One preference	0	0
No preferences	0	0

The adolescents in this sample seemed to be able to use the MBTI to indicate their preference in a meaningful way to them. Had the 5 stages of agreement in the one or zero categories been high then little confidence could be put in their use of the MBTI. (See Hammer and Yeakley, 1987).

(b) COMPARISON OF FEMALES AND MALES WITHIN THE SAMPLE.

The results here can be found in Table 5.6 (a), (b) and (c).

Table 5.6 MBTI - Pupils' Profiles - Females v's Males

(a)

ISTJ 10	ISFJ 8	INFJ 0	INTJ 0
ISTP 3	ISFP 7	INFP 2	INTP 0
ESTP 20	ESFP 25	ENFP 11	ENTP 8
ESTJ 16	ESFJ 22	ENFJ 4	ENTJ 3

SAMPLE: Females n = 139

(b)

ISTJ 12	ISFJ 1	INFJ 0	INTJ 3
ISTP 11	ISFP 1	INFP 4	INTP 8
ESTP 49	ESFP 13	ENFP 8	ENTP 20
ESTJ 22	ESFJ 4	ENFJ 1	ENTJ 2

BASE: Males n = 159

Table 5.6 (c)

Source of data		Group tabulated:		MBTI Type Table		
Mary Ross Psychology Dept Stirling University Scotland		Schools A + B - Females		Center for Applications of Psychological Type		
				Legend: % = percent of total choosing this group who fall into this type. I = Selfselection index: Ratio of percent of type in group to % in sample.		
SENSING types with THINKING		INTUITIVE types with THINKING		N	%	I
with FEELING		with FEELING				
ISTJ	ISFJ	INFJ	INTJ	J	E	109 78.42 1.05
N= 10	N= 8	N= 0	N= 0	U	I	30 21.58 0.86
%= 7.19	%= 5.76	%= 0.00	%= 0.00	D I	S	111 79.86 1.12
I= 0.95	I= 9.15	I= 0.00	I= 0.00	G N	N	28 20.14 0.70
ISTP	ISFP	INFP	INTP	I T	T	60 43.17 0.54 *
N= 3	N= 7	N= 2	N= 0	N R	F	79 56.83 2.82 *
%= 2.16	%= 5.04	%= 1.44	%= 0.00	G O	J	63 45.32 1.60 £
I= 0.31	I= 8.01	I= 0.57	I= 0.00	V	P	76 54.68 0.76 £
ESTP *	ESFP "	ENFP	ENTP "	P E	IJ	18 12.95 1.29
N= 20	N= 25	N= 11	N= 8	E R	IP	12 8.63 0.57
%= 14.39	%= 17.99	%= 7.91	%= 5.76	R T	EP	64 46.04 0.81
I= 0.47	I= 2.20	I= 1.57	I= 0.46	C S	EJ	45 32.37 1.77 £
ESTJ	ESFJ	ENFJ	ENTJ	E	ST	49 35.25 0.60 *
N= 16	N= 22	N= 4	N= 3	P	SF	62 44.60 3.73 *
%= 11.51	%= 15.83	%= 2.88	%= 2.16	T	NF	17 12.23 1.50
I= 0.83	I= 6.29	I= 4.58	I= 1.72	I E	NT	11 7.91 0.38 £
				V X	SJ	56 40.29 1.64 £
				E T	SP	55 39.57 0.85
				S R	NP	21 15.11 0.60 "
				A	NJ	7 5.04 1.33
				J V	TJ	29 20.86 0.85
				U E	TP	31 22.30 0.40 *
				D R	FP	45 32.37 1.98 £
				G T	FJ	34 24.46 6.48 *
				I S	IN	2 1.44 0.15 £
				N	EN	26 18.71 0.96
				G	IS	28 20.14 1.28
					ES	83 59.71 1.08

Note concerning symbols following the selection ratios:
 " implies significance at the .05 level, i.e., Chi-square >3.8;
 £ implies significance at the .01 level, i.e., Chi-square > 6.6;
 * implies significance at the .001 level, i.e., Chi-square > 10.8.
 _ (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:
 Schools A + B - Males
 Base total N = 159. Sample and base are independent.

*** Calculated values of Chi-square or Fisher's exact probability ***

Type table order								
	E	0.5273	IJ	0.6115	SJ	8.4819	IN	0.0044
0.0135		<u>0.0140</u>	10000.00	<u>0.2509</u>	I	0.5273	IP	2.9151
	S	3.0678	EP	3.3122	NP	4.6007	IS	0.9912
<u>0.0593</u>	<u>0.0274</u>	<u>0.6886</u>	<u>0.0080</u>	N	3.0678	EJ	7.9386	NJ
	T	42.7566	ST	16.9271	TJ	0.5656		
11.2505	6.4145	1.0321	4.0559	F	42.7566	SF	39.9552	TP
	J	9.2996	NF	1.3464	FP	10.4899		
0.3606	<u>0.0000</u>	<u>0.1883</u>	<u>0.6670</u>	P	9.2996	NT	9.7172	FJ
								27.3110

Here the main differences lie in the T/F and J/P: significantly more of the females have a preference for F than the boys. This is clear from the very high $I = 2.82$ for the girls preference for F and the correspondingly low $I = 0.54$ ($p < 0.001$) for their preference for T. The girls also indicate a greater preference for J than the boys do, shown by the high $I = 1.60$ compared to the girls' low $I = 0.76$ for P. These latter results are significant at the 0.01 level. Both of these results are in line with the findings of MacDaid and McCaulley (1989) when they were examining the characteristics of their data bank of amassed MBTI scores.

For all the subsequent analyses the sample was treated as a whole, males and females together.

- (C) It is now possible to look at the educational outcomes for each of the personality styles represented in the sample.

The school leaving dates of all the pupils in the sample were provided by the schools and the statistics for full completed years of schooling are given in figure 5.3. Where pupils left at Christmas 1989, they were considered as having completed 4 full years of secondary schooling.

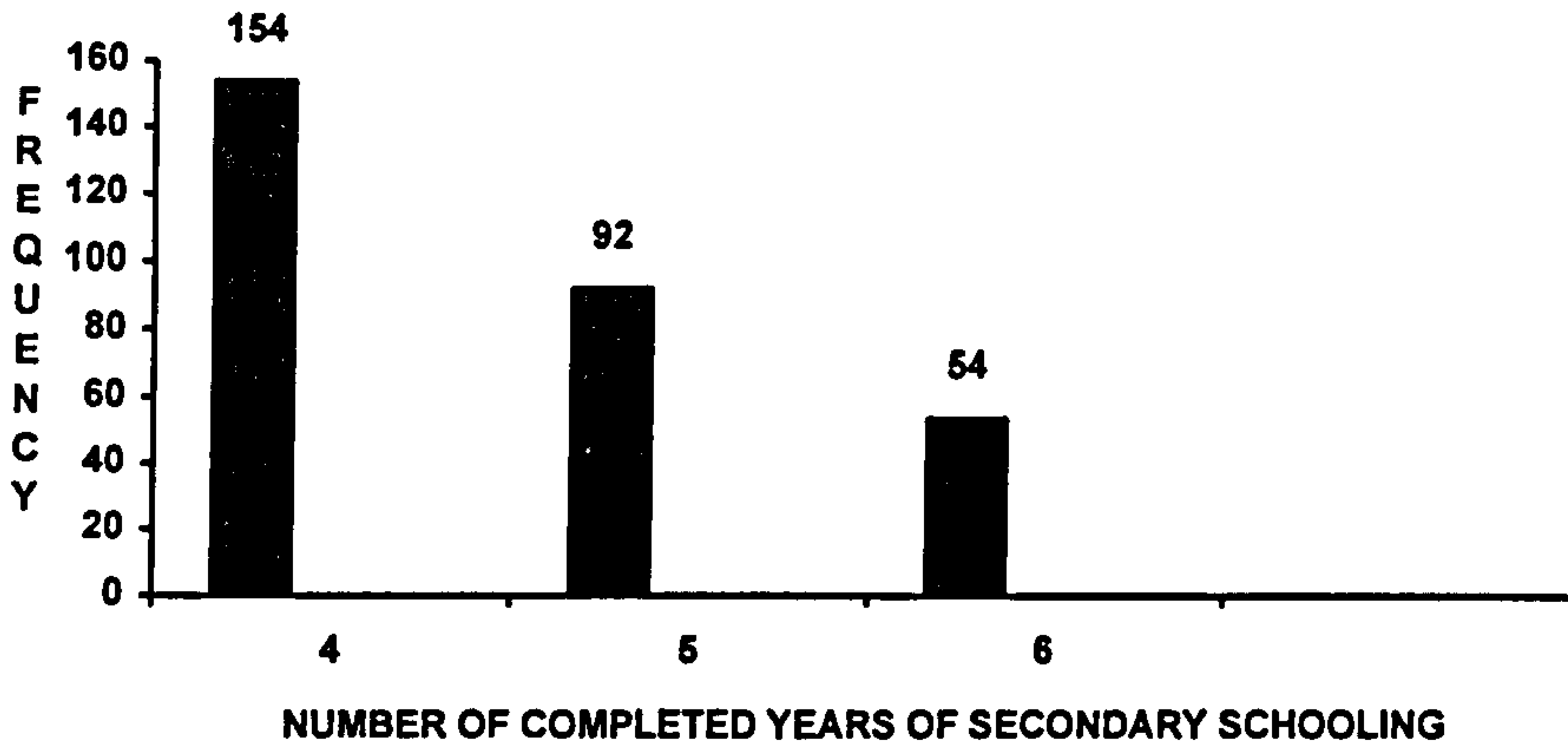


Figure 5.3 Number of Completed Years of Secondary Schooling

Table 5.7 (a), (b), (c) outlines the comparison across personality types of the decision to leave school at the end of the compulsory period of schooling.

The 2 pupils who had not completed the MBTI were in the early leavers group. Thus the total number here for comparison was 152. The two groups compared were those who left school and those who stayed on.

Thus these 2 groups are independent of one another. There are marked significant differences between the 2 groups on three of the dimensions.

Most significant in Table 5.7 is the difference between the 2 groups on the S/N dimension (significant at the 0.001 level). The pupils who prefer to use their sensing experience rather than their intuitive, symbolic processes are more likely to leave school at the first opportunity. ($I = 1.33$ for the leaver as compared to $I = 0.41$ for those who stay on at school.) There is also a marked difference between those who prefer their external world and those

who prefer the internal one. The extraverts are much more likely to leave school than the introverts (significant at the 0.01 level).

In line with the principle for interpretation of the results of type table analysis, it would be expected that when these differences are combined the resulting groupings would be different in the same direction. Looking at the results for IN, EN, IS and ES it is clear that the main effect is on the extraverted sensates and extraverted intuitives. Those who are Extraverted and Sensing leave school in greater numbers than would be expected by chance ($p < 0.001$). The extraverted intuitives are more likely to stay on at school ($p < 0.001$). In the case of the other 2 groupings the picture is less clear. The introverted sensates are less likely to leave school at the first opportunity ($I = 0.48, p < 0.05$). On the other hand the 2 groups of introverted intuitives do not differ significantly. This is worthy of note in that it may point to the possible moderating role of introversion on those who have a preference for sensory perception.

Table 5.7

COMPARISON OF EARLY SCHOOL LEAVERS and SCHOOL RETURNERS.

(a)

ISTJ 8	ISFJ 3	INFJ 0	INTJ 1
ISTP 9	ISFP 0	INFP 1	INTP 3
ESTP 48	ESFP 25	ENFP 6	ENTP 9
ESTJ 26	ESFJ 11	ENFJ 1	ENTJ 1

SAMPLE: Early School Leavers
n = 152

(b)

ISTJ 14	ISFJ 6	INFJ 0	INTJ 2
ISTP 5	ISFP 8	INFP 5	INTP 5
ESTP 21	ESFP 13	ENFP 13	ENTP 19
ESTJ 12	ESFJ 15	ENFJ 4	ENTJ 4

BASE: School Returners
n = 146

Table 5.7 (c)

Source of data
Mary Ross
Psychology Dept
Stirling University
Scotland

Group
tabulated:
Early School
Leavers

MBTI Type Table
Center for Applications
of Psychological Type

Legend: % = percent of
total choosing this group
who fall into this type.
I = Selfselection index:
Ratio of percent of type
in group to % in sample.

N = 152

SENSING types with THINKING		SENSING types with FEELING		INTUITIVE types with FEELING		INTUITIVE types with THINKING		N	%	I
ISTJ	ISFJ	INFJ	INTJ	J	E	127	83.55	1.21	£	
N= 8	N= 3	N= 0	N= 1	U	I	25	16.45	0.53	£	
%= 5.26	%= 1.97	%= 0.00	%= 0.66	D I	S	130	85.53	1.33	*	
I= 0.55	I= 0.48	I= 0.00	I= 0.48	G N	N	22	14.47	0.41	*	
-----				I T	T	105	69.08	1.23	"	
ISTP	ISFP	INFP	INTP	N R	F	47	30.92	0.71	"	
N= 9	N= 0	N= 1	N= 3	G O	J	51	33.55	0.86		
%= 5.92	%= 0.00	%= 0.66	%= 1.97	V	P	101	66.45	1.09		
I= 1.73	I= 0.00	I= 0.19	I= 0.58	P E	IJ	12	7.89	0.52		
-----				E R	IP	13	8.55	0.54		
ESTP	ESFP	ENFP	ENTP	R T	EP	88	57.89	1.28	"	
N= 48	N= 25	N= 6	N= 9	C S	EJ	39	25.66	1.07		
%= 31.58	%= 16.45	%= 3.95	%= 5.92	E	ST	91	59.87	1.68	*	
I= 2.20	I= 1.85	I= 0.44	I= 0.45	P	SF	39	25.66	0.89		
-----				T	NF	8	5.26	0.35	£	
ESTJ	ESFJ	ENFJ	ENTJ	I E	NT	14	9.21	0.45	£	
N= 26	N= 11	N= 1	N= 1	V X	SJ	48	31.58	0.98		
%= 17.11	%= 7.24	%= 0.66	%= 0.66	E T	SP	82	53.95	1.68	*	
I= 2.08	I= 0.70	I= 0.24	I= 0.24	S R	NP	19	12.50	0.43	*	
-----				A	NJ	3	1.97	0.29	"	
-----				J V	TJ	36	23.68	1.08	"	
-----				U E	TP	69	45.39	1.33	"	
-----				D R	FP	32	21.05	0.79		
-----				G T	FJ	15	9.87	0.58		
-----				I S	IN	5	3.29	0.40		
-----				N	EN	17	11.18	0.41	*	
-----				G	IS	20	13.16	0.58	"	
-----					ES	110	72.37	1.73	*	

Note concerning symbols following the selection ratios:

" implies significance at the .05 level, i.e., Chi-square >3.8;

£ implies significance at the .01 level, i.e., Chi-square > 6.6;

* implies significance at the .001 level, i.e., Chi-square > 10.8.

— (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:

School Returners

Base total N = 146. Sample and base are independent.

* * * * Calculated values of Chi-square or Fisher's exact probability * * * *

Type table order

2.0381	<u>0.3277</u>	10000.00	<u>0.6163</u>	E 8.5619	IJ 3.7916	SJ 0.0129	IN <u>0.0818</u>
<u>0.4140</u>	<u>0.0030</u>	<u>0.1147</u>	<u>0.4942</u>	I 8.5619	IP 3.6355	SP 14.3575	EN 12.6547
12.3752	3.8087	3.0651	4.4006	S 17.8343	EP 4.8018	NP 12.1048	IS 4.5432
5.2854	0.8626	<u>0.2065</u>	<u>0.2065</u>	N 17.8343	EJ 0.1133	NJ <u>0.0482</u>	ES 28.4907
				T 5.3138	ST 17.5485	TJ 0.1319	
				F 5.3138	SF 0.3637	TP 3.8585	
				J 0.9708	NF 7.9083	FP 1.3144	
				P 0.9708	NT 7.6060	FJ 3.3728	

As a further check on the findings regarding the loss of the young people who are extraverted and sensing to the post-compulsory education system, the data from the sample group were compared with the data from the researcher's MBTI data bank. Thus the 4th year sample pupils were compared with pupils who had chosen to stay on at school at both the 5th and 6th year levels. The results are given in Tables 5.8 and 5.9.

By the time pupils have chosen to stay on to 5th year, there is a significant decrease in the number who are in the sensory and in the thinking categories (see Table 5.8). As pupils opt to stay on for a further year's schooling, their profiles significantly represent fewer in the extraverted, sensory and thinking categories (see Table 5.9).

Table 5.8 COMPARISON OF TOTAL SAMPLE GROUP and 5th YEAR GROUP FROM ROSS' DATA BANK

(a)

ISTJ	ISFJ	INFJ	INTJ
2	6	2	1
ISTP	ISFP	INFP	INTP
2	4	1	2
ESTP	ESFP	ENFP	ENTP
14	4	21	10
ESTJ	ESFJ	ENFJ	ENTJ
3	5	6	2

SAMPLE: 5th Year Group from Ross' Data Bank
n = 85

(b)

ISTJ	ISFJ	INFJ	INTJ
22	9	0	3
ISTP	ISFP	INFP	INTP
14	8	6	8
ESTP	ESFP	ENFP	ENTP
69	38	19	28
ESTJ	ESFJ	ENFJ	ENTJ
38	26	5	5

BASE: Total Sample Group
n = 298

Table 5.8 (c)

Source of data

Mary Ross
Psychology Dept
Stirling University
Scotland

Group tabulated:

5th Year Group
from Ross' Data
Bank

MBTI Type Table
Center for Applications
of Psychological Type

Legend: % = percent of total choosing this group who fall into this type.
I = Selfselection index: Ratio of percent of type in group to % in sample.

N = 85

SENSING types with THINKING		SENSING types with FEELING		INTUITIVE types with FEELING		INTUITIVE types with THINKING		N	%	I
ISTJ	ISFJ	INFJ	INTJ	J	E	65	76.47	1.00		
N= 2	N= 6	N= 2	N= 1	U	I	20	23.53	1.00		
%= 2.35	%= 7.06	%= 2.35	%= 1.18	D I	S	40	47.06	0.63 *		
I= 0.32	I= 2.34	I= 0.00	I= 1.17	G N	N	45	52.94	2.13 *		
-----				I T	T	36	42.35	0.67 *		
ISTP	ISFP	INFP	INTP	N R	F	49	57.65	1.55 *		
N= 2	N= 4	N= 1	N= 2	G O	J	27	31.76	0.88		
%= 2.35	%= 4.71	%= 1.18	%= 2.35	V	P	58	68.24	1.07		
I= 0.50	I= 1.75	I= 0.58	I= 0.88	P E	IJ	11	12.94	1.13		
-----				E R	IP	9	10.59	0.38		
ESTP	ESFP	ENFP	ENTP	R T	EP	49	57.65	1.12		
N= 14	N= 4	N= 21	N= 10	C S	EJ	16	18.82	0.76		
%= 16.47	%= 4.71	%= 24.71	%= 11.76	E	ST	21	24.71	0.51 *		
I= 0.71	I= 0.37	I= 3.87	I= 1.25	P	SF	19	22.35	0.82		
-----				T	NF	30	35.29	3.51 *		
ESTJ	ESFJ	ENFJ	ENTJ	I E	NT	15	17.65	1.20		
N= 3	N= 5	N= 6	N= 2	V X	SJ	16	18.82	0.59 "		
%= 3.53	%= 5.88	%= 7.06	%= 2.35	E T	SP	24	28.24	0.65 "		
I= 0.28	I= 0.67	I= 4.21	I= 1.40	S R	NP	34	40.00	1.95 *		
-----				A	NJ	11	12.94	2.97 £		
				J V	TJ	8	9.41	0.41 £		
				U E	TP	28	32.94	0.82		
				D R	FP	30	35.29	1.48 "		
				G T	FJ	19	22.35	1.67 "		
				I S	IN	6	7.06	1.24		
				N	EN	39	45.88	2.40 *		
				G	IS	14	16.47	0.93		
					ES	26	30.59	0.53 *		

Note concerning symbols following the selection ratios:

" implies significance at the .05 level, i.e., Chi-square > 3.8;

£ implies significance at the .01 level, i.e., Chi-square > 6.6;

* implies significance at the .001 level, i.e., Chi-square > 10.8.

— (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:

Total Sample Group

Base total N = 298. Sample and base are independent.

*** Calculated values of Chi-square or Fisher's exact probability ***
Type table order

0.1262	2.8667	0.0488	1.0000	E	0.0001	IJ	0.1497	SJ	5.4770	IN	0.2148
0.3891	0.4776	0.7022	1.0000	I	0.0001	IP	0.1420	SP	6.2471	EN	25.2049
1.7405	0.0471	23.7578	0.4152	S	24.3990	EP	0.9460	NP	13.5248	IS	0.0792
0.0157	0.5024	0.0179	1.0000	N	24.3990	EJ	1.3283	NJ	8.2866	ES	19.0082
				T	11.3140	ST	14.6399	TJ	7.4739		
				F	11.3140	SF	0.7992	TP	1.3670		
				J	0.5808	NF	31.8575	FP	4.4801		
				P	0.5808	NT	0.4215	FJ	4.0472		

Table 5.9**COMPARISON OF TOTAL SAMPLE GROUP and 6th YEAR GROUP FROM ROSS' DATA BANK****(a)**

ISTJ 5	ISFJ 4	INFJ 4	INTJ 5
ISTP 7	ISFP 5	INFP 11	INTP 5
ESTP 11	ESFP 5	ENFP 27	ENTP 19
ESTJ 8	ESFJ 7	ENFJ 4	ENTJ 3

SAMPLE: 6th Year Group from Ross' Data Bank
n = 140

(b)

ISTJ 22	ISFJ 9	INFJ 0	INTJ 3
ISTP 14	ISFP 8	INFP 6	INTP 8
ESTP 69	ESFP 38	ENFP 19	ENTP 28
ESTJ 38	ESFJ 26	ENFJ 5	ENTJ 5

BASE: Total Sample Group
n = 298

Table 5.9 (c)

Source of data
 Mary Ross
 Psychology Dept
 Stirling University
 Scotland

Group tabulated:
 6th Year Group
 from Ross' Data
 Bank

N = 130

MBTI Type Table
 Center for Applications
 of Psychological Type

Legend: % = percent of total choosing this group who fall into this type.
 I = Selfselection index: Ratio of percent of type in group to % in sample.

SENSING types with THINKING		SENSING types with FEELING		INTUITIVE types with FEELING		INTUITIVE types with THINKING		N	%	I
ISTJ	ISFJ	INFJ	INTJ							
N= 5	N= 4	N= 4	N= 5							
%= 3.85	%= 3.08	%= 3.08	%= 3.85							
I= 0.52	I= 1.02	I= 0.00	I= 3.82							
ISTP	ISFP	INFP	INTP							
N= 7	N= 5	N= 11	N= 5							
%= 5.38	%= 3.85	%= 8.46	%= 3.85							
I= 1.15	I= 1.43	I= 4.20	I= 1.43							
ESTP *	ESFP £	ENFP *	ENTP							
N= 11	N= 5	N= 27	N= 19							
%= 8.46	%= 3.85	%= 20.77	%= 14.62							
I= 0.37	I= 0.30	I= 3.26	I= 1.56							
ESTJ "	ESFJ	ENFJ	ENTJ							
N= 8	N= 7	N= 4	N= 3							
%= 6.15	%= 5.38	%= 3.08	%= 2.31							
I= 0.48	I= 0.62	I= 1.83	I= 1.38							

Note concerning symbols following the selection ratios:
 " implies significance at the .05 level, i.e., Chi-square >3.8;
 £ implies significance at the .01 level, i.e., Chi-square > 6.6;
 * implies significance at the .001 level, i.e., Chi-square > 10.8.
 _ (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:
 Total Sample Group
 Base total N = 298. Sample and base are independent.

*** Calculated values of Chi-square or Fisher's exact probability ***

Type table order											
				E	6.4818	IJ	0.5035	SJ	8.1180	IN	18.7116
<u>0.1988</u>	<u>1.0000</u>	<u>0.0082</u>	<u>0.0592</u>	I	6.4818	IP	6.3667	SP	18.4356	EN	22.2007
				S	48.8811	EP	0.5752	NP	32.7533	IS	0.1685
0.0915	<u>0.5460</u>	9.8668	<u>0.5460</u>	N	48.8811	EJ	3.2543	NJ	9.0459	ES	40.8485
				T	7.6088	ST	21.8630	TJ	2.4412		
12.8571	<u>0.0046</u>	19.5483	2.5225	F	7.6088	SF	6.0636	TP	2.2427		
				J	1.1982	NF	39.7273	FP	7.7353		
4.1076	1.4192	<u>0.4639</u>	<u>0.7035</u>	P	1.1982	NT	6.0137	FJ	0.1083		

(D) SCE EXAMINATION RESULTS PER PERSONALITY PROFILE

The examination results achieved by the pupils in Scottish Certificate of Education were compared across type. The results are presented in Table 5.10.

Table 5.10 Examination Results

(a)

ISTJ 11	ISFJ 7	INFJ 0	INTJ 2
ISTP 6	ISFP 6	INFP 3	INTP 7
ESTP 15	ESFP 13	ENFP 14	ENTP 17
ESTJ 12	ESFJ 6	ENFJ 4	ENTJ 3

SAMPLE: Pupils Obtaining 3+ O/S Grades at Grades 1,2,3

n = 126

(b)

ISTJ 22	ISFJ 9	INFJ 0	INTJ 3
ISTP 14	ISFP 8	INFP 6	INTP 8
ESTP 69	ESFP 37	ENFP 19	ENTP 27
ESTJ 37	ESFJ 26	ENFJ 5	ENTJ 5

BASE: Pupils Sitting O/S Grades

n = 295

Table 5.10 (c)

! Source of data

Mary Ross
Psychology Dept
Stirling University
Scotland

Group
tabulated:

Pupils obtaining 3+
passes in O/s Grades
at Grade 1, 2 and 3

MBTI Type Table
Center for Applications
of Psychological Type

Legend: % = percent of
total choosing this group
who fall into this type.
I = Selfselection index:
Ratio of percent of type
in group to % in sample.

N = 126

SENSING types with THINKING		SENSING types with FEELING		INTUITIVE types with FEELING		INTUITIVE types with THINKING		N	%	I
ISTJ	ISFJ	INFJ	INTJ	J	E	84	66.67	0.87	*	
N= 11	N= 7	N= 0	N= 2	U	I	42	33.33	1.40	*	
%= 8.73	%= 5.56	%= 0.00	%= 1.59	D I	S	76	60.32	0.80	*	
I= 1.17	I= 1.82	I= 0.00	I= 1.56	G N	N	50	39.68	1.60	*	
-----				I T	T	73	57.94	0.92		
ISTP	ISFP	INFP	INTP	N R	F	53	42.06	1.13		
N= 6	N= 6	N= 3	N= 7	G O	J	45	35.71	0.98		
%= 4.76	%= 4.76	%= 2.38	%= 5.56	V	P	81	64.29	1.01		
I= 1.00	I= 1.76	I= 1.17	I= 2.05	P E	IJ	20	15.87	1.38	"	
-----				E R	IP	22	17.46	1.43	"	
ESTP *	ESFP	ENFP £	ENTP "	R T	EP	59	46.83	0.91		
N= 15	N= 13	N= 14	N= 17	C S	EJ	25	19.84	0.80		
%= 11.90	%= 10.32	%= 11.11	%= 13.49	E	ST	44	34.92	0.73	*	
I= 0.51	I= 0.82	I= 1.73	I= 1.47	P	SF	32	25.40	0.94		
-----				T	NF	21	16.67	1.64	£	
ESTJ	ESFJ "	ENFJ	ENTJ	I E	NT	29	23.02	1.58	*	
N= 12	N= 6	N= 4	N= 3	V X	SJ	36	28.57	0.90		
%= 9.52	%= 4.76	%= 3.17	%= 2.38	E T	SP	40	31.75	0.73	*	
I= 0.76	I= 0.54	I= 1.87	I= 1.40	S R	NP	41	32.54	1.60	*	
-----				A	NJ	9	7.14	1.62		
ISTJ	ISFJ	INFJ	INTJ	J V	TJ	28	22.22	0.98		
N= 11	N= 7	N= 0	N= 2	U E	TP	45	35.71	0.89		
%= 8.73	%= 5.56	%= 0.00	%= 1.59	D R	FP	36	28.57	1.20		
I= 1.17	I= 1.82	I= 0.00	I= 1.56	G T	FJ	17	13.49	1.00		
-----				I S	IN	12	9.52	1.65	"	
ISTP	ISFP	INFP	INTP	N	EN	38	30.16	1.59	*	
N= 6	N= 6	N= 3	N= 7	G	IS	30	23.81	1.33	"	
%= 4.76	%= 4.76	%= 2.38	%= 5.56		ES	46	36.51	0.64	*	
I= 1.00	I= 1.76	I= 1.17	I= 2.05							

Note concerning symbols following the selection ratios:

" implies significance at the .05 level, i.e., Chi-square > 3.8;

£ implies significance at the .01 level, i.e., Chi-square > 6.6;

* implies significance at the .001 level, i.e., Chi-square > 10.8.

_ (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:

Pupils Sitting O/S Grades

Base total N = 295. Sample and base are dependent.

