PARTICIPATION OF YOUNG INDUSTRIAL EMPLOYEES

IN EDUCATIONAL YOUTH PROVISION

by

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ABSTRACT

The thesis develops a theoretical context appropriate to the empirical study of levels and patterns of participation of young industrial employees in educational youth provision.

Four hypotheses are generated, concerning the participation patterns and orientations expected to be found among young industrial employees. These pertain to

(a) participation levels in educational youth provision, relative to those in other forms of organised activity undertaken outside work;

(b) relationships between participation levels and age, educational level and social class characteristics;

(c) factors associated with participation levels;

(d) orientations towards social participation.

The research hypotheses are investigated by means of an empirical survey of young adults, aged 16 to 20, employed at technical apprentice and operator level in eight manufacturing companies in the Guildford area. Interviews, based on a structured interview schedule and supplemented by the administration of self-completion questionnaires, were conducted with a sample of 180 young adults stratified proportionately by age and occupational level, and disproportionately by company.

It is found that less than one-third of young industrial employees in the research population currently participate in youth organisations. The majority have participated in some form of educational youth provision at some time during their teenage years. Associations are demonstrated between participation levels and age, educational level, and social class characteristics.
Indices reflecting some dimensions of hypothesized factors of perceived 'adultness' and authoritarianism are shown to be associated with current participation levels. Findings concerning the educational priorities and orientations towards social participation of the research population suggest that activities orientated towards social association are more highly valued and more frequently engaged in than those orientated towards social service or social action.
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<tr>
<td>ACFA</td>
<td>Army Cadet Force Association</td>
</tr>
<tr>
<td>ATTI</td>
<td>Association of Teachers in Technical Institutions</td>
</tr>
<tr>
<td>BB</td>
<td>Boys' Brigade</td>
</tr>
<tr>
<td>BCW</td>
<td>Boys' Clubs of Wales</td>
</tr>
<tr>
<td>CBI</td>
<td>Confederation of British Industry</td>
</tr>
<tr>
<td>CGLI</td>
<td>City and Guilds of London Institute</td>
</tr>
<tr>
<td>CSE</td>
<td>Certificate of Secondary Education</td>
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<tr>
<td>DE</td>
<td>Department of Employment</td>
</tr>
<tr>
<td>DES</td>
<td>Department of Education and Science</td>
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<tr>
<td>EITB</td>
<td>Engineering Industry Training Board</td>
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<tr>
<td>GADETA</td>
<td>Guildford and District Engineering Training Association</td>
</tr>
<tr>
<td>GB</td>
<td>Girls' Brigade</td>
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<tr>
<td>GCE</td>
<td>General Certificate of Education</td>
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<tr>
<td>ITB</td>
<td>Industrial Training Board</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Education Authority</td>
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<tr>
<td>MSC</td>
<td>Manpower Services Commission</td>
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<tr>
<td>MAYC</td>
<td>Methodist Association of Youth Clubs</td>
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<tr>
<td>NABC</td>
<td>National Association of Boys' Clubs</td>
</tr>
<tr>
<td>NATFHE</td>
<td>National Association of Teachers in Further and Higher Education</td>
</tr>
<tr>
<td>NAYC</td>
<td>National Association of Youth Clubs</td>
</tr>
<tr>
<td>NFYFC</td>
<td>National Federation of Young Farmers' Clubs</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for the Social Sciences</td>
</tr>
<tr>
<td>TEC</td>
<td>Technician Education Council</td>
</tr>
<tr>
<td>TUC</td>
<td>Trades Union Congress</td>
</tr>
<tr>
<td>Urdd</td>
<td>Urdd Gobaith Cymru (Welsh League of Youth)</td>
</tr>
<tr>
<td>UVP</td>
<td>Unified Vocational Preparation</td>
</tr>
<tr>
<td>WAYC</td>
<td>Welsh Association of Youth Clubs</td>
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<tr>
<td>YSDC</td>
<td>Youth Service Development Council.</td>
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CHAPTER I: INTRODUCTION TO THE RESEARCH

1.1 The context and relevance of the study.

1.2 Definition of terms.

1.3 Goals of the study, and the research hypotheses: a statement.

1.4 Method.

1.5 Constraints on the study.

1.6 Construction of the thesis.
CHAPTER I: INTRODUCTION TO THE RESEARCH

1.1 The context and significance of the study

This study of an aspect of educational participation among young people in employment has been initiated and developed during a period of review and reorientation of the provisions for the education and training of young people between the ages of 16 and 20. The factors associated with changing social circumstances, changing social values and perceptions and changes in patterns of occupations, education and careers have combined, it has been argued, to produce that 'newness' in the field of post-compulsory education which necessitated the introduction, in the 1970's, of the series of far-reaching reviews and associated programmes of development and innovation across the spectrum of provision for 16 to 20-year-olds (1).

It has further been argued that these contextual, conceptual and structural changes have so affected the educational needs of the whole age group that approaches both to research and to policy development which recognise the 'generic' nature of the age group, in educational terms, are indicated (2). However, target groups within the age band which have continued to form the primary focus for educational and social research can clearly be identified. The young unemployed, and those continuing in full-time education are two such population groups. It has been observed that the education and training of the young adult in employment has been, in comparison, a neglected field in terms of research activity.

The report of a Seminar on research perspectives in the transition from school to work, organised under the auspices of the Council of Europe in July, 1977, commented on the unpopularity of the field in this respect, observing that:
'the lack of interest in the 16 - 19 year old at work contrasts strangely with the treatment meted out to his fellows studying full-time at school' (3).

This apparent lack of interest might be attributed in part both to the tendency for provisions for the education of young people at work to be less subject during the period in question to the immediate pressures of expanded and diversified demands which have been experienced in other sectors of provision, and to the research problems of access to the appropriate populations (4).

The identification under two successive governments, of education and training of young people at work as a priority area for the development of innovative systems and practices (5), has served to draw attention to the absence of adequate bases of knowledge and data, and has produced, in the late 1970's, the conditions for expanded research effort.

It was in this context that this study of the involvement in the non-formal educational provisions for youth, of a sample of young employees between the ages of 16 and 20, was initiated and developed. It is complementary to two studies by the author of alternative modes of part-time education and training available within the formal systems to young people in employment (6).

1.2 Definition of terms

The key terms adopted in the statement of the research problem and hypotheses pertain to:-
1.2.1  the nature of the provision under investigation
1.2.2  the research population
1.2.3. the geographical area of the study.

1.2.1 The Nature of the Provision

(i) EDUCATIONAL YOUTH PROVISION

For activities to be regarded as constituting educational youth provision they must satisfy the following criteria:-

They must be

- non-compulsory
  The activities must be non-compulsory within the terms of the employment and training of the young person. Vocational training courses and day release/evening courses which are essential to the young person's vocational role are therefore excluded, as are compulsory induction courses and other similar activities.

- designed primarily to support and facilitate aspects of the social integration of young people

'Social Integration' is a complex concept involving, according to Parsons(7) and Eggleston(8) the processes of becoming part of the decision-making system, the productive system, the cultural system and the contact and communication system of one's society.