* * * * Calculated values of Chi-square or Fisher's exact probability * * * *

Type table order

0.5161	0.0407	10000.00	0.5777	E 11.2104	IJ 4.0769	SJ 1.0985	IN 0.0221
0.0001	0.0769	1.0000	0.0120	I 11.2104	IP 5.6730	SP 12.1398	EN 17.8612
16.1905	0.9926	0.0071	4.9812	S 26.3504	EP 1.9452	NP 20.2069	IS 5.0956
1.8270	4.4925	0.1677	0.6542	N 26.3504	EJ 2.8409	NJ 0.0816	ES 38.8143
				T 2.1449	ST 15.3851	TJ 0.0300	
				F 2.1449	SF 0.3299	TP 1.6832	
				J 0.0295	NF 10.1632	FP 2.8499	
				P 0.0295	NT 12.5813	FJ 0.0008	

Again the results show that the effects of the E/I and S/N dimensions are significant, all at the 0.001 level. From the I values it can be seen that those who prefer I and N are significantly more likely to achieve the standards set by the Scottish Examination Board. When we examine the groupings IN, EN, IS and ES we can see that it is the ES group which has the worst examination results. All other 3 types have a greater number achieving at least 3 O/S passes at grades 1, 2, 3 than could have been expected by chance. The I values for IN, EN and IS are 1.65, 1.59 and 1.33 respectively with corresponding levels of significance of 0.05, 0.001 and 0.05. The I value of 0.64 for the ES group indicates that there are significantly fewer in this group passing their exams ($p < 0.001$) than would be expected by chance. From tables 5.7 and 5.10 it is clear that the decision to leave school as soon as possible and academic success is not distributed evenly across the personality types.

The disadvantaged position of those who are both extraverted and sensate is seen even more clearly when we look at the average number of O/S passes at grades 1, 2 and 3 obtained by the pupils in each of the four quadrants of the type table. These are displayed in Table 5.11.

IS 3.45	IN 4.76
ES 1.91	EN 4.45

Table 5.11. Average Number of O/S passes (Grades 1, 2 and 3) across E/I and S/N dimensions.

A close examination of the type tables, 5.7, 5.8, 5.9 and 5.10, gives a clear indication that one of the type groups which is most disadvantaged within the school system is that one ESTP. In Chapter 6, this type is profiled as a means of illustrating how an awareness and knowledge of type can be helpful in understanding one factor which affects the smooth passage of young people through their years of compulsory schooling. As a basis for the discussion which follows, certain features of the previous results are now given as they relate to the young people who affirmed that they were predominantly ESTP's i.e., they would have been described by Jung as Extraverted Sensing types with Thinking as their auxiliary. Table 5.12 gives the distribution of their grades of "intellectual capacity" as measured using the Ravens Progressive Matrices and these are shown with the frequencies of the grades for the full sample in figure 5.4.

Ravens Grading	1	2	3	4	5
Frequency	7	20	30	12	0

Table 5.12 Distribution of Ravens Grades for ESTP Participants (n = 69)

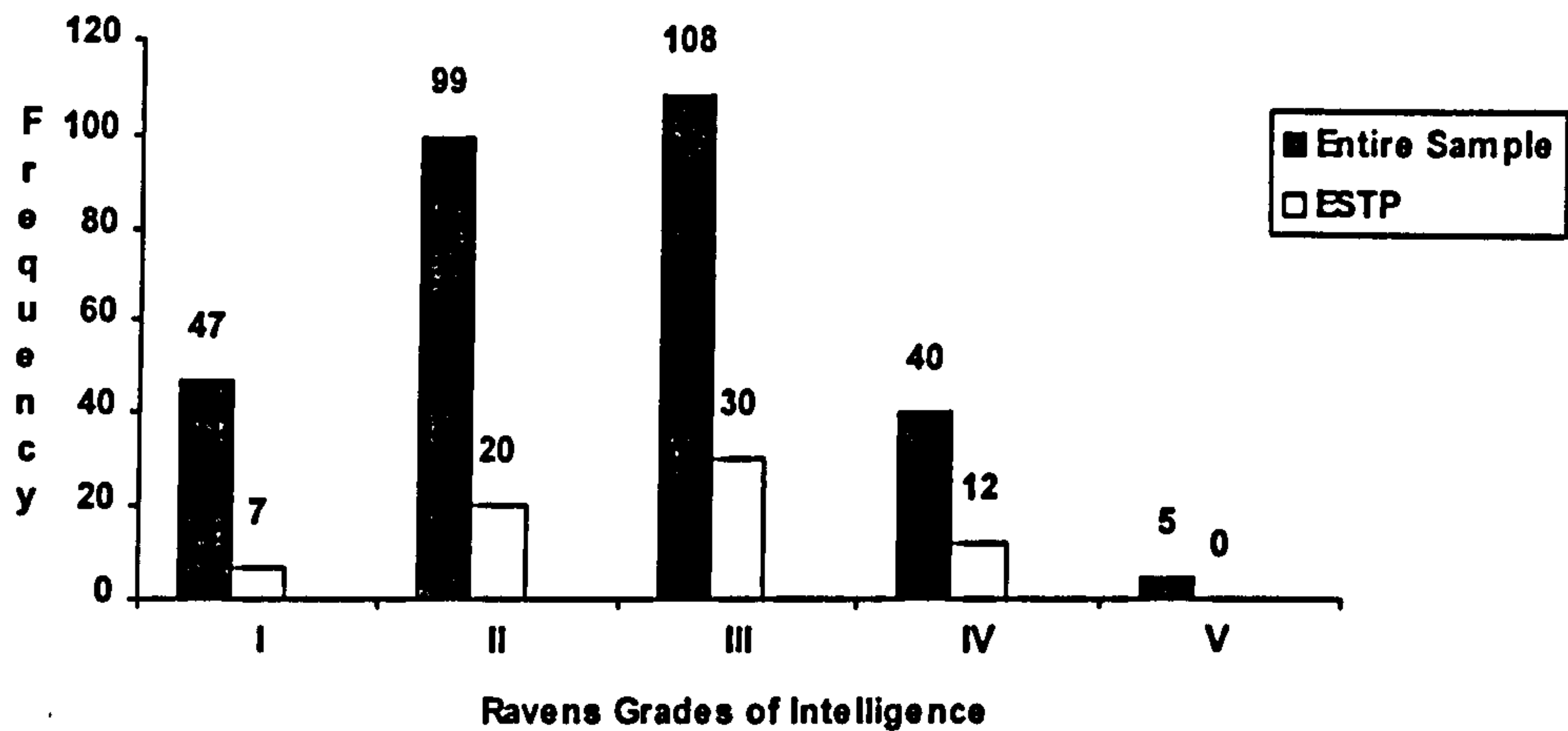


Figure 5.4 Frequencies of Ravens Grades for ESTP types v's total sample

Table 5.10 gave the type distribution of the participants who had achieved 3 or more Ordinary or Standard Grades at Grades 1, 2 or 3 at the end of their fourth year. As noted earlier, the dimensions affecting these results were the 1st and 2nd i.e., the Extraversion/Introversion and the Sensing/Intuitive ones. Bearing in mind that, when main dimensions have significant results, the significance of any interaction effect of combined features has to be used with caution, the under-representation of the ES quadrant not only is a cause for concern, but also the very low number of ESTP participants (15 out of a possible 69 i.e., 21.74%) emphasises the difficulties members of this group have in meeting the expected standards. The situation becomes clearer when we look at the number of passes achieved, relative to the number of examinations sat. Table 5.13 gives the O Grade results for the ESTP group.

		Number of Ordinary Grades Sat									
		8	7	6	5	4	3	2	1	0	
No. of Ordinary Grades Passed	8	1	-	-	-	-	-	-	-	-	-
	7	0	1	-	-	-	-	-	-	-	-
	6	1	0	0	-	-	-	-	-	-	-
	5	1	1	3	1	-	-	-	-	-	-
	4	0	3	2	0	0	-	-	-	-	-
	3	0	1	0	0	1	0	-	-	-	-
	2	1	0	6	0	1	0	0	-	-	-
	1	0	1	2	1	5	3	1	1	-	-
	0	0	0	2	1	5	3	12	5	3	-

Table 5.13 Number of O Grade passes relative to number sat by ESTP participants (n = 69)

The numbers in the central diagonal boxes indicate those who passed everything they sat. Only 4 pupils in this group achieved all their O Grades.

The bottom row of this table indicates all those pupils who passed none of the O Grade examinations they sat (n = 28). In 1989, the two target schools had presented pupils for a maximum of 4 possible Standard Grade examinations. It has been pointed out earlier that in these first years transfer to the Standard Grade system, the emphasis was placed on the level at which each pupil could achieve rather than thinking in terms of whether there was a value judgement placed on the different gradings. However, the guidelines given by the Scottish Education

Department and the evaluation by the Scottish Examination Board of performance in the 1989 examinations do clearly indicate that Grades 1, 2 and 3 are equivalent to a pass at Ordinary Grade. Thus, in presenting the results for the ESTP group in their Standard Grade examinations, the results are given for all grades i.e., 1-7, in Table 5.14, and for Grades 1-3, in Table 5.15.

		Number of Standard Grades Sat				
		4	3	2	1	0
No. of	4	1	-	-	-	-
Standard	3	0	3	-	-	-
Grades	2	1	4	14	-	-
passed	1	0	0	4	18	-
	0	0	0	5	4	15

Table 5.14 Number of Standard Grade Passes (Grades 1-7) Achieved by ESTP participants (n = 69)

		Number of Standard Grades Sat				
		4	3	2	1	0
No. of	4	0	-	-	-	-
Standard	3	0	0	-	-	-
Grades	2	0	0	0	-	-
passed	1	0	0	3	2	-
	0	2	7	22	18	15

Table 5.15 Number of Standard Grade Passes (Grades 1-3) Achieved by ESTP participants (n = 69)

As most pupils sat a combination of O Grades and S Grade examinations, Table 5.16 gives the total number of passes at grades 1-3 for O Grades and S Grades for this group.

		Number of O Grade and S Grade Examinations Sat								
		8	7	6	5	4	3	2	1	0
No. of O Grade and S Grade Passes (1-3)	8	1	-	-	-	-	-	-	-	-
	7	0	1	-	-	-	-	-	-	-
	6	1	0	0	-	-	-	-	-	-
	5	2	1	3	0	-	-	-	-	-
	4	1	1	2	0	0	-	-	-	-
	3	1	0	0	1	0	0	-	-	-
	2	3	2	2	1	0	0	0	-	-
	1	1	4	5	2	4	1	0	1	-
	0	0	2	2	3	11	5	4	1	0

Table 5.16 Number of O Grade and S Grade Passes Achieved by ESTP Participants at Grades 1-3 (n = 69)

(E) COMPARISON OF PUPILS AND TEACHERS MBTI TYPES.

These results appear in tables 5.17 (a), (b) and (c). Here it is clear that the 2 groups are different on each of the four Jungian dimensions. There are significantly more extraverts, sensates, thinkers and perceivers in the pupil groups. This is highlighted in the type table itself where the much higher percentage of pupils represented in the ESTP group when compared with the percentage of teachers in this group is significant at the 0.001 level. In

the case of the corresponding comparison between percentages of pupils and teacher in the ESFP group the difference is also significant this time at the 0.01 level. It is the large differences between pupil and teacher distributions in these two boxes which are contributing to the significant difference between the extraverted pupils and teachers ($I = 3.18, p < 0.001$).

Table 5.17 Comparison of Pupils and Teachers MBTI types

(a)

ISTJ	ISFJ	INFJ	INTJ
22	9	0	3
ISTP	ISFP	INFP	INTP
14	8	6	8
ESTP	ESFP	ENFP	ENTP
69	38	19	28
ESTJ	ESFJ	ENFJ	ENTJ
38	26	5	5

SAMPLE: Pupils in Schools A + B

n = 298

(b)

ISTJ	ISFJ	INFJ	INTJ
8	8	7	9
ISTP	ISFP	INFP	INTP
0	0	5	2
ESTP	ESFP	ENFP	ENTP
2	1	10	3
ESTJ	ESFJ	ENFJ	ENTJ
5	5	5	2

BASE: Teachers in Schools A + B

n = 72

Table 5.17 (c)

Source of data
Mary Ross
Psychology Dept
Stirling University
Scotland

Group tabulated:
Pupils in Schools
A + B

MBTI Type Table
Center for Applications
of Psychological Type

Legend: % = percent of total choosing this group who fall into this type.
I = Selfselection index: Ratio of percent of type in group to % in sample.

N = 298

SENSING types with THINKING		SENSING types with FEELING		INTUITIVE types with FEELING		INTUITIVE types with THINKING		N	%	I
ISTJ	ISFJ	INFJ	INTJ	J	E	228	76.51	1.67	*	
N= 22	N= 9	N= 0	N= 3	U	I	70	23.49	0.43	*	
%= 7.38	%= 3.02	%= 0.00	%= 1.01	D I	S	224	75.17	1.87	*	
I= 0.66	I= 0.27	I= 0.00	I= 0.08	G N	N	74	24.83	0.42	*	
				I T	T	187	62.75	1.46	£	
				N R	F	111	37.25	0.65	£	
				G O	J	108	36.24	0.53	*	
				V	P	190	63.76	2.00	*	
ISTP	ISFP	INFP	INTP	P E	IJ	34	11.41	0.26	*	
N= 14	N= 8	N= 6	N= 8	E R	IP	36	12.08	1.24		
%= 4.70	%= 2.68	%= 2.01	%= 2.68	R T	EP	154	51.68	2.33	*	
I= 0.00	I= 0.00	I= 0.29	I= 0.97	C S	EJ	74	24.83	1.05		
				E	ST	143	47.99	2.30	*	
				P	SF	81	27.18	1.40		
				T	NF	30	10.07	0.27	*	
ESTP	ESFP	ENFP	ENTP	I E	NT	44	14.77	0.66		
N= 69	N= 38	N= 19	N= 28	V X	SJ	95	31.88	0.88		
%= 23.15	%= 12.75	%= 6.38	%= 9.40	E T	SP	129	43.29	10.39		
I= 8.34	I= 9.18	I= 0.46	I= 2.26	S R	NP	61	20.47	0.74		
				A	NJ	13	4.36	0.14	*	
				J V	TJ	68	22.82	0.68		
				U E	TP	119	39.93	4.11	*	
ESTJ	ESFJ	ENFJ	ENTJ	D R	FP	71	23.83	1.07		
N= 38	N= 26	N= 5	N= 5	G T	FJ	40	13.42	0.39	*	
%= 12.75	%= 8.72	%= 1.68	%= 1.68	I S	IN	17	5.70	0.18	*	
I= 1.84	I= 1.26	I= 0.24	I= 0.60	N	EN	57	19.13	0.69		
				G	IS	53	17.79	0.80		
					ES	171	57.38	3.18	*	

Note concerning symbols following the selection ratios:

" implies significance at the .05 level. i.e., Chi-square >3.8;

£ implies significance at the .01 level. i.e., Chi-square > 6.6;

* implies significance at the .001 level. i.e., Chi-square > 10.8.

_ (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:

Teachers (Schools A + B)

Base total N = 72. Sample and base are independent.

* * * * Calculated values of Chi-square or Fisher's exact probability * * * *

Type table order

1.0820	8.6602	<u>0.0000</u>	<u>0.0000</u>	E 26.2604	IJ 43.1800	SJ 0.4719	IN 41.4091
<u>0.0813</u>	<u>0.2233</u>	<u>0.0428</u>	<u>1.0000</u>	I 26.2604	IP 0.3140	SP <u>0.0000</u>	EN 2.6330
<u>0.0001</u>	<u>0.0043</u>	4.5314	<u>0.1659</u>	S 32.6472	EP 20.2585	NP 1.8112	IS 0.7525
<u>0.2192</u>	<u>0.6528</u>	<u>0.0275</u>	<u>0.6258</u>	N 32.6472	EJ 0.0466	NJ 50.2289	ES 35.8758
				T 9.2942	ST 17.4743	TJ 3.4316	
				F 9.2942	SF 1.8189	TP 23.5673	
				J 24.0274	NF 33.4868	FP 0.0829	
				P 24.0274	NT 2.3734	FJ 18.1665	

Bearing in mind that the 72 teachers who volunteered to complete the MBTI inventory represented only just over half of the teachers on the combined school staffs (n = 140.3), the sample teachers' MBTI profiles were compared to those of secondary school teachers in the researcher's data bank. The results of this comparison are given in table 5.18 below.

Table 5.18 COMPARISON OF TEACHERS SAMPLE GROUP and SECONDARY TEACHERS FROM ROSS' DATA BANK

(a)

ISTJ 8	ISFJ 8	INFJ 7	INTJ 9
ISTP 0	ISFP 0	INFP 5	INTP 2
ESTP 2	ESFP 1	ENFP 10	ENTP 3
ESTJ 5	ESFJ 5	ENFJ 5	ENTJ 2

SAMPLE: Teachers in Schools A + B

n = 72

(b)

ISTJ 26	ISFJ 18	INFJ 3	INTJ 16
ISTP 5	ISFP 4	INFP 7	INTP 7
ESTP 3	ESFP 1	ENFP 8	ENTP 2
ESTJ 8	ESFJ 7	ENFJ 4	ENTJ 15

BASE: Secondary School Teachers
in Ross' Data Bank

n = 298

These results indicate that of the sample teachers there is a slightly higher proportion who use their feeling judgement rather than their thinking judgement when compared with the complete staffs of two secondary schools ($P < 0.05$). There were no other significant primary differences, in particular the proportion of sample teachers in the ES quadrant was not significantly different to that of the base group teachers.

Table 5.18(c)

Source of data		Group tabulated:		MBTI Type Table						
Mary Ross Psychology Dept Stirling University Scotland		Teachers in Schools A + B		Center for Applications of Psychological Type						
				Legend: % = percent of total choosing this group who fall into this type. I = Selfselection index: Ratio of percent of type in group to % in sample.						
SENSING types with THINKING		SENSING types with FEELING		INTUITIVE types with FEELING		INTUITIVE types with THINKING		N	%	I
ISTJ	ISFJ	INFJ	INTJ	J	E	33	45.83	1.28		
N= 8	N= 8	N= 7	N= 9	U	I	39	54.17	0.84		
%= 11.11	%= 11.11	%= 9.72	%= 12.50	D I	S	29	40.28	0.75		
I= 0.57	I= 0.83	I= 4.34	I= 1.05	G N	N	43	59.72	1.29		
-----				I T	T	31	43.06	0.70 "		
ISTP	ISFP	INFP	INTP	N R	F	41	56.94	1.47 "		
N= 0	N= 0	N= 5	N= 2	G O	J	49	68.06	0.94		
%= 0.00	%= 0.00	%= 6.94	%= 2.78	V	P	23	31.94	1.16		
I= 0.00	I= 0.00	I= 1.33	I= 0.53	P E	IJ	32	44.44	0.95		
-----				E R	IP	7	9.72	0.57		
ESTP	ESFP	ENFP	ENTP	R T	EP	16	22.22	2.13 "		
N= 2	N= 1	N= 10	N= 3	C S	EJ	17	23.61	0.93		
%= 2.78	%= 1.39	%= 13.89	%= 4.17	E	ST	15	20.83	0.66		
I= 1.24	I= 1.86	I= 2.33	I= 2.79	P	SF	14	19.44	0.87		
-----				T	NF	27	37.50	2.28 *		
ESTJ	ESFJ	ENFJ	ENTJ	I E	NT	16	22.22	0.74		
N= 5	N= 5	N= 5	N= 2	V X	SJ	26	36.11	0.82		
%= 6.94	%= 6.94	%= 6.94	%= 2.78	E T	SP	3	4.17	0.43		
I= 1.16	I= 1.33	I= 2.33	I= 0.25	S R	NP	20	27.78	1.55		
-----				A	NJ	23	31.94	1.13		
ISTJ	ISFJ	INFJ	INTJ	J V	TJ	24	33.33	0.69 "		
N= 8	N= 8	N= 7	N= 9	U E	TP	7	9.72	0.77		
%= 11.11	%= 11.11	%= 9.72	%= 12.50	D R	FP	16	22.22	1.49		
I= 0.57	I= 0.83	I= 4.34	I= 1.05	G T	FJ	25	34.72	1.45		
-----				I S	IN	23	31.94	1.30		
ISTP	ISFP	INFP	INTP	N	EN	20	27.78	1.28		
N= 0	N= 0	N= 5	N= 2	G	IS	16	22.22	0.56 "		
%= 0.00	%= 0.00	%= 6.94	%= 2.78		ES	13	18.06	1.27		
I= 0.00	I= 0.00	I= 1.33	I= 0.53							

Note concerning symbols following the selection ratios:
 " implies significance at the .05 level. i.e.. Chi-square >3.8;
 £ implies significance at the .01 level. i.e.. Chi-square > 6.6;
 * implies significance at the .001 level. i.e.. Chi-square > 10.8.
 _ (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:
 Secondary School Teachers from Ross' Data Bank
 Base total N = 134. Sample and base are independent.

* * * * Calculated values of Chi-square or Fisher's exact probability * * * *

Type table order				E	IJ	SJ	IN
2.3367	0.2289	<u>0.0229</u>	0.0138	1.9678	0.1245	1.2117	1.2670
<u>0.1650</u>	<u>0.3000</u>	<u>0.7563</u>	<u>0.4996</u>	I	IP	<u>0.1835</u>	EN
<u>1.0000</u>	<u>1.0000</u>	3.6829	<u>0.3455</u>	S	EP	2.7148	IS
<u>1.0000</u>	<u>0.7563</u>	<u>0.2821</u>	<u>0.0596</u>	N	EJ	0.2890	ES
				T	ST	4.3948	
				F	SF	0.3998	
				J	NF	11.4825	
				P	NT	1.3769	

5.5 Post School Trajectories

As has been mentioned in section C above, 154 of the sample left school as soon as the opportunity arose. Of the remaining 146, 92 left at the end of 5th year and 54 completed a 6th year. Information was obtained on the post-school trajectories of 241 of the original 300 participants. The young people have been categorised into those who, at the time of contact were:

- (A) UNEMPLOYED, ON ADULT GOVERNMENT SCHEMES OR IN PART- TIME EMPLOYMENT.**
- (B) IN FULL-TIME HIGHER OR FURTHER EDUCATION.**
- (C) EMPLOYED IN A FULL-TIME CAPACITY.**

An additional category “other” was added to allow for those who could not be fitted in to any of the above . Falling into this category were:

2 Males who had died,

1 Male who was in a Young Offenders Institution and

2 Females who since the birth of their babies were not looking for employment or education.

Table 5.19 shows the numbers in each group and the method by which the information was gathered.

- (D) THE PERSONALITY PROFILES OF THE YOUNG PEOPLE WHO COULD NOT BE TRACED WILL ALSO BE EXAMINED.**

	PHONE CALLS				
	INTERVIEW	POSTAL RETURN	SELF	OTHER	TOTALS
FULL-TIME EMPLOYED	38	35	44	26	143
FULL-TIME UNIVERSITY/ FULL-TIME FURTHER EDUCATION	39	14	6	0	59
UNEMPLOYED/ GOVERNMENT SCHEMES/ PART-TIME EMPLOYED	3	14	5	11	33
OTHER	0	0	1	4	5
TOTALS	80	63	56	41	240

Table 5.19 POST 18 CAREER TRAJECTORIES and METHOD OF CONTACT

One observation which can be made is that the young people in full-time education clearly were more responsive to the invitation to participate in a meeting with the researcher to give their information in a face-to-face manner, (39 out of a possible 59).

5.6 PERSONALITY AND CAREER TRAJECTORIES

Tables 5.20, 5.21 and 5.22 examine the distribution of personality types across the different career outcomes.

In interpreting these results 3 points must be borne in mind:

1. The information gathered is only from 80 per cent of the original sample.
2. The base group is the traceable group from the sample. Although there were 240 young people traced, one had not completed the MBTI and is thus not included here. Hence the group consists of n = 239.
3. The career destination was the one at the point of contact. This latter point will be dealt with in the following section.

(A) DISTRIBUTION OF PERSONALITY TYPES IN THE EMPLOYED GROUP

The results are presented in Table 5.20. There are no significant results for any of the groupings. In other words there is no group which is more likely to be successful in obtaining employment. On the face of it this could be welcome news for those who left school with very poor qualifications. However, this would need to be tested out further with a larger sample which could afford an analysis of the distribution of types within various occupations.

Table 5.20 Distribution of Personality Types in Employed Group.

(a)

ISTJ 10	ISFJ 7	INFJ 0	INTJ 1
ISTP 7	ISFP 1	INFP 3	INTP 3
ESTP 32	ESFP 19	ENFP 7	ENTP 17
ESTJ 21	ESFJ 10	ENFJ 1	ENTJ 3

SAMPLE: Full-time Employed

n = 142

(b)

ISTJ 20	ISFJ 8	INFJ 0	INTJ 2
ISTP 12	ISFP 6	INFP 6	INTP 7
ESTP 50	ESFP 27	ENFP 17	ENTP 27
ESTJ 31	ESFJ 17	ENFJ 4	ENTJ 5

BASE: Total Sample Completing MBTI

n = 239

Table 5.20 (c)

Source of data
 Mary Ross
 Psychology Dept
 Stirling University
 Scotland

Group tabulated:
 Full-time
 Employed

MBTI Type Table
 Center for Applications
 of Psychological Type

Legend: % = percent of total choosing this group who fall into this type.
 I = Selfselection index: Ratio of percent of type in group to % in sample.

N = 142

SENSING types with THINKING		SENSING types with FEELING		INTUITIVE types with FEELING		INTUITIVE types with THINKING		N	%	I
ISTJ	ISFJ	INFJ	INTJ	J	E	110	77.46	1.04		
N= 10	N= 7	N= 0	N= 1	U	I	32	22.54	0.88		
%= 7.04	%= 4.93	%= 0.00	%= 0.70	D I	S	107	75.35	1.05		
I= 0.84	I= 1.47	I= 0.00	I= 0.84	G N	N	35	24.65	0.87		
-----				I T	T	94	66.20	1.03		
ISTP	ISFP	INFP	INTP	N R	F	48	33.80	0.95		
N= 7	N= 1	N= 3	N= 3	G O	J	53	37.32	1.03		
%= 4.93	%= 0.70	%= 2.11	%= 2.11	V	P	89	62.68	0.99		
I= 0.98	I= 0.28	I= 0.84	I= 0.72	P E	IJ	18	12.68	1.01		
-----				E R	IP	14	9.86	0.76		
ESTP	ESFP	ENFP	ENTP	R T	EP	75	52.82	1.04		
N= 32	N= 19	N= 7	N= 17	C S	EJ	35	24.65	1.03		
%= 22.54	%= 13.38	%= 4.93	%= 11.97	E	ST	70	49.30	1.04		
I= 1.08	I= 1.18	I= 0.69	I= 1.06	P	SF	37	26.06	1.07		
-----				T	NF	11	7.75	0.69		
ESTJ	ESFJ	ENFJ	ENTJ	I E	NT	24	16.90	0.99		
N= 21	N= 10	N= 1	N= 3	V X	SJ	48	33.80	1.06		
%= 14.79	%= 7.04	%= 0.70	%= 2.11	E T	SP	59	41.55	1.05		
I= 1.14	I= 0.99	I= 0.42	I= 1.01	S R	NP	30	21.13	0.89		
-----				A	NJ	5	3.52	0.77		
-----				J V	TJ	35	24.65	1.02		
-----				U E	TP	59	41.55	1.03		
-----				D R	FP	30	21.13	0.90		
-----				G T	FJ	18	12.68	1.04		
-----				I S	IN	7	4.93	0.79		
-----				N	EN	28	19.72	0.89		
-----				G	IS	25	17.61	0.91		
-----					ES	82	57.75	1.10		

Note concerning symbols following the selection ratios:
 " implies significance at the .05 level. i.e.. Chi-square >3.8;
 £ implies significance at the .01 level. i.e.. Chi-square > 6.6;
 * implies significance at the .001 level. i.e.. Chi-square > 10.8.
 _ (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:
 Total Sample Completing MBTI
 Base total N = 239. Sample and base are dependent.

*** Calculated values of Chi-square or Fisher's exact probability ***

Type table order			
0.8022	<u>0.1471</u>	<u>10000.00</u>	<u>1.0000</u>
<u>1.0000</u>	<u>0.0417</u>	<u>0.6889</u>	<u>0.4461</u>
0.5514	1.5152	2.5245	0.1590
1.0244	0.0026	<u>0.3065</u>	<u>1.0000</u>

E	1.6431	IJ	0.0049	SJ	0.6477	IN	1.0785
I	1.6431	IP	3.0008	SP	0.4735	EN	1.2243
S	2.4871	EP	0.6709	NP	1.4280	IS	0.6064
N	2.4871	EJ	0.1228	NJ	<u>0.3608</u>	ES	4.1584
T	0.4740	ST	0.5702	TJ	0.0275		
F	0.4740	SF	0.6090	TP	0.2780		
J	0.1285	NF	4.4016	FP	1.0354		
P	0.1285	NT	0.0158	FJ	0.0965		

(B) DISTRIBUTION OF PERSONALITY TYPES WITHIN THE GROUP OF YOUNG PEOPLE IN FULL-TIME EDUCATION.

The results here are displayed in Table 5.21. As would be expected from the results presented in the previous section, the two dimensions of E/I and S/N are the distinguishing factors. The introverts are over represented in this group, with an I value of 1.59 which is significant at the 0.05 level.

The intuitives are also over- represented in this group, the I value being 1.64 which is also significant at the 0.05 level.

This group consisted of those who were following degree courses at either University or College together with those who were in Colleges of Further Education. When this latter group are removed the significant of the over-representation of the intuitives increases with an I of 1.86 ($p < 0.001$) and the corresponding under-representation of the sensates has an I of 0.72 ($p < 0.001$).