An instrument of identification and classification is required for selection of activities by application of this criterion. Activities designed to facilitate social integration are, for the purposes of this study, considered to be those designed to help young people towards achievement of the developmental or
growth' tasks of construction of the

social self )
sexual self )
vocational self )
philosophic self )

identified by Wall\(^9\).

primarily intended for young people within the 11 - 25 age range (inclusive)

The age range has been selected to incorporate activities designed for the 'teenage' and 'young adult' populations identified as the primary targets of educational youth provision\(^{10}\).

organised or sponsored by an agency, institution or other formally constituted organisation

This criterion has been selected to allow inclusion of relevant forms of activity provided by organisations outside the statutory and recognised voluntary sectors. Activities of trades unions, political organisations, adult and community education organisations are admitted by this criterion.

characterised by 'experiential' rather than 'didactic' methods

Clearly most forms of provision combine experiential and didactic methods. Jousselin (1968) observed, in a comparative Western European analysis, that it was predominance of experiential methods which characterised youth provision.

'(This may be termed) a functional and non-theoretical way of looking at education in which the young learn from concrete situations calling upon all their mental as well as their physical and emotional faculties. This approach more directly concerns youth organisations than classic or formal educational methods which concentrate mainly on instruction and the systematic impartment of knowledge.' \(^{11}\).
It is youth provision in the senses described by Jousselin which is the central concern of this study. The criterion of predominance of experiential methods is therefore adopted in order to separate this provision from the formal provisions which, under some circumstances, also satisfy the first four criteria.\(^{(12)}\).

Evening or part-time courses, leading to vocational or non-vocational qualifications are therefore excluded, while most club-and society-based provision and college-based extra-curricula provisions are included, as are courses such as Outward Bound, Duke of Edinburgh Award and schemes such as community service and youth exchange.

- **entailing some form of recognised commitment to continuing participation from a proportion of its participants**

The forms of activity admitted by application of these criteria are classified in Chapter III. Some difficulties which arise in application of these criteria in practice are discussed in Chapter V.

(ii) ORGANISED OUT-OF-WORK ACTIVITY

In the course of the study, participation in educational youth provision is compared with that in 'other forms of organised out-of-work provision.'

For activities to be regarded as constituting organised out-of-work activity, they must satisfy the following criteria:-

They must be

- non-compulsory
- distinct from essential job activity or job training activity
- organised or sponsored by an agency, institution or other formally constituted organisation
- entailing some form of recognised commitment to continuing participation from a proportion of its participants.

The term 'out-of-work' activity has been used as an umbrella term for activities which meet the above criteria, and which may take place either in 'leisure' time or within normal working time under the sponsorship and/or responsibility of the employer.

(iii) ACTIVITIES DESIGNED TO FACILITATE SOCIAL PARTICIPATION are defined as those which have, as a primary aim, the preparation of young people to play an active role as members of a participating democracy (13).

In connection with the investigation of social participation, the five-group categorisation of young people used by Black, Haan and Smith in an investigation of activism among college students (14), is adapted for use with the research population. Within this grouping:

INACTIVES are defined as those with little or no involvement in political or social organisations or activities.

CONVENTIONALISTS are defined as those involved in organisations and activities concerned with social association and social functions, but with lower than average involvement in 'social service' activities.

CONSTRUCTIVISTS are defined as those with an average involvement in 'social service' activities and organisations, accompanied by low involvement in 'protest' activities.
(iv) In the same context, a classification of activities as EXPRESSIVE or INSTRUMENTAL in nature, is adopted. The classification is based on the following definitions, adopted from Musgrove (15):

INSTRUMENTAL activities are oriented principally to achievement of a goal, which in an anticipated future state of affairs, the attainment of which is felt to promise gratification.

EXPRESSIVE activities are oriented principally towards organisation of a 'flow' of gratifications, i.e. actions with others which are engaged in primarily for the immediate direct gratification they bring.

1.2.2 The research population

The target population comprises young people between the ages of 16 and 20, inclusively, employed as OPERATORS, TECHNICAL APPRENTICES and TECHNICAL TRAINEES.

(i) OPERATORS

The definition adopted is that presented in the Department of Employment's Glossary of Training Terms.

'work people directly concerned with production or service in a wide range of industries and occupations, possessing varying degrees of skill and knowledge which is usually of a narrower range and capable of a lesser degree of adaptation than that of a craftsman.' (15)

(ii) TECHNICAL APPRENTICE

The absence of acceptable definitions of apprenticeship and the
increasing inappropriateness of the term has led to its recent abandon­
ment by national training bodies. However, within companies, the term
'apprentice' remains in widespread use as a means of describing those
young employees undergoing particular types of training. The following
definition, which covers accepted usage of the terms 'apprenticeship'
and 'apprentice', is adopted here:

Apprenticeship describes a contractual relationship between
employer and employee, in which the employer undertakes to
engage an apprentice on agreed terms for a stated number of
years and to be responsible for his training, while the
apprentice undertakes to serve the employer during the period (17).

The agreement is covered by a deed of indenture or some looser
form of contract.

The three main levels of occupation to which training on the technical
apprenticeship model may lead are the CRAFTSMAN, TECHNICIAN and
TECHNOLOGIST levels.

For the purposes of this study, the term 'TECHNICAL APPRENTICE'
comprises those undertaking training leading to craftsman and
technician occupations.

The craftsman is, by definition,

'a man equipped with the necessary skill to make components
under the supervision of a technician or technologist, using
established techniques; or to follow established practice
in erecting, maintaining or servicing engineering machinery.(18).
The technician occupies 'a position between that of the qualified scientist, engineer or technologist, on the one hand, and the skilled foreman or craftsman or operative on the other. Their education and specialised studies enable them to exercise technical judgement. By this is meant an understanding, by reference to general principles, of the reasons for and the purposes of the work, rather than a reliance solely on established practices or accumulated skills.'

(iii) **TRAINEE** is an ill-defined term sometimes applied to those employees who have entered into forms of employer/employee arrangements which are looser than those acceptably termed 'apprenticeships.' Although the term is most commonly in use in the commercial and clerical occupations, in the technical sphere the term is sometimes applied to those following a type of training normally associated with an apprenticeship, but not covered by the standard agreement normally adopted by the company.

For the purposes of this study, this group was included within the target research population and considered to be employed at 'technical apprentice level.'

3 **The geographical area of the study**

The investigation was confined to 'the GUILDFORD area' which, for the purposes of this study was defined as the Administrative Districts including and adjacent to the town of Guildford, i.e. GUILDFORD, WOKING, ELMBRIDGE, SURREY HEATH, and WAVERLEY.

This area is illustrated in Fig. 1.1.
1.3 Goals of the Study and the Research Hypotheses: a statement

The goals of the research, at the time at which the research design was constructed, were as follows:

(i) To develop an appropriate theoretical context for an empirical study of the involvement in educational youth provision of a sample of young people in employment.

(ii) To establish the extent and nature of participation in educational youth provision of young people employed at operator and apprentice level in a selection of manufacturing firms in the area surrounding Guildford, Surrey.

(iii) To identify some factors influencing the level of participation in educational youth provision of the research population.

(iv) To obtain a clarification of the
   
   (a) educational priorities
   
   (b) attitudes to participation in the life of industry and the community

of the research population.

(v) To produce some conclusions concerning the effectiveness of educational youth provision in meeting the needs of some young people in the early years of employment, and some recommendations for further research and possible lines of development.

The research hypotheses were generated from the investigation of literature and preliminary exploratory work, and refined in the
pilot stage of the study. Hypotheses were, essentially, exploratory hypotheses, the existing evidence relating to the research population in question being very limited.

The term 'young industrial employees' refers to the population of young people in the selected research categories employed in the participating factories.

HYPOTHESIS I

The level of current participation of young industrial employees in educational youth provision will be low, in comparison with the level of participation in other forms of organised 'out-of-work' activity, although most young employees will have participated in some form of educational youth provision in the past. Of the total current involvement in purposeful 'out-of-work' activity, the proportion which is channelled through youth activity will be small.