Table 5.21 MBTI PROFILES OF THOSE IN FULL-TIME EDUCATION
(UNI $n = 39$, FE COLLEGE $n = 20$)

(a)

ISTJ	ISFJ	INFJ	INTJ
9	0	0	0
ISTP	ISFP	INFP	INTP
3	5	2	3
ESTP	ESFP	ENFP	ENTP
5	6	7	7
ESTJ	ESFJ	ENFJ	ENTJ
3	4	3	2

(b)

ISTJ	ISFJ	INFJ	INTJ
20	8	0	2
ISTP	ISFP	INFP	INTP
12	6	6	7
ESTP	ESFP	ENFP	ENTP
50	27	17	27
ESTJ	ESFJ	ENFJ	ENTJ
31	17	4	5

SAMPLE: MBTI Profiles of those in Full-time Education

$n = 59$

BASE: Total Sample Completing MBTI

$n = 239$

Table 5.21 (c)

Source of data

Mary Ross
Psychology Dept
Stirling University
Scotland

Group
tabulated:

MBTI Profiles of
those in Full-time
Education

N = 59

MBTI Type Table
Center for Applications
of Psychological Type

Legend: % = percent of
total choosing this group
who fall into this type.
I = Selfselection index:
Ratio of percent of type
in group to % in sample.

SENSING types with THINKING		SENSING types with FEELING		INTUITIVE types with FEELING		INTUITIVE types with THINKING		N	%	I			
ISTJ	"	ISFJ		INFJ	"	INTJ		J	E	37	62.71	0.84	"
N= 9		N= 0		N= 0		N= 0		U	I	22	37.29	1.46	"
%= 15.25		%= 0.00		%= 0.00		%= 0.00		D I	S	35	59.32	0.83	"
I= 1.82		I= 0.00		I= 0.00		I= 0.00		G N	N	24	40.68	1.43	"
-----								I T	T	32	54.24	0.84	
ISTP		ISFP	£	INFP		INTP		N R	F	27	45.76	1.29	
N= 3		N= 5		N= 2		N= 3		G O	J	21	35.59	0.98	
%= 5.08		%= 8.47		%= 3.39		%= 5.08		V	P	38	64.41	1.01	
I= 1.01		I= 3.38		I= 1.35		I= 1.74		P E	IJ	9	15.25	1.22	
-----								E R	IP	13	22.03	1.70	"
ESTP	£	ESFP		ENFP		ENTP		R T	EP	25	42.37	0.84	
N= 5		N= 6		N= 7		N= 7		C S	EJ	12	20.34	0.85	
%= 8.47		%= 10.17		%= 11.86		%= 11.86		E	ST	20	33.90	0.72	"
I= 0.41		I= 0.90		I= 1.67		I= 1.05		P	SF	15	25.42	1.05	
-----								T	NF	12	20.34	1.80	"
ESTJ	"	ESFJ		ENFJ	"	ENTJ		I E	NT	12	20.34	1.19	
N= 3		N= 4		N= 3		N= 2		V X	SJ	16	27.12	0.85	
%= 5.08		%= 6.78		%= 5.08		%= 3.39		E T	SP	19	32.20	0.81	
I= 0.39		I= 0.95		I= 3.04		I= 1.62		S R	NP	19	32.20	1.35	
-----								A	NJ	5	8.47	1.84	
-----								J V	TJ	14	23.73	0.98	
-----								U E	TP	18	30.51	0.76	
-----								D R	FP	20	33.90	1.45	"
-----								G T	FJ	7	11.86	0.98	
-----								I S	IN	5	8.47	1.35	
-----								N	EN	19	32.20	1.45	"
-----								G	IS	17	28.81	1.50	"
-----									ES	18	30.51	0.58	*

Note concerning symbols following the selection ratios:

" implies significance at the .05 level, i.e., Chi-square > 3.8;

£ implies significance at the .01 level, i.e., Chi-square > 6.6;

* implies significance at the .001 level, i.e., Chi-square > 10.8.

— (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:

Total Sample Completing MBTI

Base total N = 239. Sample and base are dependent.

* * * * Calculated values of Chi-square or Fisher's exact probability * * * *

Type table order											
				E	5.7045	IJ	0.5210	SJ	0.7913	IN	0.5352
4.8444	0.2054	10000.00	1.0000	I	5.7045	IP	5.7005	SP	1.8624	EN	4.5644
				S	5.7523	EP	2.1356	NP	3.0104	IS	4.6130
1.0000	0.0039	0.6385	0.3683	N	5.7523	EJ	0.5315	NJ	0.1454	ES	14.9136
				T	3.5551	ST	5.6282	TJ	0.0124		
0.0090	0.0994	2.6768	0.0252	F	3.5551	SF	0.0570	TP	3.0410		
				J	0.0221	NF	6.3914	FP	4.7842		
0.0437	1.0000	0.0476	0.5995	P	0.0221	NT	0.5589	FJ	0.0053		

(C) THE DISTRIBUTION OF PERSONALITY TYPES WITHIN THE UNEMPLOYED GROUP AND THOSE IN PART-TIME JOBS.

Table 5.22 illustrates these results. No particular type seems to be susceptible to difficulty in obtaining employment, as there were no significant results in any of the groupings. The same qualification mentioned in (a) above needs to be repeated here and further research is indicated.

Table 5.22 Distribution of Personality Types Within the Unemployed Group and those in Part-time Jobs

(a)

ISTJ	ISFJ	INFJ	INTJ
1	1	0	1
ISTP	ISFP	INFP	INTP
2	0	0	1
ESTP	ESFP	ENFP	ENTP
10	2	3	3
ESTJ	ESFJ	ENFJ	ENTJ
6	3	0	0

(b)

ISTJ	ISFJ	INFJ	INTJ
20	8	0	2
ISTP	ISFP	INFP	INTP
12	6	6	7
ESTP	ESFP	ENFP	ENTP
50	27	17	27
ESTJ	ESFJ	ENFJ	ENTJ
31	17	4	5

SAMPLE: MBTI Profiles of those in Unemployment (n = 26)
(n = 2 - Government Scheme)
(n = 5 - part-time employed)

n = 33

BASE: Total Sample Completing MBTI

n = 239

Table 5.22 (c)

Source of data

Mary Ross
Psychology Dept
Stirling University
Scotland

Group tabulated:

MBTI Profiles of those in Unemployed Group and in Part-time Jobs

N = 33

MBTI Type Table
Center for Applications of Psychological Type

Legend: % = percent of total choosing this group who fall into this type.
I = Selfselection index: Ratio of percent of type in group to % in sample.

SENSING types with THINKING		SENSING types with FEELING		INTUITIVE types with FEELING		INTUITIVE types with THINKING		N	%	I
ISTJ	ISFJ	INFJ	INTJ	J	E	27	81.82	1.10		
N= 1	N= 1	N= 0	N= 1	U	I	6	18.18	0.71		
%= 3.03	%= 3.03	%= 0.00	%= 3.03	D I	S	25	75.76	1.06		
I= 0.36	I= 0.91	I= 0.00	I= 3.62	G N	N	8	24.24	0.85		
-----				I T	T	24	72.73	1.13		
ISTP	ISFP	INFP	INTP	N R	F	9	27.27	0.77		
N= 2	N= 0	N= 0	N= 1	G O	J	12	36.36	1.00		
%= 6.06	%= 0.00	%= 0.00	%= 3.03	V	P	21	63.64	1.00		
I= 1.21	I= 0.00	I= 0.00	I= 1.03	P E	IJ	3	9.09	0.72		
-----				E R	IP	3	9.09	0.70		
ESTP	ESFP	ENFP	ENTP	R T	EP	18	54.55	1.08		
N= 10	N= 2	N= 3	N= 3	C S	EJ	9	27.27	1.14		
%= 30.30	%= 6.06	%= 9.09	%= 9.09	E	ST	19	57.58	1.22		
I= 1.45	I= 0.54	I= 1.28	I= 0.80	P	SF	6	18.18	0.75		
-----				T	NF	3	9.09	0.80		
ESTJ	ESFJ	ENFJ	ENTJ	I E	NT	5	15.15	0.88		
N= 6	N= 3	N= 0	N= 0	V X	SJ	11	33.33	1.05		
%= 18.18	%= 9.09	%= 0.00	%= 0.00	E T	SP	14	42.42	1.07		
I= 1.40	I= 1.28	I= 0.00	I= 0.00	S R	NP	7	21.21	0.89		
-----				A	NJ	1	3.03	0.66		
-----				J V	TJ	8	24.24	1.00		
-----				U E	TP	16	48.48	1.21		
-----				D R	FP	5	15.15	0.65		
-----				G T	FJ	4	12.12	1.00		
-----				I S	IN	2	6.06	0.97		
-----				N	EN	6	18.18	0.82		
-----				G	IS	4	12.12	0.63		
-----					ES	21	63.64	1.22		

Note concerning symbols following the selection ratios:

" implies significance at the .05 level, i.e., Chi-square > 3.8;

£ implies significance at the .01 level, i.e., Chi-square > 6.6;

* implies significance at the .001 level, i.e., Chi-square > 10.8.

— (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:

Total Sample Completing MBTI

Base total N = 239. Sample and base are dependent.

* * * * Calculated values of Chi-square or Fisher's exact probability * * * *

Type table order				E	IJ	SJ	IN
0.3249	1.0000	10000.00	0.2576	1.0855	0.5911	0.0416	1.0000
				I	0.5876	SP	0.3539
				S	0.2351	NP	0.3449
1.0000	0.6002	0.6002	1.0000	N	0.2471	NJ	0.7176
				T	1.6281	TJ	0.0000
2.0373	0.3898	0.7124	0.7774	F	0.7716	TP	1.1021
				J	0.7774	FP	0.2738
0.9210	0.7124	0.6426	0.6141	P	0.8108	FJ	1.0000

(D) YOUNG PEOPLE WHO COULD NOT BE TRACED

Since there were only 5 in the 'other' category, it is not possible to carry out any meaningful analysis on them. However, the group of young people who could not be traced was a sizeable one and a SRTT analysis was carried out to check on any significant features. As can be seen from Table 5.23, it is the sensates who are over represented in this group, with an I value of 1.20 which is significant at the 0.05 level. So not only are the sensates more likely to leave school early but are also more likely to be under-represented in follow-up studies.

Table 5.23 Young People Who Did Not Respond Or Could Not Be Traced.

(a)

ISTJ 2	ISFJ 1	INFJ 0	INTJ 1
ISTP 2	ISFP 2	INFP 0	INTP 1
ESTP 19	ESFP 11	ENFP 2	ENTP 1
ESTJ 7	ESFJ 9	ENFJ 1	ENTJ 0

SAMPLE: Young People Who Did Not Respond
or Could Not Be Traced.
n = 59

(b)

ISTJ 22	ISFJ 9	INFJ 0	INTJ 3
ISTP 14	ISFP 8	INFP 6	INTP 8
ESTP 69	ESFP 38	ENFP 19	ENTP 28
ESTJ 38	ESFJ 26	ENFJ 5	ENTJ 5

BASE: Total Sample Completing MBTI
n = 298

Table 5.23 (c)

Source of data
Mary Ross
Psychology Dept
Stirling University
Scotland

Group
tabulated:

Young People who
did not respond or
could not be
traced

N = 59

MBTI Type Table
Center for Applications
of Psychological Type

Legend: % = percent of
total choosing this group
who fall into this type.
I = Selfselection index:
Ratio of percent of type
in group to % in sample.

SENSING types with THINKING		SENSING types with FEELING		INTUITIVE types with FEELING		INTUITIVE types with THINKING		N	%	I
ISTJ	ISFJ	INFJ	INTJ	J	E	50	84.75	1.11		
N= 2	N= 1	N= 0	N= 1	U	I	9	15.25	0.65		
%= 3.39	%= 1.69	%= 0.00	%= 1.69	D I	S	53	89.83	1.20	£	
I= 0.46	I= 0.56	I= 0.00	I= 1.68	G N	N	6	10.17	0.41	£	
-----				I T	T	33	55.93	0.89		
ISTP	ISFP	INFP	INTP	N R	F	26	44.07	1.18		
N= 2	N= 2	N= 0	N= 1	G O	J	21	35.59	0.98		
%= 3.39	%= 3.39	%= 0.00	%= 1.69	V	P	38	64.41	1.01		
I= 0.72	I= 1.26	I= 0.00	I= 0.63	P E	IJ	4	6.78	0.59		
-----				E R	IP	5	8.47	0.70		
ESTP	ESFP	ENFP	ENTP	R T	EP	33	55.93	1.08		
N= 19	N= 11	N= 2	N= 1	C S	EJ	17	28.81	1.16		
%= 32.20	%= 18.64	%= 3.39	%= 1.69	E	ST	30	50.85	1.06		
I= 1.39	I= 1.46	I= 0.53	I= 0.18	P	SF	23	38.98	1.43	"	
-----				T	NF	3	5.08	0.51		
ESTJ	ESFJ	ENFJ	ENTJ	I E	NT	3	5.08	0.34	"	
N= 7	N= 9	N= 1	N= 0	V X	SJ	19	32.20	1.01	"	
%= 11.86	%= 15.25	%= 1.69	%= 0.00	E T	SP	34	57.63	1.33	"	
I= 0.93	I= 1.75	I= 1.01	I= 0.00	S R	NP	4	6.78	0.33	£	
-----				A	NJ	2	3.39	0.78		
				J V	TJ	10	16.95	0.74		
				U E	TP	23	38.98	0.98		
				D R	FP	15	25.42	1.07		
				G T	FJ	11	18.64	1.39		
				I S	IN	2	3.39	0.59		
				N	EN	4	6.78	0.35	£	
				G	IS	7	11.86	0.67		
					ES	46	77.97	1.36	*	

Note concerning symbols following the selection ratios:

" implies significance at the .05 level, i.e., Chi-square >3.8;

£ implies significance at the .01 level, i.e., Chi-square > 6.6;

* implies significance at the .001 level, i.e., Chi-square > 10.8.

— (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:

Total Sample Completing MBTI

Base total N = 298. Sample and base are dependent.

* * * * Calculated values of Chi-square or Fisher's exact probability * * * *

Type table order

0.2689	0.6939	10000.00	1.0000	E	2.7763	IJ	0.2587	SJ	0.0036	IN	0.5396
0.7442	1.0000	0.3571	0.7037	I	2.7763	IP	0.3847	SP	6.1608	EN	0.0087
3.3855	2.2958	0.3848	0.0230	S	8.4733	EP	0.5332	NP	0.0034	IS	1.7637
0.0521	3.9383	1.0000	0.5869	N	8.4733	EJ	0.6247	NJ	0.7499	ES	12.7451
				T	1.4637	ST	0.2412	TJ	1.4391		
				F	1.4637	SF	5.1768	TP	0.0277		
				J	0.0134	NF	0.2259	FP	0.1035		
				P	0.0134	NT	0.0225	FJ	1.7257		

5.6 Open Ended Tasks

(i) ESSAYS

All 300 young people undertook this task, some writing very short essays of only a few sentences, others writing two pages. Not long had been given for this task as the aim was to see what they put down 'off the top of their head'. Various themes will be outlined with some quotes from their essays. Of the 300 pupils only 9 did not focus on jobs/careers - one of them actually stating that he did not want a job!

"For my future I would like to travel to other counties and see different cultures but I do not want to 'work' (as in have a job) when I leave school."

Male, 193.

They were almost all sure of what job/career they wanted, some giving one or two possibilities and usually being quite specific.

"In the year 1990 I will be sixteen and hopefully I will have accomplished my goal of getting 7 O Grades at the first level and five Highers. Once I have got these qualifications I will hopefully be accepted by Glasgow College of Technology. If I get there I would like to study ophthalmics. I like the sciences very much especially physics and chemistry. If I pass all my exams in ophthalmics I will have to practice for 2 years to be a fully-fledged optician."

Female, 016

"When I leave school I would like to be in the Police force or the armed forces. If I went into the army I would like to join the Royal Engineers."

Male, 138.

“When I think of my future I think of several totally different things. The things I think of in my future is jobs. Some of the jobs I would like to get is a lorry driver, a welder, or even a Postman. I like these jobs for separate reasons, the reasons for liking to be a lorry driver is that there is no-body shouting and telling you what to do in your cab. The reasons for a welder is that you can make things for your home and you also get a lot of money. The reasons for being a Postman are it pays well for the amount of time you work.”

Male, 144.

They certainly saw exams as important to them on their route to a job or career.

“In the 90's I hope to get good results from my exams and then hopefully stand a better chance of getting a job. I want a lot of good results of different subjects so that I can have a choice of what career I want to try and get into. I hope that the career that I choose is the correct one for me and that I don't start a job and find I don't like it as much as I thought I would. I know how hard it is to get a job nowadays and I will have to get the best results that I possibly can.”

Male, 263.

“My future is undecided, but if I pass all of the exams I need (e.g., O Grade, Highers) I would like to be a History Teacher or a Nurse. If I get the qualifications that I need I suppose I would have to go to University for courses on nursing or history. then after I have completed this I would like to hopefully get married and perhaps move away from Glasgow and Scotland. I don't exactly know where.”

Female, 286.

“In the 90's I hope to be working. I would like to have a good and interesting job and something that I could enjoy as well as work hard in. I'm hoping to get a job to do with Accounts, Banking or Insurance. I would first find a good steady job, then get married and have a family. I would not spend time studying at University and getting no pleasure out of it. I'd rather find a job and be happy.”

Female, 092.

They often envisaged their family getting them into a job.

“In my future I would like to be a bricky. I would like to go over to London and work with my dad's brother and get a house over there and meet a girl and just settle down over there.”

Male, 164.

“I would like to be a joiner when I grow older. My cousin owns a firm doing joinery and I could probably do a YTS with him but not until I have passed all my exams next year. Maybe I could do roofing with my uncle and my two brothers. I would like to do anything as long as I was using my hands. I would like to go over to Ireland and settle down. I know a lot of people who own fishing boats over there.”

Male, 78.

They were well aware of the unemployment scene and were very concerned that they would end up without work.

“I will have left school and I probably wouldn't have a job.”

Male, 078.

“I hope I don't go on the dole.”

Male, 178.

“In my future I would like things to be much different from the way that they are now, because life can be depressing with no jobs to go into when you leave school.”

Female, 218.

“My future depends upon what I do if I go out and try. I might get somewhere but if I just sit back and do not try then a good job will not look for me. You have to go out and look for a job. My future I feel should be quite good. All I can do is try.”

Male, 285.

They did not want to have to go on a YTS (N.B. they were writing these essays before the Government had brought in the change to the benefit system mentioned earlier).

“I hope I don’t have to get a YTS but I never got my O Levels so I think I will have to.”

Female, 001.

“I hope in the next decade I can find a promising secretarial job preferably not a training scheme and maybe getting a worthwhile career. I will be planning shortly to leave home and get a place of my own, as things aren’t too great at home.”

Female, 055.

The boys generally saw a job and the resulting wage as a necessity before they could consider marriage.

“If I got the job I wanted I would work very hard at it. If I got a good salary I would think about buying myself a house. If this worked out I would then start thinking about getting married. Then I would settle down with my wife still working away at my job.”

Male, 088.

“When I grow up I would like a good steady job with good money to support maybe my wife and children.”

Male, 109.

The girls often expressed the hope that they would be able to have their own career well settled before getting married, if they were wanting to do so.

“Once I set up my career I would then think about having a family and settling down. Once I had my family and they were grown up I would then take up my career.”

Female, 165.

“I don’t want to get married straight away but when I do get married if I do I would like to have two children - 1 girl called Natalie Jane and 1 boy called Damen because I like they names.”

Female, 038.

“If I am accepted to a University I would like to be, as it would make my parents proud of me. I owe it to them for looking after me. I would like to get a degree and I hope for a job. At this time, I would still be living at home until I am married. I would not have any children until my late 20’s, early 30’s as I would like a career. My mum has regretted giving up everything and having given up an early career. I don’t want to make the same mistake as her! You learn from other people’s mistakes!”

Female, 070.

“I would not get married until the late 1990’s or even into the 21st Century. I want to remain single and see something of the world before I think of settling down.”

Female, 020.

They often expressed quite clear political opinions especially in relation to the current unemployment situation.

“I think it will be harder for the poor to make any money if Maggie is still in power. We will be closer to self destruction if the Tories don’t disarm themselves. The unemployment will be worse. Everything will be worse in the 1990’s if Thatcher isn’t moved from power and replaced by another party.”

Male, 064.

“When I leave school I don’t want a YTS scheme so I will probably stay on because the government doesn’t leave you much choice if you don’t accept the job they give you, you don’t get any money.”

Female, 209.

“When I leave school I would like to get a good job that is Monday to Friday 9am to 5pm. But this is not likely to happen if Mrs Thatcher is still on the scene.”

Male, 265.

They were certainly into the enterprise culture often looking to the possibility of having their own business.

“My life in the 90’s is going to be brilliant. I’m going to learn mechanics, as I have been wanting to be a mechanic for ages. I will try to own my own garage and be my own boss.”

Male, 005.

“I will be 26 in the 90’s and I would like to be a very successful business man dealing in skateboards and skateboard clothing etc., or else manage an under-13 football team. I would also like to be a chef.”

Male, 023.

They often refer to the influence of family members in relationship to jobs.

“My career hope is to become a nursery nurse or just work with children. I really like children and they seem to like me. My family says that this is a good choice because the children take to me.”

Female, 011.

“I am a trifle confused about my future. I hope to be a plumber but my family and friends aren’t pleased. If I get my higher Fabrics and Art I might try for a job as a clothes designer. I also hope to go to live in America.”

Female, 282.

This group of young people were very focussed on a working self in the future.

(ii) IMPORTANT EVENTS

When the young people projected themselves into the year that lay ahead, it is clear that their over-riding focus was on their forthcoming exams, both the preliminary exams and the SCE final exams. Of the 293 young people who completed this task, 264 mentioned exams and many of them referred to them 2 or 3 times within their selection of up to 5 important events. Some spoke in quite forceful ways regarding the importance of the exams.

“My O Grades. I only have 4 of them but they are the thing that will make my life complete at the moment. I badly need them.”

“The exams (O Grades) I will sit in April because the result of these will determine what chance I have of a certain career.”

“Making sure that I do the best that I can because I need to do well. My exams are important to me.”

They realistically considered exam passes as the ticket to:

(a) the next stage of school - the Highers - and beyond.

“O-grade because they change the way my life is because I want to go to Uni and if I don’t pass my O-grades I won’t be able to.”

(b) leaving school.

“Leaving school but get some O Grades first.”

“Passing the exams I need to pass and leaving school.”

(c) the job/career they wanted.

“ To pass as many O levels as I can, especially my Craft and Design because my cousin said he would try and get me into (named Glasgow firm) cabinet making.”

Some looked hopefully towards the exam outcomes:

“Being able to party after all the studies that you have done and passed all my 8 O levels.”

“Passing my exams hopefully.”

“Passing all my exams with ‘flying colours’.”

Others less so:

“My O Grades - they will be an important and inevitable event (unfortunately)!”.

“That I pass the O-grades that I sit or do very well in them but I don't think I will pass.”

To a few the exams were something that just had to be gone through:

“Get the exams over and done with/ leave school on the 31st May and I am going to college.”

Whatever their attitude, the exams already loomed large on the pupils horizons.

This concern had overtaken the emphasis they had placed on jobs and career when writing their essays a full year previously. Two quite different attitudes emerged: Some had clearly already decided that they were leaving school at the end of 4th year and were thinking in terms of getting a job. Others were more concerned with the career decisions which lay ahead of them:

“Using the exam results of my exams to determine what my future will be.”

“Making my career decisions after my results.”

Many other important events were mentioned by the pupils. Common to many of them was their 16th birthday which many were looking forward to. Others included social events, family celebrations, various leisure pursuits and ambitions. However

the great emphasis placed by this group of young people on examinations must be considered in the light of their results as seen in Section 5.11(c) above.

(iii) INTERVIEWS

The researcher introduced a variety of topics for discussion with the 18 year olds. For the purpose of this particular research study only their responses to the questions around the issues of the transition from adolescence to adulthood are presented. Other topics such as their retrospective views of their schooling, health issues, the amount of money they earned and their living circumstances are for use by the researcher in some ongoing research work.

The researcher asked whether becoming 18 had been important to them. Overall the young people did not see this as an important event in their lives. Some described enjoying the parties they had and the presents they received but when it came down to what it meant to them or what effect it would have in their lives there the picture was less clear. A few did associate this event as some sort of marker along the road to adulthood e.g.

R "Yes."

I "Or that. Em, but you are 18 now so is that been an important thing for you to become 18?"

R "Yes, I think so."

I "And why?"

R "I felt, eh, my mother's put a lot more responsibility on me."

I "Mhmm."

R "Cause when you're 17 you're, you're still underage for voting and that kind of thing. Once you're 18, I mean, that's you kind of, you're last big birthday, that kind of thing, know what I mean?"

I "Mhmm."

R "I think my mother's let go a wee bit better now."

I "Anything else that it would mean, you know, that it, it means to you? I mean, anything additional to that?"

R "I don't know. It just feels like a big stepping stone. I suppose I'll feel like that at 21 again."

Male, 064.

R "No, I don't feel any different right enough from when I was 17 but I suppose maybe more people regard you as an adult now but..."

Female, 125.

Others clearly did not:

R "I thought it would but it's no' really. Doesn't change much. It wasn't a big deal, becoming 18, I didn't think. It's just that you're a year older, and that's it. Isn'tae really much to change at all."

I "When you said that you, you thought it would be important, what was it you thought would happen or...?"

R "Get more responsibilities and that, but it's not any....the responsibilities were the same as when you were 17 or 16 than they are when you're 18."

Female, 003.

R "Eh, it's quite...och, it doesn't make much change really.
Just your age, you feel, you're feeling older now."

Male, 017.

One interesting theme did emerge here:

....12 of the young people mentioned, some of them quite graphically, that becoming 18 had actually been a disappointment. Why? They could no longer get the thrill of 'faking' their way into pubs anymore! Some of them were quite vocal on the subject.

"I don't know, it's just another number to me. Just a...it's no really...the only thing that's changed my outlook on is drink, 'cause when I was younger, 16, 17, you'd go into a pub, and you knew you were doing something wrong, which was a bit of a laugh 'cause you were doing something you were no' meant to be doing. But, apart from that, no."

Male, 035.

R "Eh, not really, just that there's no fun in drinking."

I "That's what...do you know, that is what almost everybody's said to me. I have been getting..."

R "You go out with your work when you...as soon as I was 16 going out, and everybody in the work...and then as soon as you turned 18 it was just no fun."

Female, 092.

"Eh, if anything it was a bit of a disappointment. There you go, you go out for a drink and it's just not really the same. The drink just doesn't taste as good because it's legal now. But I mean, nothing

really changed that much. I think the only thing that changed was that before if I'd went out for a drink then my mum would get on at me, but now, I mean, she's decided well, not a lot I can do about it really so I'm just left. Fair enough."

Male, 010.

R "Throw in my fake ID and that was about it.

I "There seems to be a reasonable number of these fake ID's going around as far as I can make out."

R "I know. We all got them at the same place, that's why."

Female, 086.

It was not the drinking which was important to them but rather the thrill of the chase. They obviously enjoyed the risk they were running if they were discovered as being under-age much more than the actually drinking.

Others welcomed the fact that they could now go into pubs and some spoke of now being able to vote. Where the latter was mentioned it was always in a positive way. However, overall this was definitely not viewed by this group of young people as a rite of passage on the way to adulthood.

In response to the question "Do you consider yourself an adult?". The majority did not yet see themselves as adults. What emerged was quite a lot of confusion about what being an adult meant. Often the answer initially was "I don't know." Even when one would answer "yes" or "no" it was usually qualified. Here are some sample responses:

"Yes."

“You would definitely? Could you say a bit about that?”

“When I left, well when I left school I thought I was an adult, until I actually started working in the Civil Service. And you realise compared to them, that you are a child, and you have to do an awful lot of growing up, because they’re not prepared to sit and listen to you whining about silly things, you know they aren’t. You just, that’s what makes you grow up. It is just life, I mean, you’re, you...with this responsibility you’ve been given, you have to grow up, and you do feel like an adult, because they’re treating you like an adult and you feel responsible.”

“They’re giving you responsibility for something. So I mean, that’s twice you’ve mentioned that about how others treat you.”

“And because you’re working with a lot of older people as well, you start...you act like an adult. You’d feel stupid if you acted like a child.”

Female, 197.

“No.”

“You sound pretty definite. What makes you say that?”

“It’s...I’ve no’ actually...well, I’ve got responsibilities, but I mean I just...I’m still out every weekend and out with my friends and stuff. There’s no like tie or commitments, you know, nothing to make me sort of grow up.”

“So, you would see getting into adulthood as in some way connected with commitments?”

“Mhmm.”

“Have you got any sense of what kind of commitments?”

“Either to someone or something.”

Female, 086.

“Not in the sense of being 25, middle-aged and boring.”

“So an adult for you is being 25, middle-aged and boring.”

“No, well I suppose I am a young adult. I am not settled in that sense. I see adulthood as being settled in your own home, working with a family. And I have a bit to go yet.”

“So does that mean that young adult is more related to age and the other kind of adult is more related to something that you do, like have a family or a flat? If you are a young adult just now, how do you become an adult, do you just get older, or does something else happen?”

“I don’t think you’re an adult all of a sudden. I suppose it’s just your lifestyle that does it.”

“Right, it’s something to do with lifestyle. I am really interested in this, trying to get people to tease it out. It is very difficult to try and get people to try and define what that means.”

“I mean it isn’t like when you wake up and you’re 18 you feel different, you don’t. Like you don’t wake up and know who to vote for in the next election or nothing like that.”

“Do you think we would all survive if there weren’t things called adults?”

“No, I don’t think so but...it’s difficult to say.”

Male, 063.

“Och, yes. Dead mature! No, I wouldn’t actually. Young at heart.”

“So, you are an adult but you’re not an adult?”

“Uhuh.”

“Right.”

I’m an adult as long as it’s stupid things, responsibilities and everything but I don’t want to be. I’d like to be some, some kind of Peter Pan. I always...I always remember I said that when I was young.

I don't want to grow up. You get a much easier time of it when you're younger."

In what way?"

"There's people there to tell you what to do. You're left a lot on your own nowadays."

"Is that generally or you know, in any specific situation when you're left on your own?"

"Ahm, I know that thingie, at Uni it's terrible. They just leave you to your own devices kind of thing. If you do it, you do it, if you don't, you don't. It's kind of...it's no' a very nice feeling, know what I mean. You just feel kind of...these people are way above your head and you can't really go up and say to them, like, 'What is it? What exactly are you asking me now, because I think you're pure stupid.' Also I've actually seen my mum saying things to me nowadays and I think, 'She wouldn't have asked me that before', you know? She kind of asks your advice on something. I go 'Why me?'."

"Mhmm."

"You don't want to know about the kind of...other people's problems. You know, you think, 'Just not interested.'"

"Mhmm. Right, and that's part of becoming an adult, in that there's giving you their problems?"

"Yup."

Female, 070.

"I think so."

"Could you say a wee bit more about that?"

"I suppose just because I've bought a house and have the baby and everything."

Female, 126.

"I know I'm away from my family and stuff like that. No, no. I still reckon I've got a lot to learn about being an adult. I mean, independent now. That's what my mum and dad tell me, I've become

very independent. I still don't think I'm an adult yet. It's alright, I've got a lot to learn before I become an adult."

"What do you...how do you describe an adult then?"

"Someone who knows a lot more about life than me. Yes, someone who really has gone through it all. I mean, I've gone through a lot, breaking up from my family and going away, moving. I think that has definitely matured me a lot, but I still reckon that there's something missing. I mean, something's going to happen to me that I'll finally...I don't know what it is."

"But something will happen and you'll feel more adult?"

"Something will happen."

Male, 074.

"Probably."

"You would? Could you tell me why?"

"I probably do stupid things but I would say I was quite mature, quite responsible, kind of watch what I do."

"What kind of responsibilities are you aware that you have taken on?"

"Eh, it's more like my mum's not an invalid or anything like that so It's no that...it's more kind of...well I feel that I am actually tied down a lot more but I actually have more freedom now than I had before. I don't feel I'm tied down but there are certain things that you need to do like ehmm, I can't really think of anything. But like things that my dad used to do like, I will have to kind of do, well not just me because I have like 4 brothers and 2 sisters and I've still got a brother and sister that stays at home so it's kind of shared out between my brother and myself because we are men obviously but eh, just wee bits and pieces, well I can't really think of anything at the moment. Well, like protecting the house an' that although a lot of the times my dad would have been on night shift an' that my mum is always scared that someone will break in so...."

Male, 006.

In response to the question, "How do you become an adult?" again a variety of responses were given e.g.:

"I don't really know, just everything. It all just seems really gradual to me, I mean I felt quite adult when I was at school because of the opinions I had and I was never very easily led, I always had totally my own views and I never let anyone change them. I was always really decisive. But then once you leave school, you've got to start handling your own money, and you've got to start dealing with tax and insurance and things like that, and I've got all these letters and phone calls to make and like if there's a lot of problems you've got to sort out, I suppose that makes you feel a lot more...you've got to grow up, because if you don't, you're whole finance and everything is going to be a total mess. So you've got to be more responsible."

"So the kind of tasks that you have to suddenly become involved with help you also become an adult?"

"Yes, because I don't know, like because you'd nobody to tell you what it was all about, like guidance teacher's or parents. Suddenly you've got to do it all for yourself."

Female, 256.

"But I mean, I have grown up a lot since I left school. My mother will tell you, my mum will tell you, she saw the change, like growing up overnight. Going to school, into work, it does change you. Take on a more positive attitude instead of having a negative attitude when you're at school, you're childlike and that, different things like that. You don't act like that, got to act responsible and that."

Female, 003.

"I don't really know. I suppose like when...I suppose when I get older and I get more kind of ...know more about everything that's happening. Well hopefully get more responsibility and that."

Female, 024.

“I don’t know. Wouldn’t know it if it hit me in the face. Just know that one day you act as though you’re a child, next day you act through you’re an adult. All overnight, as they say. Maybe it is the responsibility you’ve got to take on and you say right, you’ve got this responsibility so you can’t start acting...keep on acting as though you’re a child. Time you grew up.”

Female, 003.

One young man combines several of the themes:

“I would have described myself as an adult 4 months ago, ‘cause I was...I think, I’m not going to go about boasting about it but I’ve what I’ve done, no’ very many 18 year olds have done. I mean, I went in the army, that’s bad enough kind of ...totally different lifestyle, done well in there, came out, went to a job, been unemployed, now got this job.”

“So, you see adulthood as the ability to cope with all that?”

“Aye, to adapt to it.”

“Uhuh, to adapt to it, uhuh. What’s the main thing, do you think, that enables you to be an adult then?”

“To act responsibly. I still like a carry on, to go to an’ carry on and go oot and get drunk an’ fall about the place.”

“As well?”

“An’ all that.”

“But sometimes to be an adult?”

“Aye, there’s times to be an adult. I never act like an adult but I’ve been through a lot so I think I’ve got it.”

Male, 035.

The themes gradually emerging from the interview material can be summed up as follows:

Adulthood is primarily concerned with responsibilities and commitments. There is almost a fear expressed that in some way adulthood means the end of having any fun.

Various routes can take you into adulthood and these fall into two quite distinct categories. First there are traumatic events, usually involving the serious illness or death of a parent. Several girls were mothers (one bringing her 18 month old boy to the interview!) and they certainly saw this as moving them into the role of adult. This is seen by the young people as catapulting them into adulthood because of new responsibilities that they take on. Some look to other causes such as entering the workplace, leaving home, being responsible for their own finances.

If anything is clear from their responses it is how confusing the whole experience of this transition is for them:

There is no consistent picture emerging of how they are expected to know when they have become an adult. Some look to the age of 18 to say that they must be an adult but then usually qualify this from their experience. Some are very resistant to the notion of becoming an adult, not wanting to either take up the responsibilities they associate with this next stage of development or to give up their fun-loving life as they think adulthood demands.

Reference was made in Chapter 3 to ways in which the research could sift through the data looking for empirical indicators (Strauss 1987) which directed the researcher towards the formulation of some concepts. Themes here related to the young peoples experience of transition have been presented so far. However, one underlying theme which has emerged from the data more indirectly, is that of the young peoples involvement with their parents, especially their mothers. There were many examples where there responses referred obliquely to some aspect of their relationship with their mother. This shall be dealt with further in chapter 6.

CAREER TRAJECTORIES

Within the interview context and also in the postal returns and phone calls, the young people or their parents indicated what they had been doing since leaving school. These are fully documented in appendix 10 together with the responses they gave regarding future careers at three different points in the research process... when writing their essays; when asked to write down what they wanted to work at in the future during their 4th year MBTI interview.

Some of the emerging themes are outlined below.

Many of the young people had moved around quite a number of jobs already. This often was due to being paid off and also often led to periods of unemployment e.g.:

“Left school, got a job as an electrician for 3½ years. Served apprenticeship then got payed off. Started jobs in canvassing in windows & house alarms and then roof tiling before getting a job as an electrician again.”

Male, 144.

“I have had three jobs since I left school. I worked with (named company). I was a canopy manufacturer. They paid me off due to lack of work. Then I moved on to Upholstery for (name supplied). I worked there for 2½ yeas as an apprentice. Then I got paid off on Christmas Eve. I had holiday pay for a month so I got over the festive season fine. I was unemployed for 3 months. Then I got a job in (name supplied) as a lighting manufacturer. I have been there since March and I love the job. Jobs are hard to come by.

I hope you are fine and well. I am so sorry I couldn't come to the meetings. I had a lot of shift work and I was finishing at all hours of the day.”

Male, 234.

Although employed some did experience this as ‘disguised unemployment’ as they really wanted to be working in a different job e.g.:

“Right, 210, you said you were working part-time at the moment?

How long have you been there?

Too long. eh, about over a year and a half.

What do you actually do there?

I am a waitress.

And how do you feel about that?

I don't like it at all. I was only really to give me money while I was at college but I haven't been able to get a job so I'm stuck with it.

What kind of job are you looking for?

Working with the handicapped.”

Female, 210.

Some had travelled far from home e.g.:

“I am sorry for not getting in touch sooner. My sister has just mailed this to me. I left school after 5th year and went to college for two years doing nursery nursing course. In August 1992 I came to Canada to work as a live-in nanny. My employers are lawyers and I have the sole charge of a 5 year old girl. I have now been here for 15 months and really enjoying my time. I haven't been home yet and I do get homesick and miss them, but I know they'll always be there for me. So far this has been a great experience and one I'll always treasure. If you would like to know anything else please feel free to write or phone me at the above address and phone number.”

Female, 147.

“079 is staying in Australia now. My sister stays over there. He is over the other side of the world just now. He wanted to go to Australia on holiday and he liked it there. He went for a year and came back and got all his papers sorted out and went back. His mother's brother is going to do the same. When he left school he went into joinery and is a qualified joiner. He did that before he left. There is a lot of work out there. He was in Sydney but he said that he was moving on. I try and keep in touch with him via my sister but he is settled as far as I know. I don't know if he will stay there forever.”

Male, 079.

Having a qualification did not necessarily lead to employment, as 2 postal returns indicated:

“Time served joiner. Serving apprenticeship with same company then paid off. Presently unemployed. I am hoping to get away from the

building trade as there is not any decent jobs any more where good pay can be earned. Basically I think the building trades are finished.”

Male, 053.

“Student nurse - for 3 years - just qualified as RGN will be unemployed from December 1993.”

Female, 119.

The young women who gave up full-time employment in order to have a baby found it difficult to get back into work e.g.:

“When I left school I started work in a shoe shop. Shortly after I decided I didn’t like it so I started in a shop selling baby clothes. Shortly after it closed down, then I worked in fruit shop. It was now December 1989 and the shop had no front. I didn’t like it so I left and started in a fabric shop but in January 1990 I left for a full-time job in an office. then In June 1990 I left because the money was rotten and started in a bed shop. I was there until July 1992, 3 weeks before I had my wee boy. Since then I have been living with my boyfriend and now that my little boy is 14 months I have decided that I should go back to work part-time but in the 5 weeks that I have been looking I have had no success in finding anything yet. Apart from that I am very happy and proud of everything I have done since the 4½ years since I left school.”

Female, 273.

“I attended University for a few months than I left and went to college for over a year then I fell pregnant and since the birth of my daughter in 1992 I have been trying to get a job but I have not been successful.”

Female, 176.

Where the parents were in contact they showed great awareness and concern about their son or daughter's employment e.g.:

"She never went to college but she went into a couple of jobs. She didn't really like them but she took them. She is working in insurance just now in an office. She is enjoying it but the pay is ridiculous for her age. She really works very hard but is not getting paid for it. She is a grafter and she has a job at night in a pub to try and make up the money. She works really hard but doesn't get any recognition for it. She takes courses at work and is trying to get into underwriting and she is doing a chartered insurance course as well. She is sticking in there. She won't get any more money where she is but the employment situation isn't that good so she is staying where she is. I will tell her you phoned and I could get her to phone you."

Father of 280.

"He was at University but he had problems and gave it up in April. He is talking about going back next year as he is finding it hard to get a job. Working with securicor just now. Night shift. I think he will go back to University because he doesn't want to be a security guard all his life. He just missed his last year. He only had a few months left. He was doing bio-chemistry. He was quite clever really. We can only advise him but I think he realises now how difficult it is without qualifications. When he does apply for jobs they think he is a drop-out. I will tell him you phoned and he might phone you back."

Mother of 284.

“When he left was working in a private school in (area supplied). Was doing his apprentice chef but the school was privatised and they wouldn’t continue with his apprenticeship. He said he wasn’t going to go back to doing portering. That was two years ago and he hasn’t been doing anything since. He has been unemployed since then. He thought that he was getting a start in a windscreen place but it was just a new company and they didn’t have enough work for him. I think he is looking for something working with cars. He has worked as a mechanic when he first left school but the boss was a friend of ours and there was a clash of personalities.”

Mother of 082.

“He did a few years YTS and then he went into a trade - tile fixing but now in Parks Department. Likes it because he is outside now. He is quite enjoying it. He has been there for about 11 months now. It was supposed to be temporary but so far he has been kept on. I think he is doing quite well. He was unemployed for about 3 months but he couldn’t take it. He is engaged. I don’t know when he is getting married. I don’t think it will be this year. He has to save up. You don’t want him to start with nothing. I think if he was told he was permanent then he might make some plans. He got engaged in June.

Mother of 253.

Some of the young people were enjoying their employment e.g.:

“He went to be a motor mechanic and then he was made redundant. He is now working as a warehouseman, doing driving and things like that. He is really enjoying that. He does really heavy, physical work which he really enjoys. I think he enjoys getting dirty. He is very happy and has a car now. I will tell him that you phoned.”

Mother of 201.

“I am working for the council as a joiner. I did an apprenticeship with them. I went to college but I didn’t really like that. I went to college on a block release to start off with and then a day release. I went to that straight from school. It is steady work now and I do enjoy it. It’s a job. I see some people from school now and again but not really.”

Male, 019.

“Well I enjoy the pub. I guess it’s the only job that I’ve been in on time. I think when you do a long stretch you really feel tired and the fact is that your social life is a bit too good as well like going out after work, but I do enjoy it, it’s good fun. I don’t know if I would ever choose to do it for the rest of my life but as you can see from those questions I haven’t a clue what I want to do.”

Male, 112.

“Well anyway I am presently a member of the British Army. I have been in it now for 1½ years and am quite enjoying it so far. I am a health care assistant class 3 and private class 1. I have recently sat my class 2 trade exams in which I will receive my results in another 5 weeks time. I will sit my class 1’s (finals) this time next year which is frightening me half to death.”

Female, 222.

Those who went on to full-time education demonstrated two further points.

They also experienced some variability by changing courses:

“I am doing psychology, but I’m not going to carry on with psychology because I don’t really like it, University. I had...initially I went to do French and Marketing, and I don’t like, well I don’t very much like marketing. I don’t think business is for me. So I like

history and I've always liked history so I think I'll carry on with history next year, and either French or the Soviet Studies that I am doing. I don't know where any of that will lead me. I decided that I could probably do the marketing but I wouldn't enjoy it so I wouldn't do as best as I could."

Female, 135.

They sometimes were unsure of the career they would take up at the end of their courses.

"I am currently studying at University. The subjects which I have chosen are as follows: Politics, Psychology, Sociology, French and Financial Accounting. when I left school I went to college to do an HND in Business Administration. However, I didn't enjoy this course, so I left after successfully completing the first year of it and went to Paisley. I now thoroughly enjoy my course, it is very challenging and interesting, and I honestly feel I wouldn't find a course which would be more suitable for me, plus I have an HNC in Business Administration. I have a part-time job in a newsagents at the weekends, I have worked there for over 4 years, so I have a little experience of a workplace. At the moment I'm not entirely sure what career I would like to follow. I have a few ideas such as working for a tourist board, whether it be in Scotland or abroad, but nothing concrete. Next summer I would like to go and work in France for maybe two or three months, but I don't know if it will be possible. My main aim is to become more fluent in the language. I think I quite like the idea of living and working abroad in the future, but I would like to give it a trial period first."

Female, 205.

Others had their sights set further down the academic path.

“I am currently studying bio-chemistry (3rd year) at University. I have been there since I left school in 1991. When I finish I want to do a M.Sc. in Forensic Science and hopefully do some sort of forensic work.”

Female, 206.

These are a few of the themes emerging from the Post-18 contacts in relation to careers.

The over-riding impression is that in relation to careers, jobs and full-time education there is a great deal of change in these young peoples' lives. The implications of this for research studies in this area will be dealt with in the next chapter.

5.7 TEACHERS VIEWS ON WORK/EDUCATION ISSUES

THE PURPOSE AND VALUE OF YTS

Seventy-one teachers gave their opinions on this topic. Their concerns fell into broad categories:

Political Objections e.g.:

“Only a device to hide the true scale of the unemployment situation; a method of maintaining social control and allaying parental concerns.”

“ A political nicety and a missed opportunity to help the young.”

“Manipulative exploitation of those least equipped to escape such situations.”

“YTS is purely political expediency aimed at unemployment statistics and not the needs of young people or society.”

“Questionable purpose; I suspect that it reduces the unemployment figures towards acceptable levels.”

Abuse of the Young e.g.:

“Can be little more than ‘slave labour’.”

“YTS jobs are underpaid - requires more cash to remove ‘slave labour’ tag.”

“Can be open to abuse by unscrupulous employers.”

“A programme under the YTS label must put the trainee at the centre, not the benefit to the company in straight monetary terms.”

“I agree with them only as a last resort. Young people deserve the dignity of proper work as much as anyone else. YTS as far as I can see does not provide this dignity.”

“Exploitation of the worst kind in its present form.”

Misleading, as does not secure jobs at the end e.g.:

“YTS only really valuable if it leads to a permanent post.”

“Is there any (purpose/value) if it doesn't guarantee a job?”

“YTS would be OK if every young person was guaranteed a full-time job at the end. Unfortunately this is not the case.”

“Limited worth if ends after 2 years with no work.”

“I think YTS schemes exploit young people. Apprenticeships should be offered by employers, if possible; this would give security to young people instead of facing the prospect of unemployment at the end of the scheme.”

“They will have value if they are seen to lead to some permanent employment in the future.”

Lack of Training e.g.:

“It is valuable only if meaningful training takes place.”

“There is very little value in YTS as there very often is no training given.”

“I do not believe that the majority of children on YTS are properly trained or adequately provided for.”

“The young adults, our future work force, become ‘Jack of all trades and master of none’.”

“Not an adequate substitute for a professionally devised and supervised training scheme or apprenticeship.”

This Government initiative was not without its supporters. Some expressed unqualified positive opinions e.g.:

“As a replacement for the former ‘apprenticeship’ - excellent.”

“Beneficial.”

“Helps foster less able to ‘sell’ themselves in the market place.”

“Provides opportunities to learn skills needed for certain types of jobs which used to have apprenticeships.”

“I think it is valuable because it lets young people experience work situations directly including the many frustrations which a workplace

frequently contains e.g., not enough money; difficult personalities; monotony of job, stress load etc.”

“More important than ever now as it is the entry door for most to full-time employment. YTS has been derided for far too long.”

There were other positive opinions expressed but they were always qualified in some way.

A few examples will be cited:

“YTS is making headway towards an ideal of jobs for all in that 70 - 80% of YTS jobs become ‘real jobs’ but it still has some way to go. Ease of job change and versatility of training is also a plus point.”

“For those who are not continuing with education, a constructive job training scheme is invaluable, but I believe they should be given more money than ‘dole’ money as an added incentive.”

“If the purpose, i.e., experience of worthwhile job, is present in a YTS then I suppose it is of some value to the young person - if used as cheap labour then it is completely worthless.”

“YTS is not perfect but it is surely better than having no job. I feel that getting young people into a routine is very important (devil finds work for idle hands etc.).”

THE IMPORTANCE OF WORK IDENTITY FOR THE YOUNG

Fifty-eight teachers in all responded to this item but it was clear from their comments that as an item it led to some confusion and a variety of interpretations. These varied through

work commitment, work identity, work experience and work ethic. Given that some of the responses were very brief it is not possible to be certain of which of these aspects the teachers had in mind. With this caveat some of their comments will be given.

First of all there were some who took a negative stance to the idea that work identity might be important for the young e.g.:

“Young people would perhaps not see this identity as being important if adults did not constantly ask ‘What do you want to be?’.”

“Not clear what this means - that a pupil should have identified what he wants to do? Not necessary - there should be great emphasis on flexibility - that one job can lead on to something different. Easier to find another job from position of employment rather than unemployment.”

“I believe there is time for this later. There is far too much pressure on young people today.”

“Too much emphasis on work identity, not enough on life skills, social and behavioural skills and adaptable learning skills.”

“This is less important for those continuing their full-time education, but extremely so for the rest. However, there is the danger of over-emphasising this aspect, important though it is.”

“Over-valued - political education necessary as it seems to me that young people are being systematically ‘kicked’ in the teeth just now.”

“Should not be of prime importance.”

Other comments were in a more positive vein e.g.:

“Crucial for ‘normal’ psychological development.”

“It is important, because the adult world holds out the ‘goal’ of a job to young people. The young person can feel a failure from the first step if he/she fails to break into the adult world of work.”

“Very important - young people should have some idea of what they wish to do and what they can do - whether the ambition requires academic qualifications or not.”

“Extremely important as lays foundation for their future.”

“This work identity is important and should be stressed but not to the level of paranoia.”

It is clear from some of the responses that the teachers were commenting more on the importance of work in adult life as a source of self-esteem e.g.:

“City dwelling, in particular, created the necessity of ‘work to live’. The importance of work as a means of personal satisfaction and as a means of creating the best chance of successful adult life should be given to young people.”

“It is important for people to be free and have responsibility as well as self-respect. If a young person does not have employment and a sense of self-determination because of financial restraints and lack of

a sense of achievement he/she will suffer major psychological problems.”

“Crucial - at this stage they can set the pattern for life. Being unemployed can become the norm for the rest of their lives. Often people are rated by society on the job they do. Begin to see themselves as having little worth - demoralising.”

“Everyone must have a feeling of being worthwhile to have a reason to go on living.”

Although the teachers views on work ethic were not being sought here, since several of them used this item to express them it is worthwhile noting a few of them for future discussion e.g.:

“Developing the work ethic would seem to be important for the pride and self-esteem of any young person.”

“Very important. it is their chief motivation for working in school. Young people have poor ‘work ethic’.”

“It is important since society judges via a Calvinistic work ethic; both the individual and society must change.”

THE EFFECT ON EDUCATION/TEACHING OF TRENDS IN EMPLOYMENT/UNEMPLOYMENT

If the teachers were unsure of how to respond to the previous item, they certainly seemed to have no such difficulty with this one, only one indicating that it didn't make sense to

him. Very strong opinions were expressed by most of the 69 teachers who responded to this item and these, as above, are presented under various headings.

Vocational and Technical Education

This evoked both positive and negative responses but the latter were by far in the majority
e.g.:

“I feel that pupils are no longer educated for the sake of education. Behind everything that is taught is the question of whether or not it is practicable/relevant to contemporary life - much more emphasis on vocational training e.g., introduction of TVEI; modules in various vocational skills.”

“Education should bring intellectual freedom and independence. It is polluted when job prospects are dangled as incentives. In reality current trends at first had a dampening effect on keenness but latterly education for its own sake has begun to re-emerge and I feel that this is a higher ideal.”

“Move towards vocational training in schools but employers still want exam passes in recognisable subjects.”

“Education/teaching is not about training for employment/unemployment. It is about the development of individuals as people and helping them to acquire skills which will allow them to look critically at society and what is happening and not to be pawns of the media and other forms of propaganda.”

“I think that education should be above employment as an ideal; rather than ‘purpose built’ to fit in with the needs of the employer.”

“The present risk is that education might become too vocationally oriented as a result of things like TVEI.”

“Too great. TVEI is, for example, by and large a pain in the arse.”

These are only a few of many examples along these lines. In general there was a plea for a return to a broader view of education.

The technological component of TVEI programmes came in for a great deal of negative criticism e.g.:

“Technology! Yahoo - it seems to be taking over. I regret the passing of broad based education for its own sake i.e., educate the child to be receptive and interested, rather than clone a batch of technicians/scientists etc.

“As for employment, the current obsession with ‘technology’ needs to continue, but must be allied to transferable media skills rather than leading to dependence on one medium.”

“The emphasis on technology and related employment fields has had a disproportionate effect on curriculum development.”

One teacher saw the current emphasis on technological prowess as unethical in the light of one of the main causes of unemployment:

“I cannot for the life of me understand why there is this growing emphasis on technology (in schools) and why subjects directly associated with technology should be given the greatest status in schools when it is this very technology which is helping to shrink the labour market (of people). To me it seems as if educational trends are actively channelling pupils into subjects which are going to fit them for jobs which are becoming dominated by machine labour e.g., what is the point of any pupil taking computing with a view to a job (rather than for personal interest/development) when computer programmers/analysts etc. are already being replaced by robots and other computers?”

PUPILS' LACK OF MOTIVATION

The main concern expressed however was that the current unemployment situation was making it very difficult to motivate pupils e.g.:

“The main effect has been to make it more difficult to motivate pupils towards working hard to gain qualifications, since they have still no guarantee of employment. There is the knock-on effect on pupils who see parents and older relatives unemployed, and who even expect to be the same themselves.”

“Makes teaching harder because of lack of motivation to get ‘good’ qualifications.”

“Current trends have tended to depress education. Young people do not see the point of education if it is not going to lead to work.

Teachers have to be constantly encouraged to remain enthusiastic in the face of media speculation about the future.”

“I feel that apathy has galloped in over the past 3 years because many of our youngsters see no value in education because of the present job situation.”

“Can be demoralising if they see themselves as having little future in the job market. Can lose interest in work. Why work hard if there is going to be no job at the end of it anyway? Can be difficult to motivate young people to do their best. Teachers are not getting the best from their pupils and pupils are taking little from lessons.”

POLITICAL DIMENSION

As with their responses to the first item, these teachers often expressed their views in political terms, noting that the schools were helpless to deal with effecting change at the macro level e.g.,

“Absolutely none. We can’t influence employment levels - only a radical change in government thinking can do that.”

“Difficulty of motivating students when many face reality of unemployment at home - must try to avoid negative attitude. Danger that all too often party politics cloud basic issues and youth are merely puppets for whatever side.”

“The traditional ‘good job if you stick in at your education’ type motivation no longer works. However, although Thatcherism is roundly rejected in Scotland, Thatcherite thinking is gaining ground at

decision-making (power) levels. Long term, broad based educational ideas are being swept aside by a short-term, job efficiency mentality.”

EMPLOYMENT ORIENTED EDUCATION

Most teachers rejected the idea that education could or should be geared towards enabling young people to enter the labour market. However a few did see a connection here e.g.:

“Most pupils still view education as the key to employment even with the present unemployment situation (perhaps because of it). A significant number of post 16 pupils and an increasing number of adults are returning to school. Increasingly so, pupils expect both courses and teaching to meet their needs.”

“Perhaps this will develop more in the future. On paper this may look good at the moment but I do not think schools/education authorities really help pupils prepare for employment. We are still more geared to ‘exams’.”

“Perhaps education/teaching lags behind employment trends rather than playing a forward role.”

“We as teachers should be educating young people for employment. Teachers are obsessed at getting young people to pass exams.”

Of the 69 responses these were the only 4 which seemed to favour an employment oriented approach within the school.

COPING WITH UNEMPLOYMENT

Only 2 teachers came close to giving an opinion on the topic of preparing the young people to cope with possible future unemployment:

“Some aspects are negative but it is very difficult to avoid some negative thinking in dealing with this issue. Young people should be encouraged to be positive in dealing with the situation and to avoid ‘self-blame’ in the event of being unable to obtain a job.”

“People need hope! The present situation of unemployment seems to be hopeless for some. Education, I believe, must equip people for life, job or not teach them never to give up hope.”

Chapter 6

DISCUSSION OF FINDINGS

The discussion which follows will target the original areas of interest.

1. Adolescent Transitional Experiences

The research was designed in order to allow the adolescents' perceptions of the transitional process to emerge. Through the use of the original essays in third year, the important events lists in fourth year and the interviews at the end of the post 18 period, the picture emerged of a group of young people who had a strong sense of future identity at the age of 14, and that this identity was strongly oriented towards the occupational field. This in some way indicates that Erikson's original emphasis on the importance of occupational identity has relevance in the '90s even though the employment situation is very different.

Rosenberg (1985) outlined one of the main tasks of adolescence is "to finally settle on some picture of what the self is like and to stick to it" (p223). He linked the high degree of uncertainty which adolescents experienced in their development of their self-concept with the Eriksonian adolescent identity crisis. He points out that this level of uncertainty should not surprise the adults who study this particular stage of development as they are experiencing so many changes in their lives. In outlining these changes he points to the physical, intellectual and relational ones as having the main effects in contributing to the self-doubt which arises from a

concentration on scrutiny and evaluation of the self. No mention is made of the exterior factors such as the current state of employment opportunities. In discussing his conclusions on the development of health self-concept, he does point to the importance of harmony between what one actually or potentially is and what ones desire to be.

“The individual whose thoughts are permanently occupied with being a great athlete or an alluring beauty when nature has failed to provide these endowments is doomed to disappointment and frustration. In the unhealthy personality, there is a fundamental split between a world of desire and a world of reality. In the healthy self-concept, the desired self is smoothly connected with the individual’s inclinations and possibilities.”

(p236).

Many of the young people had built into their possible self-concept an occupational identity by the time they reached 14 years of age. Attention has to be paid to the dissonance which maybe there for many of the young people who have the ambition to be a working man/woman but who have to learn how to cope with the difficulties in obtaining work and also in accepting that “jobs for life” can no longer be expected in the future. Kelvin (1981) had postulated that as the unemployment rates increased peoples expectations of job security would decrease and so there would be less cognitive dissonance between their expectations and reality. Kelvin applied this to an adult population and in a private conversation with the researcher indicated that he was unsure what the consequences would be for young people who had not yet worked. There is no sign that although the young people did fear

unemployment it had reduced their expectation of attaining a work identity. All the studies carried out in the field of youth unemployment indicate that young people generally find it very difficult to bear the psychological consequences of unemployment.