HYPOTHESIS II

The levels of participation in educational youth provision will be associated with -

(i) educational level
(ii) social class by father's occupation
(iii) age (current participation only)

the association being positive in the case of (i) and (ii), and negative in the case of (iii).

HYPOTHESIS III

The principal factors underlying variation in attitudes to educational youth provision will be the perceived adultness and authoritarianism of existing provision.
These factors, together with the factor of perceived availability, will be the major factors associated with the level of participation in educational youth provision of young industrial employees.

HYPOTHESIS IV

(i) The degree of importance attached by young industrial employees to activities designed to facilitate social participation will be greater than that attached to other forms of educational youth opportunity available.

(ii) The degree of importance attached to activities which are essentially expressive in nature will be greater than that attached to activities which are instrumental in nature.

(iii) Most young industrial employees will be categorised as conventionalists and inactives, in terms of their degree and type of current involvement in organised activities, but will demonstrate some of the characteristics associated with constructivists in their attitudes to social participation.

1.4 Summary of the Research Method

An empirical survey of

(a) selected educational, occupational and social characteristics

and

(b) patterns of, and attitudes to, participation in educational youth provision

of young people employed in the participating factories in the selected research categories was designed and implemented.

The empirical work was undertaken in three stages between 1977 and 1980.

I The EXPLORATORY stage leading to the development of hypotheses, and design of methods and instruments:

II The PILOT stage, involving trial of methods and instruments in one factory, leading to refinement of hypotheses and instruments. November, 1977 - March, 1978.


The sample was selected by probability sampling of the research population, stratified proportionately by age and occupation, and disproportionately by factory.

The principal research instrument was a structured interview schedule. Contextual data pertaining to the occupational and educational conditions and opportunities relevant to the research was obtained by means of abstraction of relevant documentation, and interviews, based on focused questions, with a selection of educators, trainers and managers involved professionally in the development of young people at work, both in the participating organisations and in the relevant educational and training organisations in the area of the enquiry.

The methodology and instruments adopted for the research are fully discussed in Chapter V.

1.5 Constraints on the Study

The principal constraints on the study were

(i) the limitations on resources available for the fieldwork and treatment of data. The fieldwork and the preparation of data for analysis were undertaken entirely by the researcher.
(ii) the methodological and practical problems associated with
the empirical study of populations based on productive
industrial organisations:
- the lack of adequate sampling frames (21)
- difficulties in securing the participation and
coopération of the organisations.
- constraints placed upon survey fieldwork by the
  working arrangements and operations of the
research populations.

These constraints produced the necessity for restriction of the research
to one geographical locality, pre-selection of factories within which
the research would be undertaken, and the adoption of disproportionate
sampling between factories.

The implications for generalisability and reliability of the research
findings are discussed in Chapter X.

1.6 Construction of the Thesis

The thesis combines a detailed account of the empirical investigation
of the participation in educational youth provision of the research
population, set against a full review and analysis of related research,
with a synthesis of theoretical issues and perspectives which are
important in the field within which the enquiry is located.

Chapter II examines some theoretical perspectives on learning processes
and developmental tasks in adolescence, and discusses the relationship
between early transition to working life and these processes.
With reference to this discussion, the development of educational provision for the young person in the early years of employment is traced, in Chapter III, and the significance of the area selected for the study explained.

Chapter IV presents a synthesis of existing and available literature pertaining to the participation of young people in the forms of educational youth provision under investigation, and constructs the basis for generation of the research hypotheses.

The rationale and the processes by which the hypotheses, research design and methodology, and instruments of data collection were constructed and developed is discussed in Chapter V. The process of implementation of the research methodology is described, and the implications for data analysis of the adaptations necessary to meet practical difficulties are examined.

The analysis of the survey results pertaining to the research hypotheses is presented in Chapter VI to IX.

Chapter X summarises conclusions drawn from the analysis, and reflects upon their significance and implications. A critique of the study is offered and identification of aspects appropriate for further analysis and investigation is undertaken.

2. ibid., 142 ff.


4. See, for example, the experiences of J. Maizels, reported in MAIZELS, J. Adolescent Needs and the Transition from School to Work, Athlone Press, 1970, 11 - 15.


10. See the discussion of target client groups of youth provision in DEPARTMENT OF EDUCATION AND SCIENCE Youth and Community Work in the 70's, Proposals by the Youth Service Development Council, HMSO, 1969, 67 - 74. See also, Hill and Mönks (eds.), discussion of the age ranges of adolescence and young adulthood in HILL, P. and MONKS, F.J. (eds.), Adolescence and Youth in Prospect, IPC Science and Technology Press, 1977.


12. The forms of provision characterised by the predominence of experiential methods are frequently described as 'informal' or 'non-formal' provision. Use of these terms has been avoided in the construction of criteria because of the conceptual difficulties and problems of definition which are associated with them.


18. MINISTRY OF EDUCATION: CENTRAL ADVISORY COUNCIL FOR EDUCATION, 1959, 328. This definition was subsequently adopted in the Department of Employment's Glossary of Training Terms, 1971.


CHAPTER II LEARNING PROCESSES IN ADOLESCENCE, THEIR RELATIONSHIPS WITH GROWTH TASK ACHIEVEMENT, AND THE IMPLICATIONS FOR THE CONTINUED EDUCATION OF YOUNG PEOPLE IN EMPLOYMENT

2.1 Introduction

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2.2.5 Emotional development

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2.4 The transition from school to work: the continuation of learning processes and growth task achievement in the transitional years
CHAPTER II LEARNING PROCESSES IN ADOLESCENCE, THEIR RELATIONSHIPS WITH GROWTH TASK ACHIEVEMENT, AND THE IMPLICATIONS FOR THE CONTINUED EDUCATION OF YOUNG PEOPLE IN EMPLOYMENT

2.1 Introduction

Investigations of educational participation among young people in the field of enquiry defined for this study are necessarily underpinned by perspectives on the nature of learning and developmental processes which characterise the age group.

This Chapter scans existing knowledge concerning the features of adolescent learning which are significant in this study. It describes the patterns of learning processes and developmental needs associated with late adolescence and the growth tasks which are perceived as necessary for the successful integration of the young into adult society. It then considers some aspects of the interaction between these processes and the changes associated with the transition from school to work. In doing so, it provides a context for consideration and interpretation of the evolution of the existing range and types of educational provision for young adults in the early years of employment.

The stage of human development that is termed adolescence may be defined, in purely physiological terms, as that which is experienced in the years surrounding puberty. Alternative definitions, more commonly in use, extend beyond the consideration of physiological variables, to incorporate psychological and social variables associated with development and maturation. In these definitions, adolescence is normally considered to begin when biological and psychological processes begin to move the young person towards a state of adulthood, and to end when attainment of adult status in psychological, social and physiological terms has been reached.
The point of termination of the process is, however, ill-defined and renders this extended definition problematic. Under the latter definition, it is argued that the period of adolescence varies substantially between cultures and, in industrialised societies, has become a major life stage extending far beyond the years of puberty. (3)

The phase of development which is entered into by young people at the end of compulsory schooling and after the main physiological changes of puberty have taken place may be considered, and is frequently described, as 'late adolescence'. This phase is marked by continuation of the processes of development, adjustment and reorientation leading towards the adult state, a point of particular significance to proponents of continued education for all beyond the end of the compulsory schooling, which occurs in the United Kingdom, in mid-adolescence.

2.2 Theories of adolescence

Theories of adolescence, in attempting to explain the processes taking place during this extended transitional period, present an array of conceptual perspectives.

The recent overview by Cockram and Beloff, which has produced a categorisation of theories of the phenomena of adolescence, into

(i) 'storm and stress' theories
(ii) role change theories
(iii) stage theories
(iv) alienation theories

illustrates the richness of conceptual approaches to adolescence. (4) The theories, despite fundamental differences in their explanations of the phenomena of adolescence, are broadly compatible on the questions of the nature and direction of the developmental changes taking place. The major
developmental changes occurring in adolescence are grouped under the five headings of Physical Growth and Development, Cognitive Development, Moral Development, Social Development and Emotional Development.

Those characteristics pertinent to this study are summarised below:

2.2.1 Physical growth and development

Adolescence is characterised by rapid physical growth and physiological changes involving maturing of the sexual functions and development of the secondary sexual characteristics, which have wide repercussions on personal and social behaviour and attitudes towards the self and others.

2.2.2 Cognitive development

The accepted view of cognitive development in adolescence is that it is in this period that young people may enter the 'formal operations' level of cognition. In the words of W D Wall:

'Adolescence is the period during which children may accede to specifically mature, adult forms of thought - notably the ability to handle abstractions, to conceive of, and handle formal operations, to consider objectively all sides of a problem.' (5)

Piaget's work has been most influential in the development of understanding of the processes of cognitive development in childhood and adolescence. During late childhood and early adolescence, Piaget theorises, the young person begins to relate to the world conceptually, rather than perceptually, entering the stage of 'formal-operational' thought. (6)

Flavell, in his analysis, draws parallels between the transition from the operational to the formal stage, and the transition from the perceptual to the operational stage.

He describes the latter process in preadolescence as 'liberation from
accommodation to immediate reality." (7)

This liberation, he claims, 'takes another great stride in adolescence with reversal in role between the real and the possible.' A fundamental reorientation towards cognitive problems takes place, with the development of abilities of hypothetical-deductive thinking, and also some evidence of increased creativity.

The nature of the change having been identified, the processes operating and the variables interacting prior to and during the course of that change become of prime interest.

Piaget's exposition of these processes argues that a person grows in knowledge by acting upon objects in the external world, not by passively copying them. Piaget claims that the process of accession to formal operations is essentially a process of maturation and that all adolescents will therefore reach this stage sooner or later (8). Kohlberg and Gilligan have shown that a significant proportion of adolescents do not reach the higher stage during adolescence, and that some do not attain it subsequent to adolescence. (9)

Piaget eventually was led to modify his theories, and in doing so to recognise the significance of external factors and to explain retardation in formal thought in terms of the combined effects of social environment and acquired experience on cognitive development, and to acknowledge that 'specialisation' may occur in accession to the formal operations stage such that in the same individual, formal operations may be attained in one cognitive field and not in another. (10)

The process of cognitive development may be conceived of as a gradually emerging 'equilibration' between assimilation and accommodation. This equilibrium is associated with the interaction between maturation and experience. It is the organising factor governing interaction between maturation and the learning experience, triggered by the environment. (11)
The value for the education of adolescents of knowledge concerning the nature of cognitive change and the variables associated with it, is obvious. There is little evidence, however, that formal thought is trainable to any large degree. Significantly, for this study, there is some evidence that educational environments that encourage social interchange provide a context for adolescents to arrive at higher levels of cognition through the structuring of their own understandings. Teaching and learning methods and opportunities, which facilitate equilibration through, for example, group processes would appear to be indicated. (12)

2.2.3 Moral development

A qualitative change in moral values accompanies the process of adolescence. (13) The process of moral development combines is that by which young people are socialised into society, assimilating institutional and personal values. Much of the significant work in the field has been concerned with the development of moral judgements, rather than moral behaviour. These manifestations coexist in the concept of moral development adopted here.

Piaget's work led Kohlberg to propose that moral development proceeds in predictable stages in the individual and that it is associated with general cognitive growth and development. (14) Piaget and Inhelder had suggested that accession to formal operations affects all facets of the adolescent personality and its growth (15).

Developing a 'Stage Theory' approach, parallel with that propounded for cognitive development, Piaget argued for the premise of a cognitive base for moral development. The specifics of moral development may be influenced by environmental factors, but it is the individual's basic intellectual development that sets the pace for the value system.

For Piaget, adolescent moral development is the
combination of the trend towards autonomy interacting with changes in adolescent cognitive capacities. As children become more autonomous, it is argued, they also become more sensitive to the peer group and tend to adopt moral strategies consistent with those of their peers. These processes are, in this perspective, primarily associated with decline in egocentrism, accompanied by development in willingness to engage in co-operative behaviour and reciprocity. Thereby is developed a new morality beyond that of pure duty which is claimed to be 'the morality of childhood'. (16)

Kohlberg's extensive contemporary research produced, on the basis of empirical work involving presentation to young people of sets of moral dilemmas, a scale of six discrete stages in moral development which were claimed, with some subsequent supporting evidence, to parallel Piaget's cognitive stages. (17) However, there is no evidence to suggest that the achievement of any particular cognitive stage guarantees achievement of the equivalent moral stage. Achievement of a cognitive stage, it seems, is a necessary but not a sufficient condition for achievement of the parallel stage of moral development. (18)

Moral development is, therefore, also subject to individual variation in terms of terminal levels attained.

'Not all individuals progress through all of the stages. While the sequence of stages does not vary ... the stage at which one stops is governed by individual differences and one's own peculiar interaction with the environment.' (19)

Among the factors interacting with moral development are, research suggests, peer group influence, (20) social experience, (21) I.Q./socio-economic status, (22) sex, (23) while Windmiller suggests that three features of adolescent development are associated with significant changes in moral development: the onset of formal operations, the formation of identity and sense of the self and a new adolescent egocentrism (24).
In terms of distribution of the terminal stages present in the adult population, it is claimed that most people settle at Stage 4, the stage at which individuals learn that conforming behaviour is the best way to succeed in the system, although there is some evidence that more women settle at Stage 3 because of the compatibility with social roles and expectations (25).

It has been observed that Kohlberg and Gilligan found that 45 per cent of adolescents have reached formal operations by the age of 15, 65 per cent by the age of 30 (26). It may be concluded, therefore, that less than half of young people reach Stage 5 in moral development by the age of 15, and few reach Stage 6 by 20. Many remain in Stages 2, 3 and 4 beyond the adolescent period.

In late adolescence there is some evidence of a strengthening of the association between ego development and moral development. Adolescents with a stronger sense of self become more advanced in terms of moral development; a 'lesser' sense of self is associated with being more conventional, taking fewer risks, less trust and more conformity to social norms (27).

In educational terms, Kohlberg sees adolescence as a time when many moral development programmes can be at their most effective.

Windmiller summarises this assertion thus:

'The personal growth and development occurring in adolescence makes one particularly likely to examine the attitudes and traditional beliefs of the society. The adolescent also acquires skill in logical thinking. The examination of traditional beliefs presumably extends to challenging one's old values and experimenting with new ones. The disequilibrium that results from the contraction between the old and the new sets in motion the reorganisation of cognitive structure.'

'Adolescence ..... is a time when a person can move most quickly to new levels of development, if opportunities are consistently provided, and the time when most creative alternatives might be proposed.'
'Whether the adult with the potential to do so will move to a principled level or will remain at a conventional level is most likely to be decided at adolescence. (26)'

Piaget argues that the basic cognitive structure is formed by the end of adolescence and there is little chance of substantial reorganisation.