Rosenberg draws our attention to an important aspect in the development of healthy personalities when he outlined the concept of "Mattering". He bemoans the fact that little research has been carried out in this field, namely in the individuals sense that he/she "counts". Although Rosenberg concentrates mainly on the importance to adolescents of sensing that they matter on the interpersonal level, he notes in passing that it is also important for young people as they grow towards adulthood to experience "societal mattering" i.e., a feeling of making a difference in the broader scheme of sociopolitical events. Drawing on the work of Erich Fromm, he describes the societal factors which can induce a feeling of insignificance in a person as follows:

"Living in a world dominated by large businesses, unions, media, governments; swept along by impersonal social, economic and political forces; controlled by immense and distant sources of power affecting the course of events - these conditions were said to induce in the average person the feeling that he or she is irrelevant to the society in general."

(p215)

In the light of Gillies' (1989) findings regarding unemployment being the dominant worry of young people prior to leaving school, and the indications from the 18 year olds in this study that being in a responsible position in a job is one key to opening the door to adulthood, Rosenberg's concept of "mattering" could prove a helpful one in trying to explore further how young people can be enabled to feel that they are a needed member of their society.

The emphasis changes as the young people embark upon their final year of compulsory schooling. Uppermost in their minds at this point is the prospect of the examinations. They almost take on the quality of the initiation rites that Firth et al, (1969) attributed to them. Although like most healthy young people they were able to focus on other future events, their pre-occupation with the examinations put these in the background. They demonstrate an awareness that they are at the threshold of a major transitional point for them. Given that only 19 had not referred to the examinations, it is clear that this concern affected all the personality types not only those who were naturally inclined to the educational/examination setting.

There is so much pressure during this year of schooling especially with the introduction of Standard Grades and the consequent requirements for completion of portfolios. The latter have as Scobbie (1984) pointed out, resulted in more examinations rather than less. It is important to keep in mind that examinations may have a value for the young that could have very adverse effects in the light of the results.

When the public were being informed about the transition of the SCE Examinations from O Grade to Standard Grade the emphasis was on the removal of a pass mark. As stated by the Scottish Information Office (fact sheet 29), "For the first time all pupils will have an opportunity to gain the Scottish Certificate of Education". The BBC co-operated with the Scottish Education Department to provide a guide to the new exams. In it they posed a question "Will anybody fail Standard Grade?". The response given was

"The whole emphasis of Standard Grade will be on recognising what the pupils have achieved. Grades 1 to 6 represent different levels of attainment within the course and Grade 7 indicates simply that the pupils have completed the course. If pupils do very little of the course work, they will fail to gain an award."

(p12)

Since the launch of the new exam system doubts have arisen. As mentioned earlier both the Scottish Office and the Scottish Examination Board have developed criteria which look at credit/general passes separate from all awards of Standard Grades. Recently Cushley (1996), a member of the Senior Management Team of a Scottish Secondary School wrote to the Education Section of The Herald as follows:

"Despite the laudable original intentions of Standard Grade to recognise the abilities of all youngsters, their attitude to the certification has suffered because of the commonly held perception that there is a "pass" line. Many young people achieving at

Foundation level are unhappy about accepting another indicator of their lack of worth and this unhappiness is intensified if it is in a subject they were forced into because of “national curriculum” ideologies.”

Cushley clearly felt that the time had come to look at the actual experience of the young people in relationship to their performance in Standard Grades.

When the 80 young people were interviewed, no clear picture emerged regarding the process which took them into adulthood. They were as Baumrind (1987) claimed without distinct rites of passage. Their ideas were very confused here. Some attributed the world of work with holding the key to conferring adulthood upon them while others viewed the unexpected traumatic events in their lives as the means whereby they had suddenly to grow up. Worthy of further research would be the emerging concept that as these young people made their way from adolescence through to adulthood, an important factor seemed to be their sense of still being “tied to their mother’s apron strings”. Those who gave an indication of this seemed to struggle with the desire for freedom and yet the need to constantly refer back to their mother’s. Depth interviewing that would allow this topic to be better explored would be worthwhile to aid our understanding of the adolescent transition.

It is difficult to draw too many conclusions here as the sample interviewed were biased towards the academic end. Future research should take this into account and

attempt to have a wider cross-section of this age group for exploration of this topic.

This was a central part of this research study.

2. Personality and Education

Through his research into the effect of personality type within the classroom setting, Lawrence (1989) illustrated that in a class of 35 pupils, the expected distribution across the extroversion/introversion and sensing/intuition divides would be approximately:

IS 7	IN 3
ES 18	EN 7

The corresponding proportions obtained by the 298 young people who used the MBTI here are:

IS 53	IN 17
ES 171	EN 57

The two sets of data are in the same direction, though this sample has an even larger proportion of adolescents who prefer to use their sensing abilities rather than their intuitive ones and also prefer to be doing this more in the external world rather than inwards. The emphasis in the curriculum on reading, writing and individual study is bound to cause them to be working more out of their weaker side. During the individual interviews when the researcher gave feedback on the MBTI results, there was often a great deal of relief expressed as the young people came to an understanding of the implications of their own style on the learning process. This was particularly true for those who were in the extroverted and sensing group.

To illustrate this point a Case Study follows:

CASE STUDY

MALE 010 - SCHOOL B - ESTP

Throughout this research study, this young man proved to be a very willing and enthusiastic participant. He took part in all the tasks. His results on the quantitative tests were as follows:

Daniels & Diack Raw Score = 48 out of possible 50.

This gave him a Reading Experience Age of 13.1 years. He was 14.2 years at the time of testing.

Ravens Progressive Matrices Raw Score = 48 out of a possible 60.

This placed him at the 75th percentile and in grade II.

Lewis Counselling Inventory Total Score = 62.

(Mean = 63.95; S.D. = 9.66).

General Health Questionnaire Total Score = 0.

i.e., no indication of caseness.

School Attendance for the Period under Review = 87%.

All the above results indicate that 010 was showing signs of any noticeable difficulties in any of the areas covered. He was consistent throughout 3rd to 6th year in his desire to go to University to study either civil engineering or something to do with chemistry. This desire was first expressed in his 3rd year essay which, true to his type, is characteristically short!

My Future

I think I have a promising future if I keep up with my school work because I will go to University to do a degree in Civil Engineering. I am planning to get married at 25 or thereabouts but I may not. I hope to meet a nice girl with a nice nature who will stand by me and then in turn I will help her. I hope to have a happy life and have children. If I have a wife, I will help her greatly in the house with housework etc. I would like to have the responsibility of supporting a family of hopefully about 3 kids. In my young life, I'll make the most of it or the future. I have high hopes for myself but I may not complete it all. End.

When given the task of listing up to 5 of the most important events during 4th year,

he wrote:

Pre-lims, O Grades because they change the way my life is because I want to go to Uni and if I don't pass my O Grades I won't be able to go.

Clearly this pupil is fully committed to the ambition of going to University.

How did he actually get on at school? Academically, he had quite a difficult time.

His examination results were:

4th year	Sat 7 O Grades - passed 4 Sat 1 S Grade - awarded a Grade 5
5th year	Re-sat his English & Maths O Grades - passed Sat 3 Highers - failed all
6th year	Sat 1 additional O Grade - failed Sat 4 Highers - passed all 4

When he returned to school to begin his 6th year, some of the teachers who had taught him in 5th year were taken aback, wondering what he was doing there. His SCE results at the end of 6th year were a complete surprise to them!

When the researcher met up with this participant, he was in University studying Maths, Chemistry and Geology; he hoped to obtain an Industrial Chemistry degree. He was thoroughly enjoying his time at University, particularly the freedom it afforded him to follow an active social life. He had continued his interest in sporting activities. At school he had been very keen on badminton and was now involved in an American Football Club.

Myers (1987) in her description of the ESTP type notes:

“They learn more from first-hand experience than from study or reading, and are more effective in actual situations than on written tests. Abstract ideas and theories are not likely to be trusted by ESTP’s until they have

been tested in experience. They may have to work harder than other types to achieve in school, but can do so when they see the relevance.

ESTP's do best in careers needing realism, action, and adaptability. Examples are engineering, police work, credit investigation, marketing, health technologies, construction, production, recreation, food services, and many kinds of troubleshooting. ESTP's are strong in the art of living. They get a lot of fun out of life, which makes them good company. They enjoy their material possessions and take time to acquire them. They find much enjoyment in good food, clothes, music and art. They enjoy physical exercise and sports, and usually are good at these."

(p 18)

In many aspects, this was like a script for this participant's life, particularly in relation to school. At several points of contact with the researcher, he indicated that he had difficulty settling down to study. When he was being interviewed in 4th year in order to decide on his "true type", the following dialogues took place:

R "That's another thing I cannae dae is sit still".

I "Is that right? What...how do you manage generally in class then?
'Cause a lot of things you are asked to do are on your own."

R "I manage alright."

I "You manage alright?"

R "Uhuh."

I "You can last an hour period?"

R "Uhuh."

I "You can just work away, doesn't bother you?"

R "Half o' it's workin'; half o' it's talkin'."

A major difficulty he experienced was in relation to doing his homework and meeting the deadlines for it. When the researcher began to explain the 4th MBTI dimension, his reaction was immediate:

I "Now this one, (I indicated his high P score here) is the highest score so far that I have come across on this; this is about time. Now these people here, the J people, they like to be tied down to time..."

R "Oh, no! Bad!"

I "I haven't even finished the description yet!"

His open-ended approach to time was illustrated when the lunch bell rang; he indicated it "doesnae matter". When interviewed after he was 18, he was still finding it difficult to settle down to study:

R "Tuesday, I'm off on a Tuesday."

I "Right."

R "All day."

I "And what...would you just tend to stay at home on those days or would you go in and study?"

R "No, I'd go in and do some studying. It all depends how much I get done though. Same old story. I'll need to get stuck into it really. I've just been doing bits and bobs and that's it."

This participant came to the school for his 18+ interview on the same evening as two other ex-pupils of his school. The researcher used this opportunity to video the three of them in a discussion; a colleague helped with the video and joined in the

discussion. An excerpt is given here to illustrate this particular pupil's learning style at the University. (He is "Boy 3" in the transcript in Appendix 8).

- Interviewer B "So you would sit with a personal stereo on and just copy what was on the board?"
- Boy 3 "I turn it down low, so I can..."
- Interviewer A "That's a help! That's good 010!"
- Boy 3 "Aye it's really only when we're doing out Higher stuff, mostly."
- Interviewer A "Uhuh, so it's familiar."
- Interviewer B "And see, when you go along and see them...if you go along and see them, do they not say 'well you know, you were only listening to a tape'?"
- Boy 3 "No, my maths lecturer I get for... I get for ...she notices. 'What music did you listen to yesterday? What was on the tape? What was on the radio?' People write wee notes to me. Say there was a game on 'What's the score?'. That sort of thing."
- Interviewer A "Uhuh, so in a way that, if you decide to go through the 3 years with the stereo on, em, are you saying that nobody else is really affected by that, it's more yourself?"
- Boy 3 "It's only myself. It's my decision to wear a stereo. Everybody looks at me as if I'm stupid - some of the time; sitting there was a stereo on I think most of the...our lectures, all my lectures, they mostly use the projector and they say what is up on the projector. Sometimes they go to the board. Then I switch off and see what they're saying now. I didn't play for the first five or so lectures. Then I found they were just saying the exact same things - what was down on the projector thing. So I just keep playing my stereo."
- Interviewer A "It might also have something to do ...I mean people learn in quite different ways, and some learn, using ears and others learn using their eyes. And there's quite a bit difference in people that way. I mean, some people just never listen to something. They're just watching a screen. If a lecturer uses

that. Whereas, some other people, you know, won't really learn unless they can hear."

Boy 3 "I need to have something to keep another part of my mind occupied. So when I'm studying, or something like that, the music - just seems to help. I get bored and my concentration just seems to drift, if I'm not listening. You know, if I'm just sitting there, reading or something like that, doing something. I seem to be able to concentrate better."

Interviewer A "Did you always do that - like at school? When you were doing homework, or anything like that, or studying, did you always listen to music - listen to music in the background?"

Boy 3 "I never did any homework - or studying. When I was studying for my last Highers - aye, I listened to music all the time - and I passed them all. Before that I didn't. I just studied and I found I didn't do anything at all."

Interviewer B "Do you think you would have done better in school if you were allowed to be listening to music while you were at school, like, say, in class?"

Boy 3 "It's harder in school. It's different in school, different - 'cos most of the time they stand there and tell you things, you've got to copy them down. They put things up on the board - they talk a lot more - about it - you're putting in different things. You kind of learn with your ears at school, except for your books and exercises and stuff like that. It's different."

Interviewer A "How about the two of you? I'd be interested in this from that personality stuff. Say, eh, you came along here into a maths class and the teacher had a tranny on, and you'd to work away at something. How would it have affected you?"...

Study would never come easy to 010, though there is every possibility that once he had progressed at University to the point where he was involved in practical placements, he would find his learning style an asset.

Tieger & Barron-Tieger (1992), gave very clear descriptions of the 16 MBTI types and the implications for their careers. They note that ESTP types are good at initiating enterprises, are natural promoters and usually enjoy sales and negotiations. The participant in this case study was showing his potential and interest here several years previously. When he was being interviewed to get his MBTI feedback, he said "Me and my friends, we used to do other things like invent new jobs down the street an' all that. Car cleaning, window cleaning an' that." Also when in 3rd year, he described the careers he would like, pharmacy was one of them - he wanted to own his "own wee chemist shop". One of the great strengths of the ESTP lies in entrepreneurship and this participant certainly had many of the necessary strengths.

In his 18+ interview, he commented several times on his experience in school, describing himself as a "wee tearaway" during the first three years. It is remarkable that he eventually got himself to University - his determination to achieve his ambition carrying him through despite the odds.

In discussion with the teachers who also completed the MBTI it was clear that some of them were particularly sensitive to the dilemma presented by pupils similar to the one depicted above within schools. Some felt very badly about the fact that so many were set on a path of failure with regard to the examination system. They felt that they wanted to spend time understanding the pupil's differences but that the whole school curriculum and corresponding timetable was geared to the needs of

those who would eventually progress to University. There was a lot of anger expressed by some staff in both schools about this as they felt that the demands of the University entrance qualifications resulted in them being unable to teach as they would like. In the discussion groups the teachers displayed their own type differences. Some of them took up the stance that if pupils were not naturally inclined to working in a studious way then they should be shown how to do so. Otherwise they might come to have unrealistic expectations of the world that lay ahead of them. The differences in reactions to the researchers findings often had their basis in the teachers' own psychological types. Those who were the administrators (not necessarily the Headteachers), tended to take the firmer line, aware of the demands in the school system and the need not to protect the young people from the world that was waiting beyond the school gates. Their approach tended to be one of getting the young people to work within the necessary framework of the curriculum and the examination system. Generally speaking these administrators fell into the STJ categories (both introverted and extraverted). The group of teachers who tended to express concern that they weren't meeting the needs of many young people within the school system were predominantly NFP (again both introverted and extraverted).

The MBTI affords teachers the potential for using personality type in a developmental way as described by McCaulley and Natter (1980). Teachers could ascertain a pupil's natural way of learning and help the young person to appreciate it. Then the weaker side of the personality could be encouraged so that the more

positive attitude could be taken to those tasks which would normally cause difficulty.

Mention was made in the design section that the researcher offered to help the two schools where appropriate. They each took up the offer with requests that fell into two distinct categories: those that were in relation to the research topic, and, requests which addressed other needs that the school experienced during the period of the research. In the former case, each school wanted to address issues related to the influence of personality on educational outcome.

The Headteacher of School A asked that the researcher meet with the Senior Management Team to feedback the results of the group profiles and the corresponding examination results. They then looked at ways in which they could incorporate this into their development planning for the new intake of First Year Pupils so that they might be able to include study techniques at that early stage.

In the case of School B, the Headteacher asked the researcher to meet with all the staff and carry out a similar exercise. They were concerned that there was a bias in the school towards the more academic and wanted to use the interim research findings to discuss ways of addressing the problem.

The ensuing discussions led the researcher to have quite a degree of confidence in the teachers' commitment to creating a school environment which took all the pupils' learning styles into account.

In addition to the above, staff members in both schools made requests for counselling help for individual pupils. School A had difficulty in finding a chief invigilator for the 1991 SCE Examinations and asked the researcher to fill this position for them; they also requested that she become a member of their School Board. School B asked the researcher to participate in the teaching of their behavioural science class. The researcher agreed to meet all these requests.

In this way, the researcher was attempting to put Trist's (1980) advice into practice, viz. to deliver a useful service to the researched community. The ethical stance taken was to wait for the host communities to express their own needs, rather than have the researcher suggest some service which she thought might be helpful. This approach brought a mutuality into the research relationship, with maximised the potential for increased understanding.

3. Career Trajectories

When the career trajectories were examined it emerged that the original bias within the personality distribution in respect of examination success disappeared when looking at groups more or less likely to be susceptible to unemployment. There was as expected a significant difference across the type table when it came to university careers (which would be in line with all the research findings contributing to the data bank in the Centre for Application of Personality Type). By the time that some of the follow-up group contacted the researcher it was noted that

quite a number who left school at the earliest opportunity were beginning to talk in terms of returning to the educational field.

Finally, the teachers' opinions are worthy of note. They illustrate a clear rejection of the trend towards vocationalism in schools. Schools are seen primarily as educating for learning for its own sake. There was no real indication that these teachers considered that the current employment trends should result in change within the school system. This is in line with the original concerns expressed by Hopson and Scally (1981). Teachers are generally reluctant to allow the difficulties arising from the current unemployment trends to infiltrate into the school system. They are also unwilling to see the school as the place where the labour market's problems should be resolved.

RESEARCHERS REFLECTIONS ON THE RESEARCH PROCESS

In Chapter 3 the rationale was given for including qualitative methods and also for using a qualitative style in approach to the young participants and to their school communities.

Jones (1985) advised researchers to take themselves seriously as research instruments. She also recommended that researchers

“think beforehand, during and after the interviews about what is likely to, is, and has affected the data obtained in the interview and the relationship we are involved in.”

(p53)

If researchers are to view themselves as research instruments, then as an instrument, the researcher must be subject to the same scrutiny as other research instruments. Certain characteristics of the instrument need to be examined in order to describe the effect on the research process. This researcher will now reflect on some pertinent characteristics which will have to be taken into account in examining the research process and findings.

In light of the central position in this thesis given to the place on Jung's theory of typology, the first point to look at is the researcher's MBTI and Jungian type. This researcher's MBTI type is INFP resulting in the Jungian type of Introverted Feeling with Intuition and auxiliary. As such, the researcher, judges by means of weighing up her values and in decision making tends to be open to many possibilities. In the decision making process, values have the dominant position as compared with consideration of facts and/or logical consequences. Clearly research carried out by an INFP will differ from that undertaken by an ISTJ researcher for example. This latter would emphasise the systematic collection of factual data. This researcher would not naturally take a systematic approach to most tasks, but would have to set out to discipline herself in this area. The influence of the researcher's type on this research will be apparent.

Peshkin (1988) highlights the need to be aware of one's own subjectivity. He illustrates how he became aware of selective attention to details when carrying out educational evaluation observations in schools from different areas - he had experienced a sense of injustice on observing poor teaching of poor students. This sense had not been present when he had observed equally poor teaching of students from 'better' areas. Peshkin set

himself the exercise of becoming aware of his different values, attitudes and experiences which he brought to the evaluation task. Using a self-concept framework, he outlined his self observations in terms of a number of different 'I's e.g., his 'Justice I'. Irrespective of whether this way of conceptualising his findings is accepted, his urging other researchers to carry out a subjectivity audit is worthy of consideration. Aware that much of our subjectivity is unconscious, he advocated the monitoring of the researcher's feelings as follows:

“How did I know when my subjectivity was engaged? I look for the warm and the cool spots, the emergence of positive and negative feelings, the experiences I wanted more of or wanted to avoid, and when I felt moved to act in roles beyond those necessary to fulfil my research needs. In short, I felt that to identify my subjectivity, I had to monitor myself to sense how I was feeling.”

(p18)

How did this researcher's value system influence this particular study? In the first instance, the focus of the study was adolescent development. Having worked as an educational psychologist in an adolescent unit since 1976, the researcher had become increasingly aware of the difficulty young people had been experiencing in obtaining employment and the effect of this on their self-esteem. Through contact with many Headteachers of secondary schools the researcher became aware of their reluctance to introduce discussions around the topic of youth unemployment into the school curriculum; reasons given included fear that the pupils would become disheartened, would be less

motivated to work and hence could potentially develop behaviour/management problems within school.

In addition, the researcher had worked with many teenagers who left school thinking of themselves as failures. This motivated the researcher to introduce the young people to the use of the MBTI so that they all irrespective of educational achievement as measured by SCE Examinations could learn about their strengths and how to apply this knowledge constructively in their future lives.

INFP's often take up an advocacy role on behalf of others. Myers (1987) describes the INFP's at work in the following way:

“Their main interests lies in seeing the possibilities beyond what is present, obvious or known. They are twice as good when working at a job they believe in, since their feeling puts added energy behind their efforts. They want their work to contribute to something that matters to them - human understanding, happiness or health.”

(p17)

It was within this context of identifying with the hurts of adolescents, who often did not feel good about themselves when at school and were concerned about their job prospects, that this research study was conceived. Bell (1993) arguing for an objective examination of value judgements commented:

“When scientists select a particular topic on which to work, they often take into account the values that they place on different topics and on the possible consequences of their work.”

(p336)

The influence of type can be detailed by closer examination of the methodology used and the analysis of the data. In this present study the use of the initial quantitative tests - Daniels and Diack, Ravens, Lewis, GHQ was for the purpose of checking that all the young people would be able to take part in the research study. The use of the MBTI which merely enables individuals to begin to explore their own typology rather than have the researcher rigidly assign them to a category clearly would be favoured by those who prefer to function in an INFP way. (It is worthwhile noting at this juncture that Myers herself was an INFP and criticisms by individuals of other types, particularly extraverted sensing types have been levelled at the type descriptions which she gave. They are seen as overladen with her own value judgements). The open-ended contacts with the young people and the manner of conducting interviews fits in with the style of INFP's, as does the concern to find ways which will allow the participants to express themselves as best they can rather than a worry over the generalisability of the research.

Hollway (1989) in defending her position on the validity of the information derived from any one participant, decries the need for concern regarding generalisability. She took as her baseline the belief that whatever anyone said was potentially meaningful. She aimed at reaching an understanding of the meanings underlying gender by weighing up the similarities and differences of different points of views rather than relying on a statistical

approach to “objectively” give her confidence in the conclusions she was drawing. She summed this up succinctly as follows:

“The concern for mass generalization and the requirement to use large numbers for statistical manipulation together produce knowledge which does not address the complex conditions of people and their conduct, either in their uniqueness or their commonality.”

(p15)

In abstracting themes from the essays, interviews, postal responses and telephone calls, the researcher grouped comments which were similar together, more to illustrate the individuality of the participants responses rather than to give some numerical weighting to them. In this way groupings of differing viewpoints can be looked at in juxtaposition. In her clinical practice this is the method the researcher uses. As each adolescent tells their “story” it is heard as their reality. As it gradually unfolds, themes emerging regarding their experiences and the contributing causal factors. The psychologist always learns something new from each client and their perception of what led to their difficulties. These leanings add to the bank of knowledge about adolescent development and are borne in mind when therapeutic work begins with the next client. It is helpful to have some idea from large surveys of general trends in adolescent experiences, but only in so far as this knowledge provides an opportunity to formulate new hypothesis for understanding the adolescent or group of adolescents currently being dealt with. The researcher in turn asks other researchers and policy makers to “hold in mind” the variety of views expressed by these participants in their own deliberations.

It is also important to reflect on the action component of the research process. It is difficult to determine just how influential this aspect has been on the conduct and outcome of the research. Certainly the researcher was very aware of the gratitude of many of the young people at the interest that had been taken in them. At the time of their 4th year SCE examinations the researcher visited both schools. Many of the participants expressed their thanks for the Good Luck Card which had been sent to them and their concern as to how the researcher had managed to pay for the stamps! Those who came along to the interviews after they were 18 years old certainly seemed to enjoy the experience. When sending in postal replies many again showed appreciation for the on-going contact and promised to try to participate in any further meetings. They also showed an interest in how the research was progressing. When parents spoke to the researcher on the telephone, some expressed their appreciation for the concern shown in their son or daughter. The Headteachers of both schools expressed gratitude for the completion of the tasks requested by them and they, together with other staff members, showed an interest in reading the completed report. There were no indicators from the feedback obtained that the manner in which the research had been conducted had interfered with the research process, but as Bell has urged it would be good to devise ways in which this could be looked at more “objectively”.

Psychological type also affects the final part of the research process i.e., the presentation of data and the conclusions drawn from them. INFP researchers are more likely to let participants do their own “talking”. This is not an abrogation of the research responsibility to interpret the material which has been given by the participants. It does however mean

that interpretations and conclusions are normally being presented as possibilities for the readers to consider and build into their own awareness of the people with whom they study or work. The language used is also idiosyncratic in that words such as encourage, advocate, explore, enable are liberally used. INFP's are the great "mental voyagers" and hence process words come more readily to mind. Finally, as an INFP this researcher would want to ensure that the findings of this small piece of research are promulgated into the school system so that they can be of benefit and this will be dealt with in the next and final chapter.

Chapter 7

CONCLUSIONS, RECOMMENDATIONS and SUMMARY

This group of young people were experiencing their own transition towards adulthood at a time of great change in their society. They were caught up in the midst of a new school examination system. They were among the first group to experience the shift in Government policy which withdrew unemployment benefits from the 16 and 17 year age group. They also were the first group eligible for the payment of the Community Charge. With all this it is not surprising that they were unsure by the time they had reached 18 whether they were adult or not.

The methods used here allowed the researcher access to some of their perceptions of their past, present and future selves. These emerged as on a transitional path which was a rather long one. There were few markers for them, though they seemed to consider their 4th year SCE Examinations to be an important step along the way. Many of the young people achieved very poor educational qualifications. When compared with the national SCE Examination results for the year in which the participants sat their examinations the group in this sample were slightly above the average, indicating that this is not a problem for the two sample schools alone. There is an urgent need to look at the perceptions of young people regarding their experiences of success or failure in these exams. Now that the notion of no failures at Standard Grade is being openly questioned, it is important to address the issue urgently and to look for ways of enabling all pupils to achieve credible qualifications of which they can be proud of 11 years of compulsory schooling. The

alternative is that they are left with a sense of failure with the consequent potential for a negative 'possible self' developing (Markus & Nurius, 1986).

One way of facing up to this would be to introduce Jungian concepts into the school system. This would help the young people understand their personality styles, learn to appreciate their own style and learn how they may affect them in school. This would have the effect of helping them concentrate on their strengths rather than their weaknesses. There is also a need to optimise the opportunities within school for young people to work out of their strengths. This would be possible within any subject on the curriculum.

Such changes would require that training be offered to teachers at both the pre- and in-service levels. A growing interest in Britain in the use of the Myers Briggs Type Indicator is beginning to filter into the educational setting. This instrument and the theory underlying it is not the answer to all problems, but it has the potential to open up the debate regarding certain biases within the school system which lead to inequalities in accessing the school curriculum.

The opinions of the teachers discussed in Chapter 6, give a warning here. Many teachers perceive themselves to be suffering from stress due to continual change in the educational system. Thus, they might not welcome the possibility of yet another idea for change.

Hope lies in the fact that the researcher found the staff in the two target schools to be very interested in the research findings. The teachers could be helped to see that two benefits of the application of type within the school could be:

1. a decrease in conflict at the teaching/learning interface.

and

2. a development in *all* pupils of the sense that they have a place in the educational setting.

Hendry (1993) recommended that teachers help pupils in the important task of reflection.

He claimed:

“The critical test of good learning is shown in the ability of the learner to demonstrate critical thought and to transfer knowledge or skills from the context in which they were first encountered to novel or problematic situations. Too much of what is learned at school cannot or is not used in the face of real life dilemmas.”

(p44-45)

In order to facilitate such critical thinking, a practical framework is necessary. The Jungian model of decision-making as described by Lawrence (1979) provides such a framework. It is a very simple linear model which does not require knowledge of or adherence to its theoretical basis. Through its application, it is possible to teach pupils to:

1. Look at the facts in a situation.
2. Surface as many possible solutions as they can think of.
3. Weigh up the logical consequences of choosing each solution in turn.
4. Acknowledge their own value systems and examine how they would feel if they were to choose a particular solution.

Explored in this way this model of decision-making does not use any of the Jungian terms which can be so easily misunderstood. It would be possible to reinforce this method in a variety of school settings and to help pupils use it at times of crucial decision-making such as choices of Standard Grades, decision to stay on or leave school and monitoring of their own behaviour difficulties.

Teachers who either do not know of Jung's theory or who do not find it helpful would still be able to teach the practical steps outlined above. There is no necessity for a school staff to undergo a full MBTI training in order to alert pupils to the need to examine their natural interests, learning styles, values, commitments and time management skills.