The task, therefore, it is argued, is to create the type of conditions and opportunities which maximise the probabilities of achievement by the adolescent of the 'principled' level of moral development (29).

The distinction between training in specific moral principles, and education to promote moral development is clearly drawn, and the inappropriateness of the former is suggested.

'What we presently know about moral development suggests that the attempt of parents, church or school to directly inculcate specific moral principles are largely insignificant.' (30)

In the cognitive development approaches of Kohlberg and Piaget, the theories lead to the view that role taking can significantly aid moral development. Exposure to other points of view is an important component of the process. Significantly, again, for the purposes of the thesis of this research, peer group activities are, potentially, particularly influential in giving opportunities for role taking and this type of experience.

It has already been noted that moral judgement and moral behaviour are closely related and progress in both of these components together constitutes moral development. In the moral behaviour component, social learning theories which attempt to explain behaviour in terms of imitation and modelling and which also lay importance on the role of the peer group and its uses in educational programmes, have a considerable contribution to make to understanding and interpretation of developmental processes. These theories do not,
However, attempts to derive a theory of moral development from the results of 'Stage Theory' are therefore less satisfactory than those of 'Stage Theory' to explain the features of moral development in its complete sense.

2.2.4 Social development

Development of the adolescent's interactions with his social milieu is fundamental to his maturing personal characteristics. One characteristic of this interaction is outstanding in adolescence: the need of the young person to be liked and valued by his peers. The young person strives towards the goal of acceptance in the context of groups whose members he admires and in which he feels that he can best achieve self-realisation. He gains, in the process, an insight into social and personal interdependence between himself and his chosen associates. (~2)

The principal functions of the peer group in relation to adolescent development have been identified as those of providing a replacement of the family; a stabilising influence; a source of self-esteem; a source for behavioural standards; security; opportunities for practice by doing; opportunities for modelling. (~3)

The adolescent, J.S. Coleman claims:
'is cut off from the rest of society, forced inward upon his own age group, made to carry out his whole social life with others his own age, and with his fellows he comes to constitute a small society, one that has most of its important interactions within itself and maintains only a few threads of connection with the outside adult society.' (~4)

In addition to the need for association with and identification with a group, adolescence is characterised by emergence of needs for formation of close relations with a few significant friends. In early adolescence friendships tend to centre of activities, giving way to predominance of personality characteristics as a basis for selection of friends in later stages. (~5)

The impact of the peer group peaks in mid-adolescence, susceptibility to peer group pressure decreasing, evidence suggests, with age. (~6)
extent during a 'second individualisation' process.

J. C. Coleman suggests that adolescence may be considered, in some contexts, to be defined by the progress which is made in the relationship between the young person and his parents, characterised by the adolescent's 'increasing and often ambivalent movement towards autonomy.'

It is frequently a time of friction between parents and adolescents, longer for boys than girls, but fears of many that this represents any deep alienation of adults from parental values and norms is not borne out by research.

Adolescence, it is argued, may be considered a time of striving for status in which the young person is trying to effect a compromise between two desired goals - that of individuality on the one hand, and that of social conformity and acceptance on the other. In this process, it is claimed, there is a clear need for adult recognition:

'Much of what seems to be defiance of all adult authority or intolerance of adult-approved standards is an expression of an adolescent's struggle to achieve status among his elders.'

The role of the peer group as an agency of learning and stimulus to learning among adolescents is well recognised.

In social terms its potential roles in enabling the young person to develop social confidence and leadership ability are clear. The use of the peer group in an educational context has been stressed by J. S. Coleman.

Individual differences in social development are clearly influenced by the social context of the school, workplace, the community, and the family.

2.2.5 Emotional development

In emotional terms, the young person begins in adolescence to become emotionally aroused by stimuli which may not have affected him as a child. Adolescence is characterised primarily by large mood variation and is closely linked with physiological development. Depression and anxiety,
An emerging need for fidelity in relationships, and an increased self-awareness leading frequently to embarrassment and self-consciousness in social situations is also a feature of adolescent emotional development.

Emotional reactions in adolescence differ from earlier emotional expression, and some specific forms of expression which frequently characterise adolescent reactions to fear and anxiety, such as delinquent behaviour, rebellion, daydreaming, are identifiable.

2.3 The convergence of developmental processes in 'growth tasks'

The interactional nature of adolescent development has been noted by many theorists, notably Siegler and Ravenscroft and is summed up by Cockram and Beloff thus:

'The process of individual psychological development, interacting with the social context, provides the particular potentiality for change and progress towards mature personality and individual patterns of competence.'

The processes of adolescence can be seen, with the exception of physical growth and development, to extend into late adolescence and beyond. They can be regarded, where the currently recognised definition of learning is adopted, essentially as learning processes.

Havighurst, Wall and Ausubel, among others, have attempted to describe adolescence in terms of a series of developmental tasks, associated with the learning processes already described, which the young person must achieve in order to become successfully integrated into adult society.
Havighurst defined the developmental tasks, as follows:

1. Achieving new and more mature relations with age mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civic competence.
9. Desiring and achieving socially responsible behaviour.
10. Acquiring a set of values and an ethic system as a guide to behaviour. (52)

Wall constructed a simpler model based on four 'growth tasks':

those of satisfactory construction of a social self, a sexual self,
a philosophic self, a vocational self. (53)

A model presented by Ausubel is based on a similar set of tasks, (54) while Erikson's psycholoanalytic model of adolescence, widely recognised as the most comprehensive and satisfactory single theory of adolescence, claims that all development processes may be considered to be embodied in that central task of adolescence, the construction of an adequate self-identity. (55)

Hamachek argues, in line with Erikson's thesis, that the developmental tasks of adolescence are

'..... highly personalised experiences, each of which helps the adolescent define himself to himself as a person, and develop a recognisable and reasonably predictable self.' (56)

The adolescent compares his ideal self with the social reality of what he is and what he can reasonably expect to be and to do. It is through this process that the self expands and matures.
In all of these models, the learning processes of adolescence are directed, by the social institutions and structures within which the young person develops, towards achievement of the necessary growth tasks.

Failure of the young person to identify with, or achieve, the accepted growth tasks, it is argued, results in withdrawal and alienation from these systems and structures, leading to further failure. (57) Success, on the other hand, leads to positive benefit, approval and further support for the young person, and progress towards continued success and achievement.

'A developmental task ..... is an event that occurs at a certain point in the life of an individual and, with successful achievement, spurs him to further growth and probably success with later tasks; conversely, failure inhibits growth and leads to disapproval by society and difficulty with later tasks.' (58)

Questions of the extent to which growth tasks are socially determined lie outside the scope of the Chapter. Growth tasks are, however, by their nature, necessarily culture-specific and may be considered both to allow the individual to construct a firm self-identity, and hence to achieve the basis for self-fulfilment, and to allow society to 'fill its niches'. (59)

2.4 The transition from school to work: the continuation of learning processes and growth task achievement in the transitional years

The transition from school to work for the young person leaving the school system at the minimum age may be considered a transition, while major learning processes are continuing, from a context whose explicit and primary aim is to support and direct the achievement of growth tasks in the young individual, to a context within which such aims are of secondary importance, if held at all.
Recognition of the implications of this has formed the basis of arguments for extension and support of many of the forms of continued-educational provision for the school leaver, several of which will be presented in Chapter III.