Robson (1993) made a plea that psychologists be seen as useful to society in the real world. McAllister (1996) when interviewed prior to taking up office as the President of the British Psychological Society, upheld the important role played by educational psychologists in applying psychology through carrying out research, training teachers on new methods and techniques, implementing these procedures and evaluating the outcomes. With little additional training educational psychologists could take on the task of enabling teachers to use the Jungian model of decision-making so that in their turn they may be able to help pupils increase their decision-making ability.

Early on in their adolescence the participants' sights were set on their future careers. In the light of the career trajectories which they followed, this would be an important time to work with them on the skills needed to meet a world requiring so much adaptability and

flexibility. Their Standard Grade portfolios would not necessarily enable them to live the “portfolio lives” that Handy predicted for them (1989, p 146). Young people need help to face a rapidly changing world.

As mentioned in Chapter 2, much has been written on the meaning of work, the new world of work and the skills necessary to survive in it. The resistance of the school staffs, in this research, to bring this in to the school curriculum is very understandable. They may fear that it will be demoralising for pupils (and teachers) to have to face up to this Third Wave. (Toffler 1980). However, if the young have to grow into adulthood it will have to be into the world of adulthood as it exists and not a past myth.

Final Summary

This thesis reports a five year longitudinal study of a cohort of 300 young urban Scottish school leavers. The research, which drew upon the work of Erikson, Jung and Milner, used a combination of quantitative and qualitative techniques in triangulation to ascertain the personality profiles of the participants, investigate the relationship between personality type and scholastic and labour market achievement and explore the young people’s experience of the transition from adolescent to adult within a society itself undergoing rapid and profound change.

The research aimed to maximise full participation of young people in the study. To this end, a range of research techniques were included to ensure that all participants would have the opportunity to work out of their strengths in at least some of the research tasks. Young

people participate both individually and in groups using techniques ranging from the administration of tightly structured quantitative measures chosen for their known validity and reliability through to the use of open-ended techniques.

The research was also designed so that both participants and schools would benefit from being involved in the process of the research. Much effort was devoted to winning the young people's confidence and rapport during the research and maintaining good relations with the schools. The researcher relocated her home into the catchment area for both schools maximising chances of casual contacts with research participants. Finally, the researcher also reflexively monitored and examined her own role in the research process.

Research contact was made repeatedly with the participants over the five years. During the first term of the third year the researcher administered the Daniels and Diack Reading Experience test; set an open ended essay on "My Future" and collected demographic details. During the second term of the third year, the researcher administered the Ravens Progressive Matrices, a test of observation and clear thinking, and the Lewis Counselling inventory, designed to identify self perceived problems. In the third term of year three, individual feedback on participation so far was given, a self profile exercise completed and further rapport building attempted. At the beginning of the fourth year, the Myers Briggs Type Indicator was administered and participants were given opportunities to indicate which important events they anticipated and career plans they had. Over the next several months, individual 20-30 minute feedback/ negotiation sessions were carried out with participants to facilitate understanding of the background to, and interpretation and

application of the MBTI. The GHQ-28, a measure for detecting psychiatric disorders in the community, was administered and queries re the MBTI addressed. Attendance records were scrutinised and SCE results collated. During the participants' fifth years, class by class meetings were held with 5th year pupils still at school. Pupil get together evenings were organised for those who had already left school. All participants were invited to attend interviews (80 accepted). Letters were written to all other participants inviting them to submit a written account of their experiences (63 replied). Information on a further 97 participants was gathered by telephone calls to their homes. Thus 240 out of the original 300 young people were contacted 5 years later, in one way or another.

Teachers at the two schools were also invited to take part in the research by completing the MBTI and completing open ended items relating to YTS, work identity, the relationship between education / teaching and employment and unemployment

The research found that extraverted participants were more likely to leave school earlier and with poorer qualifications than those who were introverted. Similarly, sensates were also more likely than intuitives to leave school at the end of their period of compulsory education with poorer qualifications.

Combining these two findings the educationally most vulnerable group consisted of the young people who were both extraverted and sensing. Of the 298 out of 300 pupils who completed the MBTI, 57% fell into this category. Their average SCE performance was 1.91 passes. By contrast the 6% of pupils who were introverted and intuitive, the most

advantaged group in terms of the school system, averaged 4.76 SCE passes. This latter group were over-represented amongst participants who went on to higher education.

An even closer look at the vulnerable group highlighted the predicament of those who fell into the ESTP category. Of all 16 types, this category had the highest number of members but the poorest educational outcomes.

It is vital to appreciate that whereas the greatest number of pupils was found in the ESTP group, this was in inverse proportion to the corresponding frequency for the teachers who volunteered to take the MBTI.

No type group was more likely than any other to become employed or unemployed.

Sensates were however under-represented in the final phase of the research and may be under-represented in follow up studies in general. This is an important issue for future research.

Qualitative analysis revealed participants were occupationally oriented from early on and had a strong sense of future occupational identity even at the age of 14. The young people in general feared unemployment but awareness of mass unemployment had by no means reduced their wish to attain a work identity eventually. Document analysis of answers to open ended essay questions found young people tended to focus on their future employed selves. Events regarded by the participants as the most important events in the immediate future were their performance at public examinations and their 16th birthdays. Depth

interviews conducted at 18 years indicated that the majority still did not see themselves as adults. Adulthood was seen as characterised by the assumption of responsibilities and commitments and the end of "fun".

Stable employment or unemployment were seldom reported in young peoples' accounts of their post-school experiences. Rather young people tended to report moving frequently between jobs, training and unemployment in career trajectories of unsatisfactory labour market experience. A powerful unexpected issue which emerged was the continuing centrality of these young people's mothers in their lives.

Analysis of the qualitative material generated by teachers in response to open-ended questions indicated that teachers were in general disinclined towards vocational education within the school curriculum. This is to be borne in mind if schools are to facilitate the educational performance of the young people who are both extraverted and sensing, particularly the most vulnerable category of ESTP.

The research reported suggests that the Jungian perspective taken in this research would also be of value in the training of teachers and in practical interventions in educational settings.

APPENDIX 1

LETTER TO PARENTS SEEKING PERMISSION

10th November 1987

Dear

Research Study on Young People in The 80's.

I have permission from Strathclyde Education Department and Mr N.....(Headteacher) to conduct a research study in School (A/B). I aim to follow the progress of the present 3rd year pupils, to gain some idea of what helps young people develop an adult view of themselves. I hope that you will be willing to allow N..... to take part in this study. It will involve the pupils meeting with me in the guidance room. All we discuss together will be totally confidential. My contact with the pupils will be timetabled to ensure the minimum interruption of school work/activities.

We, here in the University, are concerned about the pressures on young people in the 1980's and wish to listen to today's pupils so that we can contribute to improving things for youngsters.

If, however, you do not wish N..... to take part in this study, simply return the attached slip of paper.

Thank you for your co-operation.

Yours sincerely

Mary Ross

I do not wish N..... to take part in the research study on Young People in the 80's.

Signed

APPENDIX 2

PERSONAL DATA SHEET

SURNAME:

FIRST NAMES:

NAME USED:

DATE OF BIRTH:

ADDRESS:

.....

PARENT OR GUARDIAN:

APPENDIX 3

INDIVIDUAL FEEDBACK SHEETS FOR PUPILS

NAME:

READING EXPERIENCE TEST

Date tested:

Age at time of testing:

DOB:

Maximum score possible:

Raw score:

Reading experience age:

RAVENS MATRICES

Date Tested:

Age at time of testing:

Maximum score possible:

Total score:

Score lies:

APPENDIX 4

TEACHERS SURVEY LETTER

Department of Psychology
University of Stirling
Stirling

16th June 1989

Dear Staff Member

Mr N..... (Headteacher) has given me permission to ask you to respond to the items below as part of my research project. The young people in my sample have reached the point when they will soon make the choice to further their education or attempt to enter the labour market. It would be very helpful to have your comments on some school/employment issues. The survey is anonymous and hopefully won't take up too much of your time. I would be grateful if you would complete it and deposit it in the envelope provided in the staffroom.

Thank you very much for your help.

Hope you have an enjoyable summer holiday.

Mary Ross

I would appreciate your comments on:
(a) The purpose/value of YTS
(b) The importance of work identity at this stage of a young person's development
(c) The effect of education/teaching on the current trends of employment/unemployment.

APPENDIX 5

EXAM SUCCESS & BIRTHDAY CARD

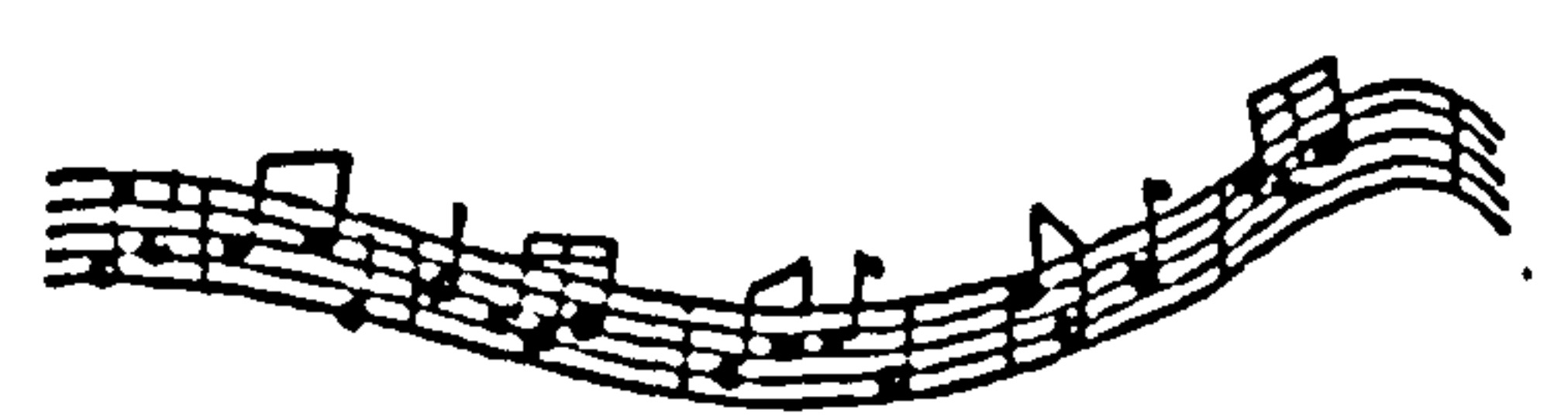
young people 90s
80s in transition

wishing you success
in your 1989 exams

young people 90.
80s in transition



happy 18th
BIRTHDAY



APPENDIX 6

LOGO

young people
in transition



The logo features the text "young people" on the top line and "in transition" on the bottom line. To the left of the text is "80s" and to the right is "90s". A curved line starts from the "80s", goes up and over the word "people", and ends at the "90s". Another curved line starts from the "90s", goes down and under the word "transition", and ends at the "80s".

APPENDIX 7

16 year old Interview - Case Study

- I. The first bit is whether your more on this side the out... pull to the outer world of people, things, events, happenings, action, or the inner world of thoughts, feelings, impressions. Now I think without any doubt, this is accurate for you. You pull toward the outer world, right?
- R. Aye.
- I. In other words, sitting still and thinking away on your own is a wee bit of a trial for you?
- R. That's another thing I cannae dae is sit still.
- I. Is that right? What...how do you manage generally in class then? you know, cause a lot of things you're asked to do are on your own?
- R. I manage alright.
- I. You manage alright?
- R. Uh huh.
- I. You can last an hour's period?
- R. Huh.
- I. You can just work away, doesn't bother you?
- R. Half e' it's workin'; half e' it's talkin'.
- I. Right, when you shouldn't be?
- R. Aye.
- I. Aye right, so what happens?
- R. Just work it out, like in geography we're doing... given a work programme we've got to work our way through it.
- I. Uh huh.
- R. So you just look up the book an' aw that. Go to the text books and look up everything you need to know.
- I. Right. What about this one now. This is whether you like to... you're happier using your five senses, that means being very practical, noticing things, being accurate, eh, knowing what's happening around you, knowing what's going on in the hear and now. As opposed to this bit here, which is looking at how things could be all the time?
- R. Naw.
- I. No that's not you? Now you've come out as on this side, do you do any practical subjects at school?

R. Craft and design.

I. Right, what are you doing in it?

R. Eh I'm building a cabinet.

I. Now, has somebody shown you how to do that?

R. No, I've done it myself.

I. You've designed it yourself? Alright, would you normally tend to do much designing yourself or would you tend to follow other people's designs?

R. Probably, I widnae dae either.

I. Say you went to MFI, and picked up stuff for a wardrobe. Now when you buy a pack from MFI there's a set of instructions in it, and then you look at...

R. Hauf of them are wrong anyway, that's what my dad says.

I. Right, so say when...what would you do when you opened the packet? Would you immediately look to the instructions and see..

R. Naw, I'd set out the bits of wood first, see what's there.

I. Right. And then what would you do?

R. Then I'd look o'er the instructions.

I. Then start putting the bits of wood together?

R. Aye.

I. Aye. You wouldn't think of putting the bits of wood together first and then right at the end if it didn't work out, looking at the instructions?

R. I probably would dae that an' all.

I. Right, let's see, we'll have to tease this one out a wee bit more. At the moment you think you're more on the S side?

R. Aye.

I. What makes you think that?

R. What makes me think that?

I. Mh hmm.

R. 'Cause I don't look into the future. Just take it as it comes.

I. Right.

R. So like sayin' "I'm gonnae pa... I'm sayin' I'm gonnae pass my O'Grades", I say, depends, whether or not I want tae... if I pass my O' Grades then

I want tae go tae University, and if I don't I'll, I'll go on a YTS or something.

I. Right.

R. Just see what happens.

I. Well that, this next bit comes in here. This is when you're making decisions. Whether you.. when you weigh up all the alternatives for the decisions, whether you look beyond the alternatives at the possible outcomes. So for instance if you're saying what are you going to do when you leave school you might say, alright, well I could go... here you might say alright, if I pass these O'Grades, and do other examinations, I could go to University so I'm going to stay on and do my exams. If I don't stay on and do my exams, then I know I have no chance at the moment of going to University, I could then go to work or go to a YTS or whatever. So you're looking beyond the alternatives of staying on and doing exams.

R. Aye.

I. These kind of people, what they do, is they would decide on the alternatives of staying on at school or not, on the basis of whether they wanted to, or would like to. So they might say, "well, I just...I don't want to stay on at school, I want to get away from school. Eh sometimes..

R. Eh, I don't want tae dae that.

I. So you...you look beyond the decision, right. They think it out ahead of time. Right. That's the T which you've come out as there. Now this one, you have the highest score so far that I have come across on this, this is about time. Now these people here, the J people, they like to be tied down to time.

R. Oh no! Bad!

I. I haven't even finished the description yet!

R. I'd like to just stay here an' see what happens.

I. Right. Well you're definitely... you've got a P score of 57 and that is understandably. I've not met anybody with that yet in this school certainly. This means that you are very flexible, spontaneous, just like to, as you put it, "See what turns up, see what happens", alright?

R. Aye.

I. All the time?

R. (2 sec)

I. Right, lets put all these together, and that gives you that kind of personality. Have a wee read just now at that.

(Interviewer gave handout of ESTP description).

R. Good at on the spot problem solving; do not worry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. Adaptable, tolerant, gener..., what does that say, generally conservative...

I. Uh huh.

R. In values. Dislike long explanations, are best with real things, that work that can be worked out, taken apart or put together.

I. Would you say that's a good description of you?

R. Aye, I love taking things apart.

I. Do you?

R. Aye, except I cannae always put them together.

I. Awe, but do you try to put them together?

R. Aye. I maistly always get them. If I fix them, doing my room or something. Right now I'm painting and decorating my room, and I love doin' swimming, running an' that.

I. What about when you leave school, have you really thought of anything you'd like to do?

R. If I pass my O'Grades I'd really like to be a Pharmacist or a Civil Engineer, 'cause they 2 jobs interest me.

I. Right I just want to... I know the bell's gone but I just... before you go would like to...

R. Doesn'ae matter.

I. Doesn'ae matter?

R. I don't go to dinner hall.

I. Alright. Let me just see. ESTP, see if I've got one of the bigger sheets. I'd like to just show you this.

R. What is ESDP?

I. TP.

R. Oh TP.

I. E is for extrovert, S is for sensing, that means using your five senses a lot, being observant, you know and noticing things.

R. There's one thing about the five senses, I've only got hauf of one.

I. What's that.

R. Hearing. I'm deaf in my left ear.

I. Left ear?

R. Mh hmm.

I. Has that been a big problem for you?

R. Naw. Only sometimes when the teacher says something, I've got to use ...

I. Mh hmm. Do you tell them.

R. Aye.

I. Has that been since birth or has anything happened to cause that?

R. The doctor said when I was 3 or something I must have fell and it's damaged the nerve and they canny repair it.

I. Oh right.

R. So I canny get a hearing aid or anything 'cause it canny work.

I. Yes, because it wouldn't enhance the sound at all because you couldn't use the nerve. But it's not a big problem to you?

R. No. It's only if someone's whispering an' that I canny hear them.

I. Mh hmm.

R. So I says "Gonnae go roun' tae that one".

I. And you don't mind saying that to them, you know...yes. That's good, that's great. I'm just looking at jobs in this one, there's ESTP. Engineering?

R. Aye.

I. You said that. Civil Engineering you said. Police work?

R. I've been...I was interested in it say for...I like Engineering, Pharmacy. I like them. I like the idea of having my own wee shop. My own wee chemist shop.

I. Right. See this here, health technologies, Pharmacy would come into that, in other words, it's not being a doctor or actual nursing, it em...any of the health technologies are anything that supports the health system, and pharmacy certainly would be one.

R. Uh huh.

I. That would be interesting to follow that up, eh...what are your subjects like at school just now? Which ones are you...do you enjoy doing?

R. Chemistry, P.E. Arithmetic, Maths, Geography, Physics is alright.

I. Just alright?

R. In the middle.

I. In the middle? Uh huh.

- R. I can't remember about the other one, aye business studies, don't like that.
- I. Mmmm. So if you were thinking of doing the Chemis... of doing the Pharmacy, the Chemistry would be very important for you, wouldn't it, because that's one of the really important ones?
- R. I need...for Civil Engineering, Chemistry, Physics, Maths, English and one other O'Grade.
- I. So you've actually thought all that out ahead?
- R. I don't know what I need for Pharmacy. I cannae be bothered going down to the Careers Library and looking it up.
- I. Well, you've got a wee bit yet to... haven't you, to do that. But you certainly would need Chemistry that's very important.
- R. That's for both of them.
- I. Uh huh, yes. And you are good at that just now? That's great. That's good.
- R. The last 2 exams, in 3rd year, I got 81 for something an' 78 for Chemistry.
- I. That's good. That's great 010. It says here they're actively curious about objects, activities, scenery, food, people or anything new presented to their senses.
- R. That's me.
- I. That's you? Definitely? No doubts?
- R. That's what my mates say about me.
- I. Is that right? Uh huh. Continually curious.
- R. So is my wee brother. He always pops up with questions like "What does that mean? How? Why?" Everything. And when you don't expect him to come up with one, he comes up with one.
- I. Oh. What age is he?
- R. Four.
- I. Just four, oh well, I mean that's really the questioning age, isn't it? That's right, yes.
- R. Uh huh. My mum says he's the best in the nursery for doin' jigsaw's. He loves puttin' jigsaw's in places. So dae I. My other wee brother, he's just a wee nuisance. He keep us up during the night.
- I. Is he even younger?
- R. Aye. He's only a year.

I. What would be your main hobbies and activities that you would be involved in just now?

R. Badminton. I like playing badminton.

I. In the school or in a club?

R. Aye, in a club and I go to the Leisure Centre at the weekends to the courts.

I. Is there a whole group of people?

R. About 5.

I. How much is it to rent a court there just now?

R. Well for...what we dae is we cheat. We send three of them in, kiddin' on they're going in to watch and 2 o' us go in and rent a court.

I. Right I see. And then you all get...you all get a game?

R. So we all split it.

I. Uh huh. Right. Oh well, that's certainly inventive, if nothing else.

R. Me and my friends, we used to do other things like invent new jobs down the street an' all that. Car cleaning, window cleaning an' that.

I. Yes.

R. Get oot some money.

I. Do you still do that?

R. No, it wisn'ae goin' very good after a while.

I. Was it not? What was the problem, was it, you know, gettin' customers or...?

R. Just not gettin' customers.

I. Did you have difficulty at the beginning trying to get the customers?

R. No. It was easy. The first.. the first week we made £25 each, and then the second week we made £15 each. So it wisnae bad.

I. It's excellent. See this combination of letters, when you put S and P together, particularly with the E, the S and P, those kind of people tend to be the kind of people that like to... are very good at managing a crisis, you know, something that suddenly goes wrong, you can manage it. Have you any examples of that having happened?

R. (5 sec) No.

I. Can't think of anything?

R. Can't thin.... I think I have had somethin' like that.

I. Uh huh.

R. Just give me a minute to think of it.

I. Right em..

R. Oh aye, my wee brother fell off the bed.

I. Right, uh huh, that would be a crisis. What did you do?

R. I got.. I soothed him an' that an got cold water an' that.

I. Uh huh, right. Yes, it's that kind of thing. You know something that you weren't expecting to happen, it wasn't planned it just suddenly happened, and you could rise to it. Mh hmm.

R. Then I went straight in... at first I picked him up and he was screaming at the time. Went straight in to my mum.

I. That's good, right. Alright, that's probably enough just now. What I'd like you to do is just take that home with you and have a real read through of it, alright. And this also, hang onto that, and I'll be taking the class after Christmas and I'll be explaining how you can actually use this much more in your own life, and also for the future, alright?

R. Mh hmm.

I. Great, that's great 010, thanks very much indeed.

APPENDIX 8

18 year old Interview - Case Study

- I Have you got any other qualifications of any sort, modules, medals, cups, anything, anything you would count as a qualification?
- R No.
- I That you'd want added on to this? No?
- R No.
- I Or Duke of Edinburgh Awards...?
- R No.
- I Now can I just check about your mum and dad. You had originally, now this was at the beginning of 4th year, your dad was working as a joiner, is that right?
- R A Joiner, yes.
- I Is that still happening?
- R He's now unemployed.
- I Is he?
- R An unemployed Joiner.
- I He's now unemployed. Was he made redundant or something?
- R Aye.
- I Mhmm.
- R The shop shut down.
- I Alright. And your mum was down as a domestic cleaner in the Hospital?
- R She's still a cleaner but it's in the...know the careers office across from the Distribution Office?
- R Right, that's grand. Now, let's look at yourself. You said in your 2nd year form that you wanted to do something in engineering or medicine, right. then in 3rd year, that you wanted to go to Uni to do Civil Engineering. 4th year in your essay you didn't mention it, but at your interview you went back to Civil Engineering or Pharmacy which you'd had earlier. Now what are you actually doing?
- R Right now I'm at Paisley College of Technology.
- I Right, I'll put that in. Paisley College of Technology.
- R Soon to be a new University.
- I I know, that's good, isn't it? Paisley University.

R Yes.

I So you'll be one of the first graduates really, probably?

R Aye. No, it stops next year actually.

I But if it starts next year, will that be for those who graduate next year?

R It goes back from the next couple of years, 2 years past. They'll all get back dated.

I Right, got you.

R Stating they've all got University degrees.

I Right I see. What are you doing?

R Well I'm doing maths, chemistry and geology.

I Maths, chemistry and geology. Now that reminds me...

R That can send me on to a degree in maths or chemistry or industrial chemistry which I'm hoping to do.

I Industrial chemistry is what you're after?

R What a big change that was, I said...

I It's just that I noticed several of you did O Level geology in the school.

R I gave up to concentrate on my Highers.

I Uhuh, well nobody got it in the school.

R Och I know. There's one fae ... school (name given) as well. Can't remember who she was.

I Was it quite a new subject in the school?

R Not many people take it. You don't really see it as a subject. There's only about 2 or 3 people take it.

I Mhmm.

R It started out we were actually the highest amount, seven.

I That's right, I remember about that kind of number.

R Then 4 dropped out, no 3 dropped out. There was 4 of us left. 3 of us turned up for the exam and the other one didn't and we all failed.

I Yes, I was just interested in you know, what had actually happened about that, because I'd never heard of it as a subject at school.

R I gave up, that's what happened.

I Right, we'll come back to your industrial chemistry in a wee jiff.

R I don't do that for another 3 years anyway.

I When do you start specialising?

R This year I do the 3 subjects and then I can specialise in either maths and chemistry, chemistry and geology or maths and geology.

I Mhmm.

R I do that then in the 3rd year, I can specialise in either chemistry, maths or industrial chemistry. do a degree that's it.

I Right, we'll come back to that then. Now let me just see. I've got my bits and pieces. One of the things is you're now 18. Has that been important to you in any way?

R Aye. I can get into clubs and nightclubs and all that without having to fake my way in.

I Tell me about this faking. Everybody is telling me about these fake ID cards that they've got.

R Well mine wisnae fake I just looked it.

I You looked it, oh well, quite a number managed to get fake ones they said.

R Just that I know.

I Right, the main thing about being 18 is that you can get into clubs.

R Aye, opens up a new social life.

I Mhmm, right.

R Which was boring before.

I And it's not boring now?

R No, except when I've no money and I cannae go anywhere.

I Mhmm, money. Now, what kind of source of money do you have?

R Grant.

I Right, and roughly how much would you get for that?

R £1,688 exactly.

I And is that paid in one, two or three instalments?

R Three.

I Times three, alright.

R Three instalments.

I Right, so £1,600 divided into three. Right now...

R I give half to my mum.

I And you give half...

R Because my dad's unemployed.

I Uhuh.

R I work on a Saturday at Royal Mail.

I Right.

R And I'm to be doing that when...during my holidays and stuff like that.

I Mhmm...and what are you actually doing? Is that in sorting or...?

R Postman.

I You're actually delivering?

R Delivering letters. That's round where you stay.

I Mhmm. Do you...do you enjoy it?

R Aye, it's fun except when it's pouring it down. It's cold and it's wet and it's miserable and you get annoyed.

I Mhmm.

R But apart from that it's alright. The gu...the guy's in there are a good laugh.

I Is there quite a big group of students joining as well?

R No, I'm the only one.

I Because you get...you used to always get a lot of students at Christmas time.

R Aye, at Christmas time, you should.

I You used to get a lot for the season.

R I'm hoping actually to get put on the night shift in the scout hall. When there's a scout hall near. Sometimes we put one casual and that and I'm thinking they want to put me on it. I've been offered a job four times in there. He keeps on forgetting I'm going to college, I was going to college and keep turning them all down.

I So when you're in doing that are you more guarding the stuff or are you actually working?

R In there guarding the stuff and sorting maybe. I'm not exactly sure. It's between guarding and sorting stuff, because there's a lot of parcels and things.

I That's right, because that's where you've always to go to, you know, if you're not in and the wee form says to go and collect it, it's from the scout hall at Christmas time.

R And then if I want know, say overtime, I continue to, say, half two in the afternoon, to go out and deliver the stuff in the van, because I've got a driving licence now.

I Oh right, when did you get that?

R May. first time, it was another fluke.

I Very good. That's great, alright, I'll come back to wee bits and pieces there. What do you do in your leisure time, apart from going to these brilliant clubs and...?

R Sleep.

I Sleep!

R Sleep and do some...do my work. That's about it, and read.

I Study?

R And watch the telly.

I Uhuh, that work, is it...?

R Aye study.

I Right and telly.

R I just laze about and...

I Mhmm. Were you...is your course quite full-time?

R Aye.

I Aye, it's just those kind of subjects, you're off on...

R Tuesday, I'm off on a Tuesday.

I Right.

R All day.

I And what? Would you just tend to stay at home on those days or would you go in and study?

R No, I'd go in and do some studying. It all depends how much I get done though. Same old story. I'll need to get stuck into it really, I've just been doing bits and bobs and that's it.

I How do you find it, being at college?

R It's a hell of a lot better than school.

I Mhmm.

R School was like you were suppressed and coddled. At college you're left to do what you want really. But you've got to...you sign a register book kind of thing and you just pass it round. It goes round from student to student, you sign it to tell them you're in. But apart from that, it's fun. Meet new people you know, even better social life. Go up the union, have parties and all that. Plus I joined the American Football Club as I told you before.

I Yes, uhuh. That's right, I remember you mentioned that. And did you say you were the treasurer?

R Aye, I got voted in as the treasurer, because the other one resigned. He's come back as a player now.

I Is that quite a bit of work doing that? No?

R No really. Just getting receipts, putting them into what we've taken in, what we've given out and then balance it at the end of the year. Doesn't really take, just about two minutes to put the things in it, five minutes balancing it. It's not really hard work. I go to training on a Thursday and a Sunday if we're not playing.

I And where is that played? Is it...?

R It's actually Paisley College Panthers.

I Right.

R We train at Thornlee Park which is five miles outside Paisley. Get the bus there and...we train on a Sunday usually at Ferguslie Park, and we play like Glasgow University, Strathclyde, Stirling. One game we go down to Lancaster.

I Oh right.

R And Teeside came up to us. Glasgow, Stirling and Glasgow home and away.

I Mhmm. Stirling's my University at the moment.

R Is it?

I I'm not there very often but this year, anyway, that's where I go to.

R How long does it take you to get there?

I About an hour.

R An hour in the car?

I Mhmm. Just about an hour in the car.

R I was up in the train and it took me 10 minutes. I waited for it for an hour and a half and then it took me 10 minutes to get down there because in the first game we went to play Stirling, I missed the bus, so I jumped the train.

I The actual University is a bit awkward to get to because, you know, it's not in Stirling itself.

R There's about 10 buses that go to it.