The potential impact of continued educational opportunity, and the potential influence of the teacher and professional worker in effecting substantial change and development at the late adolescent stage is now widely accepted:

'Although psychologists are pretty much in agreement that the influences of the early years are important, the experiences of adolescence and later years are also important in either reinforcing or changing the character structure shaped during the early years...'.

Although the processes and mechanisms operating in the transition from school to work have been focal points of investigation for psychologists, sociologist and social psychologists, there is little evidence concerning the interaction between learning processes and the achievement of growth tasks on the one hand, and the act of transition on the other.

Psychological research has concerned itself almost exclusively with the relationship between learning processes and occupational choice and motivation. Psychologists are broadly agreed that earlier life experiences and learning influence occupational decision. It is the nature of that influence which is at issue, and the subsequent effect of learning opportunities associated with occupational choice on continued learning.

Occupational choice, Ginzberg argues, is a decision-making process which extends from pre-puberty into the late teenage years and early twenties, and which cannot be divorced from conditions of employment, and educational needs associated with them. Marcus states:

'During a work career, changes in social position affect personal identity, and behavioural stability in turn influences work patterns'.
and institutional reactions ... adolescents are particularly vulnerable to instability in their set of occupational goals if momentous decisions are reached during periods of rapid transition in their development.'

It is in adolescence that a new motivation emerges to achieve a certain status in the real world. Individual orientations developed are related to a particular physical and social environment, and a specific set of abilities. The individual seeks the occupation which will satisfy his/her personal orientation.

A range of educational and social variables associated with vocational development have been progressively identified. Self knowledge and knowledge of various occupations affect the quality of vocational selection and there is clear evidence that occupational choices are consistent with personality types.

The effect of social circumstance has been stressed by Ginzberg, who observed that young people who grow up in adverse circumstances may have fewer effective options for shaping their lives and careers, while the wider effects of the socio-economic system on the processes of vocational choice and development has been propounded by McCandless, who states that

'The changing vocational possibilities and inequalities of the social/economic system, as well as the personal or social factors of individual self-concept and status-conferring potential of any job must be included as significant variables in any theory of vocational choice.'

Borow goes further to point out the conditioning effects of the organisation of human resources by the 'controlling adult society' on learning processes in adolescence, and, in particular, the length of psychological adolescence and the values cultivated during this life stage.

Hoffman argues that parental pressures
may also determine an adolescent's choice of career. Choice of high status occupations is clearly associated with high socio-economic status of the family and among women approval of, and identification with, different types of employment opportunity is influenced, to a large degree, by the home.

So the ways in which wider learning processes interact with occupational choice are evident.

The neglect of the study of the interaction of transition from school to work with the major learning processes may be assumed to be due to the enormous research difficulties which such a study would entail, rather than any lack of contemporary significance.

Some major effects on learning processes, of the transition to work, which have been hypothesised include (a) those produced by 'reality shock' arising from disparities between education and anticipatory socialisation and the reality of day-to-day demands in an occupation, and (b) those arising from crystallisation of hitherto formless interests, aptitudes and aspirations.

Two theses may be developed concerning the interaction between learning processes and transition.

Firstly, there is the argument underpinned by the view that the activities of the school are anti-educational in many respects, where educational activity is considered to be necessarily characterised by an active involvement of the learner in the process, and a perception of worthwhileness of activities undertaken, on his part.

Transition from school, particularly for those less motivated towards the culture and activities of the formal system, may in this context be seen to present a release from the inhibiting effects upon effective learning of the school, and to present potentially new and wider opportunities for learning and experience. Others, less condemning of the school, also
perceive some potential educational benefits to be obtained through leaving the formal system.

McCandless observes:

'Incidental or experiential learning of the home and workplace resulted from action and the experiencing in its consequences and from accepting a role of responsibility for one's actions. The school is an inadequate institution for this sort of learning; in school the cognitive process, mental activity is first. Direct involvement is the last step.'

It is further argued by Coleman that the effect of not engaging in some form of role offering 'direct involvement' is damaging:

'the consequence of the lengthening of the student role and the active poverty it implies for the young has been an increased restlessness among adolescents. They are shielded from responsibility and they thus become irresponsible. They are held in a dependent status and they do not learn independence. They are kept away from productive work and they are unproductive.'

McCandless claimed that after 12, school can be reduced in importance so that young people have time to learn non-cognitive skills by experience and practice.

The 'theory' of adolescent work experience of D B Harris embodies this view, stressing the significance for the various facets of adolescent learning, of the experiences of responsibility, of independence, of demonstrated evidence of worth provided by paid work, and of occupational identity.

The second thesis is that of the importance of school as the focus for continued systematic learning opportunities beyond 16; in this perspective transition from school to work at this age/stage of development is seen as damaging and undesirable.
Miller argues that the principal effect is to bring to a premature close the 'identification' stage of development and to hasten the 'coping' stage. Young people leaving education at 15, he notes, 'have an exceeding short period of mid-adolescence; the speeding-up of identification processes brings many problems and produces little satisfaction for the individual or for society'.

Herford observes that young people 'leave school at a vulnerable stage of metamorphosis. There is a vital need for adequate supportive, stimulating service for youth, better preparation at school and better continuity of tutorial supervision.'

Both Kohlberg and Piaget agree on the basis of arguments outlined earlier in this Chapter that the effects of early leaving are damaging since they curtail the opportunities for systematic learning leading to cognitive and moral development processes which are so vital to other aspects of development.

Opportunities to achieve advanced intellectual development are seen to be more likely to be available to those staying within the school system than to those outside it, not least because of the social class factors which have been demonstrated to be associated with higher levels of intellectual functioning.

The view of proponents of this second thesis is summed up by Hamachek, as follows:

'Just as some individuals remain psychological adolescents most of their lives, other, unfortunately enough, scramble headlong into adulthood without completely working through the tasks of adolescence. An example of this could be the boy who drops out of school before he's either emotionally or educationally ready for economic independence.'
So two distinctive views can be discerned in the limited literature available. That, on the one hand, of cognitive development, and therefore its associated processes, being more likely to be fully developed within a context offering opportunities for systematic, intensive learning geared to these ends, and the school being far more likely to afford these opportunities than any working context and that on the other hand of social development being facilitated by the transition. In the latter case, it is argued by some that the social development is based on a premature and hastened identity development which is in itself undesirable.

The transition process has been summarised by Keil, et al., (78) and adapted by Chester, (79) as follows:-

(a) Those socialising experiences of the young person which are relevant to education and work, together with

(b) personal variables and

(c) facilities and provision which assist rational choice, lead to

(d) the formation of attitudes, expectations and assumptions regarding his educational and occupational future.

(a), (b), (c) and (d) together provide the explanation for

(e) entry into either (i) a job or (ii) a further education situation, and from this

(f) actual experience leads to a situation of

(g) adjustment/non-adjustment for the young person which can be expressed by an index of satisfaction, by a reformulation of (d) above, or by mobility of another educational or work locus.

The factors influencing and shaping this process are wide-ranging and include those of social class; family; neighbourhood; work context; peer group. The institutional factors of careers and employment services; trade unions; youth employment services; firms' personnel departments; further education; school; are also important.
The educational systems, as we have seen, are among the principal social institutions through which growth tasks are promoted and achieved. Hill and Monks describe the components of the system as 'youth groups' observing that:

'For society, the function of youth groups is to provide continuity from generation to generation by training young persons in universalistic values. For the individual, the function of youth groups is to provide socialisation for adult roles which cannot be learned in the family unit. Three kinds of youth group are to be found in modern societies: schools, youth organisations, and spontaneous groups.' (99)

The process of evolution of educational provision for young people in late adolescence entering the adult world of employment may be considered to reflect the way in which the growth tasks of adolescence were and are identified, perceived and ordered in terms of social importance.
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CHAPTER III: THE DEVELOPMENT OF EDUCATIONAL PROVISION FOR YOUNG ADULTS IN THE EARLY YEARS OF EMPLOYMENT

3.1 The principal forms of provision available to the young adult in employment.

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CHAPTER III: THE DEVELOPMENT OF EDUCATIONAL PROVISION FOR YOUNG ADULTS IN THE EARLY YEARS OF EMPLOYMENT

3.1 The principal forms of provision available to the young adult in employment

The principal forms of provision available to, and attracting the participation of, the population group in question are:

(i) part-time further education courses, available in Local Authority institutions and attended by means of release from employment during the day, and/or in the evening.

(ii) organised activity available through the Youth Services and similar provisions. This is, in most cases, offered and attended in out-of-work hours, in clubs or centres based in the community. In some cases it may be offered and attended in working hours and/or in employer premises.

In 1977/78 approximately one-fifth of young people in employment received release to follow part-time educational courses leading, in most cases, to recognised qualifications in Further Education establishments (1). The majority of these were in occupations traditionally associated with systematic training (2). Less than 6 per cent undertook evening-only courses. Estimates of levels of participation in the Youth Services, and similar provisions, of the young people in employment are not obtainable from the annual Statistics of Education, published by the Department of Education and Science. However, the survey undertaken for the Office of Population Censuses and Surveys by M Bone and E Ross (1972) of the participation of young people aged 14 to 20 in 'The Youth Services and Similar Provision for Young People' indicated a participation level of approximately one-half of all young people in employment in some form of organised activity (3). Comparisons with earlier official government statistics, in the first case, and with other surveys in the second case,
reveal that participation levels have remained relatively static in the post-war years in both of these forms of continued education.

3.2 Early development: day continuation education and the emergence of the voluntary organisations

It was in the closing years of the 1939-45 war that both part-time day education and the non-formal provisions for youth first developed into national systems of post-school provision, affording opportunities for continued education to young people entering employment.

Prior to the war, provision had been variable and patchy in both spheres.

The pattern of part-time further education which emerged after the war had its roots in the long established tradition of post-school education which had afforded opportunities, albeit on a limited scale, for apprentices to attend Mechanics Institutes (M) during the day, or more usually the evening, in order to receive technical instruction related to their trade.

In the early 1900's, however, the ideal of universal continued education for young people entering, and in the early years of employment, gained wide acceptance, eventually receiving official recognition and acceptance as a goal towards which a civilised society should aspire (s). It was underpinned, ostensibly, by concern over the damage to developmental processes, and therefore to the prospects for satisfactory achievement of growth tasks which, it was considered, could be caused at a time of rapid personal growth and therefore high vulnerability by entry into unrewarding or limited and repetitious forms of work. This view was encapsulated in the observation of the 1909 Consultative Paper of the Board of Education that 'certain branches of machine production are being so organised as to make profitable the employment of boy and girl labour in processes which, while demanding some intelligence and previous school training, are in themselves non-educative and deadening to the mind....'
'organised efforts are needed to counteract the hurtful effects of these new economic developments.' (5)

A model of continued education began to emerge which was quite different both in concept and in practice from the model already established in the Mechanics Institutes, and that which ultimately underwent expansion in the post-war years.

The concept of 'continuation education' for all young people was translated into a series of proposals for a national system of post-school education based on day continuation schools. The aims of such schools and their place in the educational system were outlined by Sir Michael Sadler in 1908. (7)

The schools were to prepare their pupils both for the duties of citizenship and in the skills required for the 'breadwinning occupations'.

The 1909 Consultative Paper presented a series of recommendations for day continuation education, later to be strengthened in the proposals of the Lewis Report (1917), (8) and incorporated in the Education Act of 1918.

The 1918 Act laid on Local Authorities the duty to provide day continuation schools, and gave them the power to impose compulsory release and compulsory attendance on young people aged under 17. (9) These measures failed to produce the national system envisaged for reasons of lack of compulsion on the authorities to use the powers given to them under the Act, reluctance of employers to release their young employees, inadequate staffing and facilities in the schools themselves and, finally and most importantly, the reduction of resources available for the programme during the economic depression of the 1920's. (10) The programme was eventually postponed for an indefinite period.

However, some of the authorities decided to proceed with those programmes
which had already been implemented, thereby affording opportunities for
education on the day continuation model to a small proportion of the nation's
young workers. Nevertheless, the number of young people receiving continued
day education more than halved between 1921 and 1938. Evening courses were
thus to remain the main route to self 'improvement' and qualification avail­
able to the young worker during the inter-war years.

In parallel with these movements, forms of educative provision based on
alternative structures to those of the formal, statutory educational systems,
and also designed to support young people in their quest for satisfactory
social integration, had emerged through the organisation of voluntary effort
during the 19th Century, and gained momentum following the 1870 Education Act.

The social reforms of the time, combined with the advances of industrialisation,
had combined to produce a marked reduction in working hours for young people
in employment. The opportunity to make provision for use of the newly-found
leisure time was seized on by commercialists and industrialists.

The issue of the 'appropriate' use of leisure time by young people of the
working classes rapidly became an issue of social concern. While unskilled
young people were the prime source of anxiety, the gradual erosion of the
traditional support, in respect of social and moral development, of masters
for their apprentices also presented a problem. Persistent suspicion of
direct Government action in such matters produced resistance to ideas of
Government intervention in providing for the social and educational needs of
young people.

In this context 'youth work' was seen as a focal point for activity by many
of the evolving voluntary organisations.

Provision designed to meet the needs for constructive social activity and
opportunity for young people in employment emerged through the voluntary
efforts of individuals and groups and, as Jeffs (13) points out, many of the youth organisations so established immediately saw their work as extending far beyond that of simply filling the leisure time of the underprivileged young.

The resulting initiatives, whose sources were predominantly in middle and upper class social strata, were underpinned by a variety of motives. On the one hand, the altruistic desire to provide opportunities for worthwhile activity to those whose environments limited their choices and opportunities, and on the other, a self-protective desire to reduce the potential threat posed by the working classes at that time to the status and position of those in the middle and upper classes, by socialising young people into middle class values and ways of thinking, were both in evidence. (14) The source of initiatives and the mixed motives which underpinned them were strongly reflected in the statements of tacit aims and purposes of the activities provided. Davies and Gibson observed that:

'Ensuring that the young grew into 'full Christian manliness', together with training them to be 'good citizens' and for 'responsible roles in society', all involved preparing the young to accept an economic, political and religious structure because is was there and because any disturbance of it would have endangered the position of those who controlled it'. (15)

These features were particularly in evidence in the uniformed organisations. At the same time, there was evidence of genuine concern to develop the young 'to make them something more than they already were'. (16)

The growth of collectivism at the turn of the century led to pressure for
welfare and social reform, which necessitated a shift in youth work by removing many of its remaining social rescue functions, this resulted in increasing marginality of youth work and, perhaps, as Jeffs suggests, the growing emphasis on the less tangible social and spiritual dimensions, this being the only legitimate ground left to them. (17) It is significant that youth work was not considered to be in any way associated with the educational services, and it may be argued that here lies a manifestation of the conception of education of the young as that process which takes place in the school, as distinct from processes of learning taking place in and through other facilitating agencies - a conception which still hampers the youth services one century later.