I Right, any possessions that you've acquired since the end of 4th year that's been particularly important to you?

R Any possessions?

I Mhmm, or anything that you're looking forward to getting?

R My degree.

I Your degree! Right.

R A lot more money when I get a job, and that's about it.

I Have you any ideas of the kinds of openings in industrial chemistry?

R Aye, ICI, BBC, places like that.

I Mhmm.

R Well I'll have to see how good I am when I finally get out there.

I Mhmm.

R So I'll go for an industrial placement later on, when I come back I sit my finals.

I Right, so towards the end of the degree you do that? And is that quite a long placement?

R Aye, a year. It's supposed to be.

I Right.

R It'll be a wee company. I mean, if you're good enough they'll maybe even come back to you and say "Do you want a job"?

I Mhmm, how many are in your year group?

R How many are in first year?

I Mhmm.

R Must be about 1500-2000. Not just in my class but as in the whole of first year.

I Sure uhuh.

R Like you get some class in Glasgow University with that amount in it alone.

I Yes, I was talking to somebody the other day, and he's...he finished...did his first year psychology and there were 700 in the class.

R In my classes there's about 180-200 people.

I Mhmm.

R In a lecture, and then we get labs and that and it's just in a group, C21, we're a really small group, hardly any of us.

I And you stick with them right through?

R No we stick with them through first year and then if we want to go do different things we get split.

I Mhmm.

R Well, quite a lot of the people I hang about with in college, they want to really do the same things, like going and doing chemistry and geology. Just cannae do maths to save myself.

I Has...you like maths?

R It's all right. It's hard, I'll get through it, I'll pass it. I need to pass it to continue to second year, pass them all with grade C. Grade C is like an equivalent to a grade D.

I Right.

R And a grade B2, equivalent to the C, B1's a B and an A is an A. That's the kind of system they work and then when they start...you go on to second year, you need a B2 to pass on and you need a B1 in third year. You need...you're final you need an A to get your degree, then they gradually put it up so you get better.

I Yes, uhuh. What would you say has been the main change for you since the end of 4th year?

R Going to college. That's been the main change for me. I mean, I've done nothing practically since 4th year, until now.

I And has that been an important change for you then?

R It's changed my life.

I And what, you know, if you were to expand on what's changed your life?

R Well, as I said before, in school, I was getting suppressed a bit, there's nae freedom. College you can get that freedom, a lot more social activity and things like that. It's no as...I'm my own person now. do what I want, don't have to rely on the teachers or anything like that.

I You describe yourself as your own person, would you describe yourself as an adult?

R Aye.

I Mhmm.

R Adult with some childish tendencies when I want to get my own way.

I Adult plus childish tendencies.

R If I can't get anything being adult I just change back. I can only do that in the house though. It's cause my mum and dad still treat me as a wee wean.

I So they don't see you as an adult yet?

R No. They don't see me as an adult, even though...they see me in some ways as an adult, but they still try to stop me fae going out places, like out to clubs and stuff like that. Soon as my mum hears somebody got stabbed or something like that then they say "You watch yourself when you go down there".

I So that's a kind of protective thing.

R Aye. She's still very protective. I seem to be going through a stage where I argue with her a hell of a lot. Cannae help that, it's just as if she's still treating me as a child and I'm trying to break away.

I Mhmm.

R Just cannae handle it.

I Would that be something that the others at Uni, your pals, that they would talk about that as well? The ones at college would they...?

R Aye, probably.

I Would they say that that's much the same? Mhmm. What about relationships with anybody else, I meal like, for instance, you know, have you got any girlfriend or got engaged or married since I last saw you or had any children or going to leave home or...?

R No, I wouldn't want to leave home. No got any children, no married, no engaged, no got a girlfriend at the moment. I'm working on that.

I Do you hang around with a mixed group?

R Aye, there's a lot in our's. There's about 20 in our group. All hang about with each other.

I That's good.

R Most of them come from places like Glengarnock, Ayrshire. Hardly any of them stay in Glasgow, like Bishopbriggs, Rutherglen an' that, so we cannae really get together at night.

I Right.

R Because we're kind of too far. The closest one fae me is fae Shawlands. That's a girl fae Shawlands.

I Mhmm.

R That's the closest one.

I What about any problem areas that may have had in the way of health or addictions or trouble with the law or anything like that? Any problems?

R Nope none, apart fae where I've always been...always been deaf in my left ear.

I Mhmm.

R That's my only problem.

I Has that been a problem for you?

R No, it's been since birth. I can cope with it now. No since birth, since about 3 years old they said. I've had it for 15 years now.

I Do you know what caused that?

R I'd hitten against...I'd probably hit my head off...the side of my head off a sharp table, like I fell or something, severed a nerve, hit there.

I Oh right.

R And severed the nerve at the back of my ear. Something found a way through.

I Mhmm.

R I cannae remember it.

I As long as it doesn't cause you any bother, you know, because sometimes that causes children bother at school, you know, at Primary School?

R Aye, that did because I couldn't hear and I used to always get into trouble for no hearing. Then I always used to say "what" all the time. I couldn't hear people right. I got taken for hearing test

and that's what they said. Hearing Aid will not help it, totally deaf.

I You begin to compensate though, don't you, with the other side?

R It seems like the other side has got a better hearing except if I'm listening to something else, say I was listening to the match, you know, and you started talking to me, I wouldn't hear you, because I was concentrating and listening to the match.

I Yes, you can't do that, yes. That would be understandable.

R It's easy to get to sleep, you just lie on this side.

I Lie on that, keep the deaf one up? Let me see, let me see. Generally, when you look back on school, apart from, you know, what you've already said, is there anything else strikes you about school?

R I enjoyed it but it was boring.

I Mhmm.

R The last...6th year felt like a complete waste of time. I mean, it wasn't, I got my Highers. that's about the only thing I got out of 6th year. And beating (name given) at badminton. That's another thing entirely.

I Which was more important, beating (name given) or...?

R Oh, getting my Highers.

I Getting your Highers.

R (Name given) was just a wee added extra because I know a lot of people and they were all saying "Oh, you'll never beat us, we'll take you apart" and all that and I was right, I won.

I Aye, because they're quite proud of their badminton aren't they?

R I'll arrange it so you's can play us and they took me up on it. We destroyed them here and there because the badminton was dead for a long time before I recreated it.

I Mhmm.

R And they were very sceptical about giving me it because as I said before, I'm in a lot of trouble, I was in a lot of trouble before, in 1st, 2nd and 3rd year.

I What would you have been in trouble for?

R Och, loads of stuff, I was just a wee tearaway. I was just totally disobedient.

I Because I remember like, in 3rd year, I took your classes in 3rd year, and you wouldn't have stood out as somebody causing a lot of bother at that time.

R That's what they said, that's what they said, I was like a wee angel, but I wasnae. I've changed a lot, I know I have, more mature, well I think I'm more mature. That's a question, other people might no' agree, but I think I'm an adult.

I Mhmm.

R And acting like one now. Or I wouldn't do some of those things again. They were just childish things, little kids do, then you regret them when you get older.

I If you were to actually define that kind of adulthood, you know, you've said several times you're an adult because you're not doing these kind of childish things?

R That's no really true either but, my dad says "right in another year or so he's gonnae grow up". I think if growing up is being like my dad, sitting there in front of the telly all night and daein' nothin', I don't want to be like that. I'd rather be immature and childish. I like to go out places, meet people, do things. I cannae be bothered sitting in the house. I cannae sit, sit in the house for too long because I need fresh air. I like to get out in the open air and just walk about even.

I But your dad would tend to stay at home all the time, would he?

R Aye, my dad tends to stay at home and watches my two wee brother's.

I I think that's part of the difficulty of trying to define adulthood, because in a way, you've only got the adults that you know to, you know, kind of compare it to and...

R I saw a big change in me anyway. So there's no...I'm no' the same person. Whereas I see some people that are still acting, still acting as they did like wee 077, sometimes that's the way you did. He's, I think he saw it as well, because he starts doing things he'd done when we first hung about with each other. I kind of look at him and say "Och go away from me, eh". I just seem, I cannae be bothered with him. Start clowning about, I can still clown about if I want to, it all depends what mood I'm in.

I Mhmm.

R But most of the time I just cannae be bothered.

I If you were to think how you get from childhood and adolescence really, into adulthood, what is it you think happens to you that gets you in to it?

R Don't know. Just change. It isn't in a week or something like that, it's gradual.

I Mhmm.

R Gradually, when at first I started...I was doing a lot of stupid things and then after a while I just started to get interested in girls and stuff like that. Then you just gradually get a change.

Doesn't really strike you at first until you sit down and think about it. There's nothing really...

I You realise you're a bit different? Mhmm.

R You look back on things and you remember and you go "How could I have done them?" that was pure stupidity.

I Yes.

R There was a lot of things I done without thinking. If I'd have thought about them, everybody says this but if I'd have thought about them, never, because sometimes I like just sitting down and thinking about things and what's happening, where am I going, what am I doing? I know where I'm going now, what I'm doing. It's just trying to get myself off my butt to do it.

I Aye well...you won't...because you've been at school up till summer, you won't have had to deal with benefits or anything like that yet?

R No.

I No and getting the grant, you won't have to with that?

R Just the grant really, that's all.

I In the past did you have other jobs, you know, like part-time jobs or summer jobs or...?

R Well I worked for William Low at Halfway for a while, but I gave...I gave that up because it was coming up to exams.

I Right.

R That's about it and the postal job. Until I get another job I'll probably be sticking with the postal job.

I Are you quite happy with that one?

R Aye, quite happy with it.

I How did you get that?

R Just went in and asked and they gave me an interview and said come in the next day at 6am.

I Mhmm.

R Come in, and then they've been putting me in walks all over the town. I was put on 18, that's your one, for a while. I goes like that "Sisters of Notre Dame?" Please send letters for Mary Ross and all that, I wonder if that's...?

I That's right.

R That's...

I The one I know. There's 3 of us there you see.

R Is there?

I Mhmm. Now let me see, is there anything else I need to check there. I think that's most of the stuff. Now, one of the important things about being 18 is that you're now a voting citizen of Britain. Alright, so what I've been getting everybody to do is to write out a statement, to imagine that this is your big moment, your statement to the world, alright, as a young adult now. And it would be your philosophy of life, it could be a question you've got, could be a criticism, something you feel strongly about, something you believe firmly in, anything at all. And if you write it out I'll switch on that later and you can read it into it. Right.

R Where is this country going? That's what I want to know. I think it is up to the young to pick up the country from the shambles it is in at the moment. We're the next generation, even if the aristocrat's don't recognise this, but the young are the people who matter. We're the ones who'll carry on and then it will be our turn to make decisions and possibly do a better job than I think parties are doing nowadays.

APPENDIX 9

Group Discussion - Case Study

- Interviewer B "Would you think when you were here, though that the teachers would be interested in finding out if you understood."
- Boy 3 "Aye, they asked you if you understood and ...I found it would be easier to go to a teacher than go to a lecturer. And to shout in the middle of a lecture and say 'Can you stop and go over that...' Everybody would turn round and look at you and you're going - 'no way'."
- Boy 2 "Well in my class that happened a lot."
- Interviewer A "Is that in the computing?"
- Boy 2 "Yes. The lecturers said more or less in first lecture 'by the way, if you don't understand anything, stop me.' Some of them actually ask questions quite a lot - so that they're used to..."
- Interviewer B "Uhuh, there's a bit of self selection as well, isn't there? Some that would interact and try and ..."
- Boy 2 "It varies quite a bit, because I know someone who's at Glasgow Uni and he says he wears his personal stereo to lectures and just copies down what's written. But, in my course, you'd never do that. No way. There's a lot that the lecturers say that's quite important."
- Boy 3 "Aye, thing is at Paisley College it's different. I mean some of us are like that...other people ask questions."
- Interviewer B "So you would sit with a personal stereo on and just copy what was on the board?"
- Boy 3 "I turn it down low, so I can..."
- Interviewer A "That's a help! That's good 010!"
- Boy 3 "Aye it's really only when we're doing out Higher stuff, mostly."
- Interviewer A "Uhuh, so it's familiar."
- Interviewer B "And see, when you go along and see them...if you go along and see them, do they not say 'well you know, you were only listening to a tape'?"
- Boy 3 "No, my maths lecturer I get for... I get for ...she notices. 'What music did you listen to yesterday? What was on the tape? What was

on the radio?' People write wee notes to me. Say there was a game on 'What's the score?'. That sort of thing."

Interviewer A "So, you seem to be in quite different classes then?"

Boy 3 "Aye, we're in totally different classes. I only see him in the corridor and it's 'Hello - goodbye!' sort of thing."

Interviewer A "Could you link any of that to the whole work scene, or..., 'cause you've all got experience of work in different ways, you know, outside the college or, school, or Uni, or that, 'em the kind of work place, could you link any of that to that, or - and/or to adulthood?"

Boy 3 "Well, work you've to be more punctual and more responsible 'cos, it's no' just yersel. You're working for them, you know? If you don't - you're kicked out."

Interviewer A "Uhuh, so in a way that, if you decide to go through the 3 years with the stereo on, em, are you saying that nobody else is really affected by that, it's more yourself?"

Boy 3 "It's only myself. It's my decision to wear a stereo. Everbody looks at me as if I'm stupid - some of the time; sitting there was a stereo on I think most of the...our lectures, all my lectures, they mostly use the projector and they say what is up on the projector. Sometimes they go to the board. Then I switch off and see what they're saying now. I didn't play for the first five or so lectures. Then I found they were just saying the exact same things - what was down on the projector thing. So I just keep playing my stereo."

Interviewer A "It might also have something to do ...I mean people learn in quite different ways, and some learn, using ears and others learn using their eyes. And there's quite a bit difference in people that way. I mean, some people just never listen to something. They're just watching a screen. If a lecturer uses that. Whereas, some other people, you know, won't really learn unless they can hear."

Boy 3 "I need to have something to keep another part of my mind occupied. So when I'm studying, or something like that, the music - just seems to help. I get bored and my concentration just seems to drift, if I'm not listening. You know, if I'm just sitting there, reading or something like that, doing something. I seem to be able to concentrate better."

Interviewer A "Did you always do that - like at school? When you were doing homework, or anything like that, or studying, did you always listen to music - listen to music in the background?"

- Boy 3 "I never did any homework - or studying. When I was studying for my last Highers - aye, I listened to music all the time - and I passed them all. Before that I didn't. I just studied and I found I didn't do anything at all."
- Interviewer B "Do ou think you would have done better in school if you were allowed to be listening to music while you were at school, like, say, in class?"
- Boy 3 "It's harder in school. It's different in school, different - 'cos most of the time they stand there and tell you things, you've got to copy them down. They put things up on the board - they talk a lot more - about it - you're putting in different things. You kind of learn with your ears at school, except for your books and exercises and stuff like that. It's different."
- Interviewer A "How about the two of you? I'd be interested in this from that personality stuff. Say, eh, you came along here into a maths class and the teacher had a tranny on, and you'd to work away at something. How would it have affected you?"
- Boy 1 "I'd have been just listening to the channel. I wouldn't have done any work. I would have just sat."
- Interviewer A "You'd have been listening to it? You wouldn't have done any work?"
- Boy 3 "Oh, I would have done my work and listened to it."
- Interviewer A "You'd have done your work and listened to it. You would have listened to it?"
- Boy 1 "I would have just listened to it."
- Boy 2 "I wouldn't have liked it. Usually if I'm studying, if I listen to music then it can't have any words, or I would end up thinking about the words to the music. If I stick anything on it's usually - something instrumental - cas long as it's nothing bad, 'cos that can put me off."
- Interviewer A "You're a very strong introvert you see."
- Boy 3 "Strong whit?"
- Interviewer A "Introvert. The two of you are extrovert and therefore if you've got other stuff, you can attend to it as well, em, if you want to, then, you can do that. That's why I was asking. I was wondering how .. would react."

- Boy 2 “Having said that, usually, eh, if I stick music on, although I can put music on and study at the same time, unless it’s something that’s important, I usually prefer to sort of, eh, think about the music, rather than anything else, if I like it, that is.”
- Boy 3 “Ah, but you’d need to have something - you’d go mad if you just sat in there for hours and studied.”
- Interviewer A “You would, 010, you would.”
- Boy 3 “You’d sit there and you’d study for a bit - and then for 10 minutes or so you’d - you’d just start looking around. Then you’d go in to watch telly - sit and watch a video - then go back and do another 5 minutes and you wouldn’t really get nothing done.”

APPENDIX 10 Career Trajectories

Legend: a/b/c/d

The careers indicated in Appendix 10 were those given by the participants when

- a = writing their essays
- b = listing their desired career
- c = being interviewed at MBTI feedback time
- d = being interviewed at 18+ years

Where there was more than one career given, semi-colons are used to indicate this.

- 003 F Nurse; help children/ Nursing; Secretarial Studies/Nursing;
Secretary/RECEPTIONIST; TELEPHONIST.
- 004 M Computers/.../selling things/ HOTEL WORK AWAY FROM HOME.
- 005 M Mechanic; own own garage; be own boss/Mechanic; Army/ Mechanic;
Army/ REFRIGERATION ENGINEER.
- 006 M College; Uni to design, make gadgets or athletic; running career/
Mechanical; electronic engineer/ Engineer/ UNI (MECHANICAL
ENGINEERING).
- 007 M Joiner;own joinery trade/.../joiner/YTS BRICKLAYER;APPRENTICE
GLAZIER; UNEMPLOYED; BARMAN.
- 008 M Engineering/Mechanical; Civil Engineering/Mechanical; Civil
Engineering/CIVIL ENGINEERING (UNI).
- 009 M Football commentator/outside job; learn a trade/work outside; scaffolding/
WAREHOUSE WORK; UNEMPLOYED.
- 010 M Uni (Civil Engineering)/.../Civil Engineering; Pharmacist/UNI
(CHEMISTRY).
- 011 F Secretary; hairdresser/.../hairdresser/ SECRETARIAL WORK.
- 013 M Professional cyclist in France; advertising agency; security firm/ no idea/
college; sit easy Highers (M. St.)/ LABOURER; SALES ASSISTANT;
PUB.
- 015 F Catering college; cook/ college; looking after children; chef/ catering;
nursery nurse/ COLLEGE HNC IN HOSPITALITY; OPERATORS
MODS.

- 016 F Ophthalmics; Optician/ Doctor; Vet/ Optometrist/ Doctor; Vet/ UNI (DENTISTRY).
- 017 M Computers; good paying job/ systems analyst/ computer programmer/ HND IN COMPUTING.
- 019 M I will be able to get a job during 90's/don't know/ not in an office/ JOINER AFTER APPRENTICESHIP.
- 020 F Chemistry teacher/ Uni: Chemistry teacher/ Chemistry teacher/ BOOKING CLERKES - STRATHCLYDE BUSES.
- 021 M Architecture with apprenticeship/ architect/ art school: architect/ TRAINEE QUANTITY SURVEYOR.
- 023 M Successful business man; skateboarding and clothing; chef; manage Under-13 football team/ college; catering; chef/ .../ YTS (2 MONTHS); UNEMPLOYED; CATERING TRAINEE.
- 024 F Primary teacher/ college; primary teaching/ primary teacher/ UNI: HISTORY.
- 025 M Civil Engineering; if not - manual work outside/ Civil engineering/ Civil engineering/ UNI: CIVIL ENGINEERING.
- 026 M Hopefully straight into a good job/ don't know/ don't know/ DID ZERO 2 YEARS; COLLEGE: MODULES.
- 027 F Primary teacher/ .../ Vet; catering/ BANK.
- 029 M There will be less jobs/ .../ anything to do with sport/ POSTMAN.
- 030 M Part time work in a bank/ no mention/ don't know/ VARIOUS TYs; 18 MONTHS IN MERCHANTS/ CHEFT AT NIGHT.
- 032 F Maternity nurse/ RAF/ RAF/ WHISKY BOND CLERKES.
- 033 F Banking/ Not YTS/ college: business studies; secretary/ CLERICAL WORKER IN OFFICE.
- 034 M Architect; professional footballer/ professional footballer; architect/ architecture/ TURNED DOWN 3 UNI COURSES; JOB LEADING TO ONC; HNC: DEGREE COURSE IN CIVIL ENGINEERING.
- 035 M Uni; Archeology/ Archeologist/ Archeology/ VARIOUS JOBS; APPRENTICE MECHANIC.
- 036 M Good job with reasonable salary/ Engineer/ Mechanic/ PCV DRIVER.

- 037 F Catering; business studies: hotel management or advertiser in Evening Times/ don't know/ business studies; catering/ SECRETARY IN 3 DIFFERENT COMPANIES.
- 038 F Hairdresser/ hairdresser/ hairdresser/ HAIRDRESSER.
- 039 F Uni: Medicine (research into cancers or immunology) or sciences/ sciences; medicine/ doctor/ UNI: GEOGRAPHY.
- 040 M Accountant/ accountant; work with accounts; chemist/ MOD AND COURSE IN ELECTRICAL ENGINEERING.
- 044 M Get good job; computer programmer/ computer; lawyer/ lawyer/ NAUTICAL COLLEGE: COMPUTING.
- 046 M Environmental health officer/ police/ police/ APPRENTICE ELECTRICIAN.
- 048 F Journalist/ journalist/ journalist/ UNI: BUSINESS AND MANAGEMENT.
- 049 F Hairdressing/ hairdressing. hairdressing/ HAIRDRESSER; NOW FULLY TRAINED; UNEMPLOYED.
- 051 F Uni or college: medical; either radiography or nursing/ caring for people eg medicine/ something in medical line, not doctor/ UNI: LAND ECONOMICS.
- 052 F Job in Greece if could find job/ nursery teacher; office work; secretary/ nursery teacher; office work/ COLLEGE OF FOOD TECHNOLOG: HOTEL RECEPTION (1 YEAR); PART-TIME MacDONALDS, THEN FULL-TIME THERE.
- 053 M Office worker; electrician; play for Rangers; policeman/ Fire brigade; Police; Army/ don't know/ TIME SERVED APPRENTICE JOINER; PAID OFF; UNEMPLOYED.
- 054 F Career in food and nutrition/ food and nutrition; cook; cake designer/ cook; management or confectioner/ UNEMPLOYED; COLLEGE: DRAMA; OFFICE FOR 2 YEARS; FIFE COLLEGE: DRAMA.
- 055 F Nursery nurse; nurse/ secretary; children's nurse/ secretary/ TRAINEE MACHINIST.
- 056 M Accountant with own business; Barrister/ accountant; courts; lab./ lab; (research work, biology)/ UNI: MOLECULAR BIOLOGY.

- 057 F Uni; college: physiotherapy/ nurse; social worker/ social work; nurse/
OFFICE JUNIOR IN RR; SECRETARY IN LARGE ACCOUNTANCY
FIRM.
- 059 F Hairdresser/ hairdresser/ hairdresser/ TRAINEE HAIRDRESSER.
- 060 M Get job with good pay (accountant)/ accountant/ accountant/ BRITISH
RAIL: YTS; TRAINEE ENGINEER; TECHNICIAN.
- 061 F .../ work with people/ nursery teacher; nanny/ YTS IN NURSERY
NURSING (2 PLACEMENTS); COLLEGE FOR NURSERY NURSING.
- 062 M Catering course: successful chef/ coachbuilder/ coachbuilding/
ELECTRICIAN FIRMS (2); SCOTRAIL: TRAINEE ELECTRICIAN.
- 063 M Don't know/ bank clerk/ bank; navy/ UNI: MATHS WITH ECONOMICS
(AFTER SEVERAL POSSIBILITIES).
- 064 M Unemployment will be worse/ don't know/ Uni: languages; science/
UNEMPLOYED; PLACE IN MORAY HOUSE FOR P.E.
- 065 F Nursery teacher/ .../ .../ OLD FOLKS NURSING HOME.
- 066 F Well paid job; own a dancing school; nanny; nursery teacher/ don't know/
don't know what I'm going to be/ COLLEGE OF FOOD TECHNOLOGY:
FOOD TECHNOLOGY AND QUALITY ASSURANCE.
- 068 M Footballer; half decent job/ join the council; don't know/ .../ COUNCIL
HOUSING BENEFITS OFFICE (YTS/FULL-TIME).
- 069 M .../ No mention/ taxi driver/ POST OFFICE (CASUAL; NEARLY
GAFFER!).
- 070 F Uni: hope for a career/ accountant/ accounts/ UNI: BUSINESS STUDIES;
FRENCH; MARKETING.
- 072 F Police woman; in office/ office till 18; police in the Army/ police after work
in office till 18/ OFFICE WORK: TYPIST; RECEPTIONIST (2
OFFICES).
- 073 F .../ travel agent/ travel agent/ LONDON FOR ONE YEAR; SHOP;
OFFICE; UNEMPLOYED; COLLEGE FOR SECRETARIAL STUDIES;
YTS IN OFFICE; WORK IN A CHANDLERS (MADE REDUNDANT);
UNEMPLOYED.
- 074 M Uni: police force; geography teacher/ policeman (CID) after Uni, college/
police force/ SPORTS SCHOLARSHIP IN USA (BASKETBALL),

- 075 F F.E; Navy; accounting/ lawyer; teaching history/ law; teaching history/
UNI: QUALITY MANAGEMENT AND TECHNOLOGY (CHANGE OF
COURSE).
- 076 M Chemist after degree in Pharmacy/ no mention/ football career; don't want
to think about job yet/ DATA PROCESSING (OIL INDUSTRY IN
GLASGOW AND ABERDEEN; TEXTILE COMPANY).
- 077 M Don't know; will try to get a job/ joiner; plumber; electrician/ joiner;
plumber; electrician/ YTS WELDER IN SHIPYARD.
- 078 M Mechanic; footballer but probably no/ no mention/ joiner/ ROOFER
AFTER DOOR-TO-DOOR SALESMAN.
- 081 M Like a good steady job/ no mention/ .../ PLUMBING.
- 082 M No mention/ building trade/ don't know/ MECHANIC (FELL OUT WITH
BOSS); APPRENTICE CHEF (SCHOOL WAS PRIVATISED AND
APPRENTICESHIP DISCONTINUED; WINDSCREEN FIRM (NOT
ENOUGH WORK); UNEMPLOYED.
- 083 M Clothes designer/ chef; open own restaurant/ catering course/ SAFEWAYS:
WEEKEND; PART-TIME; FULL-TIME.
- 085 M Golfer; own own sports shop/ pro golfer/ pro golfer/ ENGINEERING
WORK AND COLLEGE; 18 MONTHS IN USA: SPORTS
SCHOLARSHIP; APPRENTICE PRO GOLFER.
- 086 F No mention/ work with handicapped children; catering business; police/
police; catering/ COLLEGE OF FOOD TECHNOLOGY: HOTEL
MANAGEMENT.
- 088 M Electrical engineer/ electrical engineer/ electrical engineer/ SAFEWAYS
(PART-TIME, FULL-TIME); BANK; WANTS TO JOIN POLICE.
- 089 M Joiner/ RAF police; until then a job/ RAF Police/ YTS - JOINER
- 092 F Accounts; banking; insurance/ accountant; banking/ accountancy; banking/
RECEPTIONIST; PAYROLL CLERK.
- 093 M Science teacher/ technical engineering/ technical engineering/ SAFEWAYS;
UNI: CHEMICAL ENGINEERING.
- 097 M Police/ police; draughtsman; computing/ police; computing; draughtsman/
ARCHIVING DRAWINGS, MATERIALS.
- 098 F Good job/ nursery nurse; travel agent/ don't feel like doing any thing
special/ OFFICE WORK IN AA AFTER 6 MONTHS IN BAKERS.

- 099 M Journalist; actor/ music business or any entertainment/ don't know/ YTS IN STRATHCLYDE REGIONAL COUNCIL; WAREHOUSE WORK; OFFICE; WANTS TO BE IN A BAND.
- 100 M Graphic designer/ job with drawing/ graphic designer; architect; cartoonist/ APPRENTICE JEWELLER AFTER COLLEGE: ENVIRONMENTAL DESIGN.
- 101 F Uni - teacher/ journalist/ journalist/ UNI: HISTORY.
- 102 F Nursery teacher/ nursery teacher/ nursery teacher/ SECRETARIAL WORK IN STRATHCLYDE REGIONAL COUNCIL OFFICES.
- 103 F Lawyer; doctor/ social worker/ social worker/ TEMPORARY WORK IN CENSUS OFFICE; BRIEF UNEMPLOYMENT; FREIGHT HAULAGE OFFICE WORK; GOING TO COLLEGE TO DO DIPLOMA IN COMPUTING.
- 104 F Uni - primary teacher; art and design; work with animals/ work involving art; art school; journalism after Uni/ UNI: APPLIED SOCIAL STUDIES.
- 105 F Italian; art in Italy/ beauty therapist' hairdresser/ don't know/ COLLEGE: NURSERY NURSING AND PART-TIME WORK IN A JEWELLERS.
- 106 M Footballer (Celtic)/ .../ .../ APPRENTICE JOINER WITH STRATHCLYDE REGIONAL COUNCIL.
- 107 M Job concerning people or animals eg, vet; zookeeper or drawing, painting, making things/ production/ don't know what I want to do/ HOSPITAL SUMMER JOB; COLLEGE: STUDIO ART TECHNICIANS COURSE; HOSPITAL JOB; COLLEGE: DESIGN FOR PRINT COURSE (GAVE IT UP); WORKED ON PORTFOLIO; NOW IN ART SCHOOL.
- 109 M Footballer/ chef; joiner/ chef/ PAINTER; LABOURER; DRIVER WITH POST OFFICE.
- 111 M Postman/ don't know/ don't know/ CLERICAL WORK IN ELECTRICAL WAREHOUSE.
- 112 M Enjoyable job/ something that I enjoy/ something that's not boring; that I enjoy/ COLLEGE: MEDIA STUDIES (1 YEAR); PUB WORK IN EVENING.
- 113 M Photographer/ building site/ building site/ YTS SCAFFOLDER AND TRAINING COURSE IN ENGLAND LEADING TO FULLY QUALIFIED AS A SCAFFOLDER; PAID OFF; UNEMPLOYED.

- 114 F College; Uni: teacher of languages or modern studies or art/ art; languages/ college; Uni: art; languages/ UNI: FRENCH & PHILOSOPHY.
- 115 F Nursery teacher/ nursery nurse/ something with children/ COLLEGE COURSE IN CATERING (1 YEAR); FULL-TIME IN CATERING.
- 116 F Uni; college: 1 year teacher or work with children/ work with young children/ primary teacher or work with young children/ BUSINESS STUDIES DEGREE.
- 117 F Secretary/ secretary/ secretary/ OFFICE WORK; SALES ASSISTANT.
- 118 M Joiner/ joiner/ joiner/ YTS IN JOINERY; UNEMPLOYED.
- 119 F Children's nurse in maternity or children's hospital/ midwife/ midwife/ NURSE: QUALIFIED AND TO BE UNEMPLOYED.
- 125 F Computers; Uni/ don't know/ computers; don't know/ BANKING CAREER.
- 126 F Accountant/ accountancy/ accountancy/ BANK.
- 127 F Engineer (own business); chiropodist; science/ chiropodist/ chiropodist; something in the medical line/ MEDICAL TECHNICAL OFFICER.
- 128 M Any good job/ bank; window firm/ glass factory; banking/ SOCIAL SECURITY OFFICE.
- 131 M Soccer hooligan/ driving job/ don't know/ APPRENTICE PLASTERER (FIRM WENT BANKRUPT); VARIOUS YTS; UNEMPLOYED.
- 132 F Accountant/ .../ dental technician/ APPRENTICESHIP IN CIVIL; MECHANICAL ENGINEERING.
- 133 M Printer with Daily Record/ don't know/ don't know/ ARMY (ROYAL HIGHLAND FUSILL.)
- 134 M Gamekeeper; car mechanic; scuba diver/ no mention/ gamekeeper; diver/ APPRENTICE GARDENER WITH PARKS DEPARTMENT.
- 135 F Uni: nursing (health visitor); sociology (social work)/ psychology with school children/ psychologist/ UNI: PSYCHOLOGY & FRENCH (CHANGING COURSE).
- 136 F Mechanic; nanny/ no mention/ mechanic/ YTS IN OFFICE WORK.
- 137 M Get a job/ cabinet maker/ cabinet maker/ MACHINE OPERATOR IN SMALL PRINTING FIRM.

- 138 M Police force; army/ police force/ apprenticeship; police force/ QUALIFIED REFRIGERATION ENGINEER.
- 139 M Computer related job; artist/ computer related job/ something with computers/ COLLEGE: GRAPHIC DESIGN COURSE; GRAPHIC DESIGNER IN CITY CENTRE COMPANY.
- 140 F Job; if unsuccessful YTS; if no job then go abroad/ estate agent/ secretary; estate agents; beautician/SHOE SHOP/ELECTRICAL COMPANY/BUILDING COMPANY.
- 141 F Hairdresser/ computers/ computer programming/ GOVERNMENT FUNDED JOB (DEMONSTRATING HOSPITAL EQUIPMENT TO NURSES); VARIOUS JOBS WHEN IT CLOSED; UNEMPLOYED.
- 143 M Play for Rangers; get well paid job/ policeman; bank/ P.E. teacher/ WAREHOUSE STORE PERSON (TEMPORARY); GENERAL WORKER (TEMPORARY); UNEMPLOYED; ENGINEER WITH DOOR COMPANY.
- 144 M Lorry driver; welder; postman/ postman; electrician; painter and decorator/ policeman/ ELECTRICIAN (PAID OFF); CANVASSING JOBS: WINDOWS AND HOUSE ALARMS; ROOF TILER; ELECTRICIAN.
- 145 M Pilot/ no mention/ pilot; electrician/ CUTTER IN CARPET FIRM (LIQUIDATION); WAREHOUSE IN GENTS WEAR (LEFT DUE TO POOR WAGES); UNEMPLOYED; NIGHTSHIFT SORTER IN TRUCK RENTAL FIRM; APPLIED TO FIRE SERVICE.
- 147 F Collge: work with children/ nurse/ nurse; work with children/ COLLEGE: NURSERY NURING; NANNY IN CANADA.
- 148 M Don't know but good job with good pay/ joiner/ .../ UNI: ELECTRONIC ENGINEERING.
- 149 F Accountant; nursery nurse; catering/ don't know/ catering/ PART-TIME WORK IN A FISH AND CHIP SHOP; BANK.
- 150 M Don't know/ no mention/ something with physics/ CLERICAL OFFICER IN HOSPITAL PHARMACY
- 151 M Armed forces: fly jets/ no mention/ police; army/ COLLEGE: COURSE IN COMPUTING.
- 152 F Primary teacher; languages; art/ college; university/ primary teacher; bioloty/ UNI: APPLIED SOCIAL SCIENCES.

- 153 F Primary teacher/ secondary teacher/ history teacher/ COLLEGE: HND IN HOSPITALITY MANAGEMENT (GAVE IT UP); COLLEGE: HNC IN SOCIAL SCIENCES.
- 155 F Don't want to be unemployed; Uni: primary teacher/ ophthalmics at Uni/ ophthalmic in Uni/ UNI: MARKETING AND ECONOMICS.
- 157 M P.E. teacher; sport/ banking; insurance; building society; sports centre management/ bank; building society; insurance/ YTS IN LAW OFFICE; 6 MONTHS YTS IN ENGLISH FOOTBALL CLUB; TURNED PROFESSIONAL; UNEMPLOYED; PART-TIME JOB IN LEISURE CENTRE.
- 158 M Uni: law; uncle's office; own practice/ lawyer/ lawyer/ UNI: ACCOUNTANCY AND PART-TIME JOB IN CASH AND CARRY; WANTING TO BE A BUSINESS STUDIES TEACHER.
- 159 F Travel business; stewardess; airport/ airport job involving languages; travel business/ travel business; languages/ CLERICAL ASSISTANT IN ASBESTOS REMOVAL AND INSULATOR FIRM.
- 160 M Pilot but not sure/ no mention/ .../ QUALIFIED WELDER IN SHIPYARD.
- 161 M Professional snooker player; YTS/ painter/ no mention/ UNEMPLOYED; PART-TIME WORK IN LOCAL SHOP.
- 162 M Policeman/ landscape gardener; painter and decorator/ .../ APPRENTICE GARDENER (LOST DUE TO POOR TIME-KEEPING); BUTCHERS; YTS IN LABOURING; SHOP SELLING NEON SIGNS (FIRM WENT BANKRUPT); BITS OF GARDENING; UNEMPLOYED.
- 164 M Bricky/ .../ ... / SAFEWAYS SHOP; BUTCHERS (LEFT DUE TO CUTTING PART OF FINGER OFF); ON THE SICK AWAITING KNEE OPERATION.
- 165 F .../ teacher/ primary teacher; engineer/ CASUAL WORK IN FISH AND CHIP SHOP; HOMELESS; CLEANER.
- 166 F Secretary; air hostess; hairdresser/ secretary/ secretary/ OFFICE WORK IN SEVERAL COMPANIES; SECRETARIAL WORK IN GENERAL HOSPITAL.
- 167 M Unlikely to get job immediately/ don't know/ no mention/ College; uni: accountancy/ UNI: ACCOUNTANCY.
- 168 M Emigrate to USA; live on boat on the Amazon/ .../ .../ COLLEGE: BUILDING TRADE.

- 169 M Don't know/ electrician/ electrician/ SPRAY PAINTER (PAID OFF); UNEMPLOYED FOR 8 MONTHS; TEMPORARY WAREHOUSEMAN; FORKLIFT DRIVER WITH FAMILY FIRM.
- 170 M Office work as a typist/ chef; typist in an office/ work in office/ OFFICE WORK WITH TIMBER FIRM (PAID OFF AFTER 2 YEARS); 2 WEEKS LATER WORDPROCESSING JOB IN MOTOR ENGINEERING FIRM (REDUNDANT); BACK TO TIMBER FIRM IN INTERNAL SALES (PRESENTLY IN RECEIVERSHIP).
- 171 M Joiner; mechanic/ joiner; mechanic/ joiner; mechanic/ APPRENTICESHIP IN SHEET METAL WORK JUST COMPLETED; GOING TO COLLEGE FOR HNC IN FABRICATION AND WELDING.
- 172 M Don't want an office job/ don't know/ architect/ WORK IN AN ARCHITECT OFFICE (LEFT); SEVERAL JOBS; DOING A COUPON RUN; AIMING FOR A MUSICAL CAREER IN A BAND.
- 173 F Law; murder trials in belfast/ lawyer; social worker/ study law to defend people; social work/ COLLEGE: A LEVELS; UNI: BUSINESS MANAGEMENT WITH ACCOUNTS AND GERMAN.
- 175 M Computer research scientist (biology) to design the first biological computer/ human genetics in the cryogenic field/ human genetics/ COLLEGE OF COMMERCE: HNC IN COMPUTING (DIDN'T COMPLETE); WENT TO STOW COLLEGE TO TRY AGAIN (LEFT DUE TO ACCIDENT); FREELANCE COMPUTER SYSTEMS ANALYST.
- 176 F Secretary in office/ secretary/ secretary/ COLLEGE; PREGNANCY; UNEMPLOYED.
- 177 M Electrician/ electricla engineering/ electrical engineer/ WORKING IN SHETLANDS IN OIL INDUSTRY.
- 178 M Advertising; designer/ graphic designer/ graphic designer/ WORKING WITH COMPUTERS IN TECHNICAL FIRM (NO JOB AT THE END); UNEMPLOYED FOR ABOUT A YEAR; LABOURING IN A STONE MASONS (PAID OFF); UNEMPLOYED; BACK IN STONE MASONS.
- 179 F Uni: vet; zoologist with RSPCA/ vet/ vet/ UNI: VETINARY MEDICINE.
- 180 F Bank; accountant/ bank; accountant/ bank; accountant/ UNI: ACCOUNTANCY.
- 181 M Computer programming degree; operator work with large company/ computers/ computer programming/ UNI: COMPUTING SCIENCE.

- 182 F Vetinary surgeon; breed dogs/ vet/ no mention/ CLERICAL WORK IN A GENERAL HOSPITAL.
- 183 F Travel; help mentally handicapped or physically handicapped children/ help people/ .../ UNI: HOTEL MANAGEMENT.
- 184 M Don't know but a job I like/ no mention/ don't know/ WELDER IN SHIPYARD.
- 185 M Policeman/ BBC cameraman/ cameraman/ COLLEGE: HND IN PRINT MANAGEMENT.
- 186 F Secretary in doctors surgery/ secretary in doctors/ doctors secretary/ YTS COURSE; PART-TIME WORK IN HOSPITAL KITCHEN; WANTS TO GET INTO AN OFFICE.
- 187 M Policeman/ engineer; electrician/ engineer/ QUALIFIED LAB TECHNICIAN.
- 188 F Office job; secretary; computers/ typing; computers/ typist/ OFFICE JOB.
- 189 F Own hotel/ don't know/ office junior; hairdresser; motor mechanic/ CO-OP CLERICAL, OFFICE IN INDUSTRIAL ESTATE.
- 190 F Primary teacher/ don't know/ primary teacher; nursery nurse/ VARIOUS SHOP JOBS (NEVER SETTLED); UNEMPLOYED.
- 191 F Secretary/ secretary/ secretary/ OFFICE JOBS: MOTOR FIRM; SCAFFOLDING FIRM; UNEMPLOYED FOR 6 MONTHS; HEAD OFFICE IN BOUTIQUE FIRM; AUDIO-TYPING IN GENERAL HOSPITAL.
- 192 M College, Uni but no job for a long time/ writer for comics/ writer of science fiction/ SEVERAL ATTEMPTS TO GET JOBS (OVER QUALIFIED); SALES IN A LOCAL CHEMIST AND PART OF A WRITERS GROUP.
- 193 M Don't want to have a job/ planetary gypsy/ work with animals; nature; cartoonist/ COLLEGE: TO GET MORE O GRADES, HIGHER GRADES, QUALIFICATIONS; UNEMPLOYED.
- 194 M Job with average pay/ job with good pay/ don't know/ FITTER WITH FIRM (6 MONTHS); UNEMPLOYED FOR ONE MONTH; QUALIFIED FITTER NOW; ABOUT TO MOVE TO HIGHER PAID JOB.

- 197 F College: caterer; Home Economics teacher; administrator for MOD/ civil servant; cookery teacher; architect/ civil service; architecture; cookery teacher/ YTS (TEMP) TILL HEARD FROM MOD; CIVIL SERVICE IN MOD.
- 198 F Air hostess; sweet van owner/ army; secretary work; work with young children/ work with children; army secretary/ OFFICE WORK IN CO-OP (LEFT TO HAVE BABY); PART-TIME AUXILIARY IN HOSPITAL.
- 200 F College and good job/ no mention/ hairdresser; beautician/ COLLEGE: CATERING COURSE; WAITRESS IN CONCERT HALL; PART-TIME IN TRAFFIC POLICE GARAGE AND EVENING WORK IN RESTAURANT; HAULAGE AND PACKAGING FIRM; WAITRESS IN ULLAPOOL; BACK TO LAST FIRM.
- 201 M Uni; latin; psychology; pathologist; vulcanologist; geophysicist; brain surgeon/ scientist/ computers/ MOTOR MECHANIC (MADE REDUNDANT); WAREHOUSEMAN AND DRIVING.
- 203 F Hairdressing training (own shop)/ window dresser; own shop/ window dresser; hairdresser/ COLLEGE: COMPUTER STUDIES; VARIOUS PART-TIME JOBS; GENERAL ASSISTANT IN SAFEWAYS.
- 205 F Sport; PE teacher/ PE teacher; anything to do with sport/ PE teacher/ COLLEGE: HND BUSINESS ADMINISTRATION (LEFT AFTER 1 YEAR); UNI: FRENCH ETC.
- 206 F Uni: doctor/ pharmacist/ pharmacist; research/ UNI: BIO-CHEMISTRY(AIMING FOR FORENSIC WORK).
- 207 M Job; YTS/ police/ police/ YTS IN PAINTING AND DECORATING (ALMOST TIME SERVED).
- 208 M Army/ army; joiner/ joiner; army/ YOUNG OFFENDERS UNIT FOR ARMED ROBBERY.
- 209 F Shop; sporty job (not YTS)/ no mention/ hairdresser/ APPLIED SOCIAL SCIENCES AT UNI.
- 210 F Physiotherapist; handicapped children/ work with handicapped/ work with handicapped/ COLLEGE: CATERING; TWO WEEK TEMP IN REGION; PART-TIME WORK IN FISH AND CHIP SHOP; TRYING FOR WORK WITH HANDICAPPED.
- 211 M Good job, not the cleney/ don't know/ don't know/ SILL ERECTOR.
- 212 M Engineer in Navy/ first engineer in merchant navy/ engineer in navy/ ASSISTANT MANAGER IN SAFEWAYS.

- 213 M Policeman; pilot; lawyer/ no mention/ electrician/ APPRENTICE ELECTRICIAN IN OBAN.
- 214 F Army/ nurse/ nurse/ COLLEGE: HNC IN MEDICAL SCIENCE AND EVENING CLASS FOR HIGHERS; COLLEGE: SOCIAL WORK COURSE.
- 215 M Uni: RAF pilot; policeman; lawyer/ pilot; policeman/ pilot/ TRAINING IN QUANTITY SURVEYING WITH TWO DIFFERENT FIRMS.
- 216 F Hairdresser; make-up artist/ hairdresser; sales assistant/ hairdresser; sales assistant/ HAIRDRESSER.
- 217 M Successful businessman working with money; sport/ PE job/ accountancy at college; Uni./ MANAGING A BRANCH OF A SPORTS SHOP, GOING TO WORK WITH BROTHER IN NORTHERN IRELAND TO OPEN UP A NEW STORE.
- 218 F Architect/.../ typist/ CLERICAL WORK; SHOP; HOTEL WORK ON THE ISLE OF WIGHT.
- 219 M Accountant; chairman or managing director of big company/ accountant; lawyer; architect/ secondary teacher/ UNI: ENGLISH AND HISTORY.
- 220 M Computer programmer after Uni degree in computing science/ not sure/ computer programmer/ UNI: ELECTRICAL AND ELECTRONIC ENGINEERING.
- 221 M PE teacher/ office jobs (Gas Board; Council)/ office work/ YTS IN THE HOUSING DEPARTMENT.
- 222 F Nurse in large hospital/ no mention/ midwife/ NURSE IN THE ARMY BASED IN ENGLAND.
- 225 F No mention/ work with young children/ work with young children; nanny/ COLLEGE: NURSERY NURSE COURSE; ONE YEAR IN CHILDREN'S CENTRE; WORKING IN DAY NURSERY.
- 226 F Wants job like sister - shop work; work with handicapped/ work in a fashion shop; nursery teacher/ clothes shop; nursery teacher/ WORKED IN A BAKERS; NOT WORKING AT PRESENT - EXPECTING A BABY.
- 227 M Air traffic controller; computer operator/ planning to get stall in market with fiend; unsure/ don't know/ WORKED IN RR AND TOOK VOLUNTARY REDUNDANCY (NEVER WANT TO WORK AGAIN).

- 228 M Chartered accountant/ administration; manual production/ banking; chartered accountant/ INTERNATIONAL FREIGHT AGENT.
- 229 M Pilot in RAF/ landscape gardener/ planner/ SHOP-FITTING; COLLEGE: COMPUTING; WORK IN BINGO HALL; PUB.
- 230 M Don't know/ no mention/ don't know/ WORKS IN A GARAGE (THEY TRAINED HIM).
- 231 F College to teach or if unsuccessful a YTS/ no mention/ primary teacher/ UNI: BUSINESS LAW AND HISTORY.
- 232 F Caterer in a restaurant or making meals for special occasions/ no mention/ catering/ WORKED IN CITY STORE; COLLEGE: HNC IN SOCIAL CARE.
- 234 M Computer programmer or operator; soccer star/ joiner/ joiner/ CANOPY • MANUFACTURER (PAID OFF); APPRENTICE UPHOLSTERER (PAID OFF ON CHRISTMAS EVE); UNEMPLOYED FOR 3 MONTHS; NOW WORKING AS A LIGHTING MANUFACTURER.
- 235 M Armed forces; pilot; computer operator/ .../ .../ YTS IN JOINERY.
- 236 M Journalist/ banker/ journalism; politician; drummer in band/ UNI: PSYCHOLOGY.
- 237 F Policewoman (mounted or the dog branch); teacher (Modern Studies or Biology/ army; police/ army/ COLLEGE: HNC IN BUSINESS STUDIES; COLLEGE: GOT HIGHER IN BIOLOGY; COLLEGE: HND IN ENVIRONMENTAL TECHNOLOGY, AIMING FOR UNI: ENVIRONMENTAL HEALTH.
- 238 M Engineer; electrician/ electrical engineer/ electrical engineer/ APPRENTICESHIP IN RR (CHANGED FROM MECHANICAL AND CIVIL ENGINEERING TO CHEMISTRY).
- 239 M Will be unemployed in Glasgow/ .../ .../ YTS IN THE POLL TAX OFFICE; YTS IN ROAD DEPARTMENT; FULL-TIME POST AS A CIVILIAN IN THE POLICE DEPARTMENT.
- 240 M Trying to get a good job/ mechanic/ construction/ YTS IN GROUNDSMAN AT CRICKET GROUND; UNEMPLOYED.
- 241 M Uni; college: physics/ no mention/ FE college: physics/ OFFICE WORK IN GLASGOW; DISPATCH RIDER IN LONDON; VARIOUS SHOPS IN LONDON; DISPATCH BIKE RIDER IN GLASGOW; COLLEGE: 3 HIGHERS.

- 242 F Hairdressing; secretary/ no mention/ journalist/ HOTEL RECEPTION WORK IN OBAN, ULLAPOOL, SKYE; UNEMPLOYED; GOING TO WORK WAY THROUGH EUROPE.
- 243 M A job/ scaffolder/ scaffolder/ SCAFFOLDER; VARIOUS JOBS; HEATWISE.
- 245 F PE Teacher/ PE Teacher/ PE Teacher/ COLLEGE: HOTEL MANAGEMENT AND WORK IN A HOTEL.
- 246 F Primary teacher; would like a wide choice of jobs/ hotel manager/ hotel management/ SALES ASSISTANT IN SPORTS SHOP; UNEMPLOYED; TEMPORARY ADMIN ASSISTANT IN CIVIL SERVICE; ADMIN ASSISTANT IN BANK; ADMIN ASSISTANT IN PROCURATOR FISCALS OFFICE.
- 247 M Art school; self employed interior designer; rally driver; pro golfer/ self-employed joiner; interior designer/ designer; joiner/ APPRENTICE CABINET MAKER.
- 249 M Motor mechanic; not want to be unemployed/ construction/ construction/ WORKED IN CAR FIRM; POSTMAN.
- 250 F Nurse specialising in the care of children/ nurse/ nurse/ NURSING IN DUNDEE.
- 251 M Apprentice printer/ chef; printer/ chef; newspaper firm/ YTS IN CATERING; COLLEGE: APPRENTICESHIP IN PRINTING.
- 252 F Travel agent/ travel agency; secretary/ travel agent; secretary/ OFFICE JUNIOR; BRITISH MIDLAND AIRWAYS SECRETARY (LEFT TO HAVE A BABY); TRYING TO GET INTO COLLEGE FOR COURSE IN LEISURE INDUSTRY.
- 253 M Factor worker/ no mention/ postman; scottish farmers diary/ VARIOUS YTS; TILE FIXING; UNEMPLOYED; TEMPORARY POST IN PARKS DEPARTMENT.
- 254 F Office typing/ no mention/ secretary/ YTS IN STRATHCLYDE REGIONAL COUNCIL OFFICES; FULL-TIME POST IN THE REGIONAL OFFICES.
- 255 F Air stewardess/ air stewardess; courier; travel agent/ air hostess; courier/ TRAVEL AGENCY.
- 256 F Doctor; vet/ doctor; sciences; research/ doctor; science research/ BANK.

- 257 F College; uni/ something to do with fashion/ don't know/ COLLEGE: NURSERY NURSING; NURSING ASSISTANT IN MENTAL HOSPITAL/ UNEMPLOYED; THINKING OF GOING TO USA AS A NANNY.
- 258 F Something with PE/ catering/ catering/ BANK.
- 259 F Nursery teacher; ice skating pro/ nanny/ nursery teacher; army instructor/ SALES IN LUGGAGE SHOP (PAID OFF); SALES IN FASHION SHOP.
- 261 M Joinery/ no mention/ welder; electrician; construction/ COLLEGE TO RE-SIT HIGHERS; UNEMPLOYED FOR 1 YEAR; FOOD DEPARTMENT IN CITY STORE; COLLEGE: ENGINEERING.
- 262 M Architect; graphic designer; shop for records, comics, skateboard equipment/ shop or designer/ own-run a bookshop/ COLLEGE: HIGHER GEOGRAPHY; COLLEGE: HND; SHOPFITTING IN INDUSTRIAL ESTATE; HND IN CLOTHING TECHNOLOGY.
- 263 M Wants good results to get better chance of a job/ make things and see the finished articles/ joiner/ RETURNED TO SCHOOL BECAUSE NO JOB.
- 264 F Secretarial work/ no mention/ secretary/ BANK FOR 1 YEAR (LEFT WHEN SHE HAD A BABY); LIVES IN DUNDEE.
- 265 M Good job (Monday - Friday, 9 - 5pm)/ no mention/ don't know/ SUPERVISOR IN CUSTOMER SERVICES.
- 266 M Artist; art teacher; self-employed in art world/ artist; engineer/ artist; engineer/ CIVIL SERVANT AND WEEKEND SALES IN CITY STORE AND FREELANCE ART WORK.
- 268 F A good job/ hairdresser/ hairdresser/ COLLEGE: HAIRDRESSING COURSE; CLERKES IN ELECTRICAL WHOLESALERS AND WEEKEND HAIRDRESSING.
- 269 F Bilingual secretary; air hostess/ no mention/ bilingual secretary in Spain, France/ RECEPTIONIST AND CLERICAL ASSISTANT IN TOWN OFFICE.
- 271 F Hairdressing/ work with children; supermarket/ hairdresser; bakery/ OFFICE; SALES; BOOKIES.

- 273 F Secretary; work in an office; telephone operator/ windowdresser/ windowdresser/ SHOE SHOP (LEFT DUE TO NOT LIKING IT); SALES IN BABY CLOTHES SHOP (LEFT DUE TO NOT LIKING IT); SALES IN FABRIC SHOP (LEFT FOR FULL-TIME JOB); OFFICE WORK (LEFT AS MONEY POOR); SALES IN BED SHOP (LEFT TO HAVE HER BABY); UNEMPLOYED; LOOKING FOR PART-TIME WORK.
- 275 F Primary Teacher; don't want to be unemployed/ primary teacher/ chemistry teacher/ LEGAL ASSISTANT IN SOLICITORS.
- 276 F History teacher; nurse after Uni/ civil servant/ nurse; going abroad; vet/ MECHANIC (2 WEEKS); CATERING ASSISTANT IN HOSPITAL.
- 277 M Good job/ office work/ office work; civil service/ YTS IN CLERICAL SKILLS; TEMPORARY CONTACT ENDED; TEMPORARY CONTRACT IN CENSUS OFFICE; LABOURING; KITCHEN PORTERING; UNEMPLOYED (1 YEAR).
- 278 M College/ fireman; water board/ fireman; joinery with the water board/ KITCHEN PORTER AND DAY RELEASE CHEF COURSE.
- 279 F Beautician then air hostess/ science lab technician; technologist/ lab technician/ B.Sc. IN BIOLOGY; UNEMPLOYED; LOOKING FOR LAB WORK.
- 280 F Art college: graphic designer; advertising designer/ graphic designer/ designer of book, record covers/ COUPLE OF JOBS ON LEAVING SCHOOL; NOW IN AN INSURANCE OFFICE DOING UNDERWRITING; CHARTERED INSURANCE QUALIFICATIONS AND PUB WORK IN EVENING TO MAKE UP MONEY.
- 281 F Primary teacher/ primary teacher/ primary teacher/ B.Ed. PRIMARY TEACHING COURSE AND PART-TIME WORK IN COFFEE SHOP AND PAPER ROUND.
- 282 F Something with design/ don't know/ don't know/ UNI: TECHNOLOGY AND MANAGEMENT B.Sc.
- 283 M Mechanic/ .../ .../ FACTORY WORKER: MAKING AND BOTTLING SHAMPOO.
- 284 M Good job/ lawyer; chemist/ .../ UNI: BIOCHEMISTRY (LEFT JUST A FEW MONTHS BEFORE FINISHING); SECURITY GUARD, ON NIGHT SHIFT; CONSIDERING RETURNING TO UNI.
- 285 M Plumber/ job with father in plumbing business/ plumber/ COLLEGE: CATERING COURSE AND PART-TIME WORK IN CASH AND CARRY.

- 286 F College for catering/ no mention/ baker/ SALES IN SHOP; BOX MAKING FIRM (NIGHT SHIFT).
- 288 M Computer operator; snooker player; chef; actor/ pop musician/ musician/ COLLECTING PARKING TICKETS FOR POLICE.
- 289 M Architect/ no mention/ architect; create designs/ SETTER AND OPERATOR IN ENGINEERING FIRM.
- 290 M Traffic policeman/ professional photographer/ art and desing; photography/ COLLEGE: ELECTRONIC PUBLISHING (HNC); INFORMATION AND MEDIA TECHNOLOGY.
- 292 F Business studies course: personal secretary/ hairdresser/ hairdressing/ WORKED IN A BAKERS; WORKED AS BABY SITTER FOR SISTER IN CANADA; STOCK CONTROLLER IN CO-OP.
- 293 M Joiner with uncle/ .../ .../ TOWEL CUTTER IN FACTORY.
- 294 F Policewoman; prison officer; work with children/ police/ police; work with children/ PAWNBROKERS.
- 295 M RUC; metropolitan police force/ chef; fireman/ fireman; chef/ CHECKER IN CASH AND CARRY; COLLEGE: CHILD CARE; AUXILIARY WORK IN A PRIMARY SCHOOL WITH A HANDICAPPED BOY.
- 296 M College: lawyer/ law/ police; law/ APPRENTICE ELECTRICIAN.
- 297 M Business man/ city accountant/ .../ COLLEGE: BUSINESS STUDIES (LEFT AFTER 8 MONTHS); WORKED IN MUM'S POST OFFICE TILL SHE SORTED OUT HER STAFFING LEVELS; BANK ON 6 MONTHS CONTRACT: SURE OF BEING KEPT ON.
- 298 F Nurse in children's hospital/ nursery nurse/ nursery nurse/ COLLEGE: NURSERY NURSING; NURSERY NURSE IN NURSERY.
- 299 M Get a job; don't know what/ don't know/ don't know/ COLLEGE: MATHS AND PHYSICS DEGREE (LEFT AS FAILED SECOND YEAR EXAMS); UNEMPLOYED; LOOKING FOR WORK AS A TECHNICIAN; MAY GO BACK TO COLLEGE.

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