Major youth organisations emerging from the social circumstances and conditions outlined here, between 1860 and 1918 were Army Cadet Force (1860), Boys' Brigade (1883), Church Lads' Brigade (1891), Boy Scouts (1907), Girl Guides (1910).

In the following years, the first indications of Government support emerged in the form of provision for local authorities to make allocations of small amounts of funding to youth work co-ordination and activity. Many of the initiatives involving local government intervention withered almost immediately, sharing a similar fate to that of the day continuation developments in the economic cutbacks of the early 1920's. However, the development of Juvenile Instruction Centres, (18) created in response to the problems created by large scale unemployment, gave one clear and continuing indication of Government willingness to involve itself in the provision of facilities for youth - a sign
which came to be associated with a marked trend towards Government intervention during the remainder of the inter-war years.

The voluntary movement in the provision of continued education for the young employee was reflected, to some extent, within industry itself.

Education provided by industry was limited to those concerns, usually the larger companies, which, motivated by 'social conscience' or paternalistic concern for the welfare of their young employees, established their own schemes. Some, in response to the day continuation proposals, had established and maintained their own continuation schools. Cadbury's, for example, established and ran continuation schools which were for a long time showpieces in industrial initiatives in the education of young workers. In some companies factory youth clubs were established, while in others special youth programmes were initiated.

It has always been a responsibility of industry to provide training in essential job skills for its young employees. Job training, where it is considered in its most limited sense, lies outside the scope of this thesis and therefore will only be considered at those points at which its development has been associated significantly with the development of educational provision for young people in employment. It is worth noting, however, that in the
contemporary context, the distinctions between education and training have become increasingly difficult to draw, and the attempt to do so has become increasingly irrelevant.

3.3 1939-45: Towards educational and social reconstruction

During the years of the 1939-45 war, the pressing need to support and to prepare the youth of the nation for the process of reconstruction was clearly perceived by the Government of the day.

The concern for the social welfare of young people, combined in the closing years of the 1939-45 war with the resolve of Government to lay the foundations of social and educational reconstruction, produced a range of proposals for the development of provision for the continued education, beyond the school leaving age, of young people. These were ultimately embodied and consolidated in the 1944 Education Act.

In 1939 Circular 1486 was sent from the Board of Education to all LEA's. Its opening paragraph summarised the prevalent concerns:

'The social and physical development of boys and girls between the ages of 14 and 20 who have ceased full-time education has for long been neglected in this country... War emphasises the defect in our social services: today the blackout, the strain of war and the disorganisation of family life have created conditions which constitute a serious menace to youth. The Government are determined to prevent the recurring, during this war, of the social problems which succeeded the last.'

The Circular recorded the decision of the Board of Education to take responsibility for youth welfare as part of the national system of education.
The Local Education Authorities were called upon to establish local Committees, under the aegis of a National Youth Committee, based upon partnership between the Authorities and voluntary bodies in the 'common enterprise' of supporting youth welfare in their areas. These measures were intended to form the foundation of 'an ordered scheme' to serve the needs of youth in the areas of the Authorities. Circular 1516 outlined the nature of LEA involvement and stated the purposes of the schemes, which was to promote 'the social and physical training of young people for the responsibilities of citizenship, while Circular 1577 required compulsory registration of all young people aged 16 and 17 with the local authorities, which would offer advice on constructive leisure pursuits and opportunities for voluntary contributions to the war effort in their localities. The latter was a controversial move and one whose success was limited both in terms of the take-up of opportunities for advice, and in increased organisational attachment.

The White Paper on Educational Reconstruction (1943) recommended that provisions which had been developed should not be regarded as a war-time expedient but rather that the basis established should be built upon within the national system of education.

The 1944 Education Act duly made it a duty of authorities, subject to the approval of the Minister, to secure appropriate facilities as part of their educational provision. The 1944 Act was also the vehicle for restatement of the principles of the 1918 Act in respect of the necessity of formal provision for the continued education of young people outside the full-time educational system.

The 1944 Act had the clear intention of strengthening the provisions of the 1918 Act by making them compulsory on all parties involved and thereby securing universal part-time day education for all young workers.
The provisions of the Act centred on the introduction of a new institution - the County College.

County Colleges were to be provided by the local authorities. These were to be 'centres approved by the Minister for providing for young persons who are not in full-time attendance at any school or other educational institution, such further education, including physical, practical and vocational training, as will enable them to develop their various aptitudes and capacities and will prepare them for the responsibilities of citizenship.'

Young persons under 18 years were to be directed to attend a County College for the equivalent of one day a week, and employers were to be directed to release their young employees for the specified times.

A timetable for implementation of the plans was drawn up but was almost immediately postponed, the justification being the unavailability of the necessary resources of buildings, manpower and finance.

The postponement was an indefinite one, and no succeeding government found itself either willing or able to propose a target date for completion of the programme, the plans for which ultimately became redundant, overtaken by changing circumstances and events.

The proposals of the 1944 Act in respect of continued education for young people had attracted wide public discussion. Although the fundamental principle of the responsibility of a society to provide for the continued education of all its young people was generally supported, the purposes of such education for those in employment was a matter surrounded by controversy. Employers' organisations tended, on the whole, to see the purpose of continued education in strictly vocational terms, while the Trades Unions strongly and insistently promoted the view that the central purpose of continued education should be to help young people to lead fuller and happier lives and should, therefore, be directed primarily towards general education.
Many other groups supported the view that continued education should serve both vocational and non-vocational purposes, claiming that for young people in employment their job was a central concern in their lives, and that continued education which ignored or failed to relate to it in some way was likely to be regarded as irrelevant by the recipients.

This was the view adopted by the Ministry of Education. It was embodied in the 1944 Act and was subsequently expanded and clarified in Pamphlets Nos.3 and 8, produced for the guidance of local authorities in matters relating, respectively, to the nature of the curriculum which was to be introduced in the proposed County Colleges and to the local organisation of further education. Particular emphasis was placed on the development of close links between the developing youth service provision and the County College programmes.

3.4 The post-war years

In the post-war years a massive expansion took place of, on the one hand, provision for technical education, geared primarily to the vocational growth tasks and characterised by formal instruction in evening or part-time day courses in technical colleges and, on the other hand, provision for social education, geared primarily to the social, sexual and philosophic growth tasks, and characterised by experiential learning through organised activity in youth clubs and related forms of provision.

3.4.1 The growth of technical education

Despite the postponement of implementation of the plans for universal daytime education of the 15-18's, the increasing demand for day release courses, which had begun immediately after the war, continued. The preparations which had been initiated after the Act had served to stimulate voluntary effort in day release, as had the moves under the concurrent Department of Employment initiatives towards rationalisation and expansion of training provision in
industry. The Technical Colleges became full to overflowing with young people who had been released by their employers for further education. The vast majority were released because of their need for vocational education and training. The demand for technical courses designed for those young people in occupations requiring extensive vocational training, therefore, far outweighed the demand for general courses, or for technical courses designed for the semi-skilled or unskilled. In addition, substantial numbers of young people to whom release was not available, notably in the commercial and clerical occupations, continued to follow vocational evening courses.

3.4.2 Construction of the Youth Service

The first steps taken in the expansion of social education provision were to clarify the purposes and content of the newly established Youth Service. As in the case of the County College plans, this was an innovative venture which required construction of an adequate conceptual framework in terms both of teaching and learning strategies and of organisation.

The roles and purposes of the service, less clearly conceived and less readily recognised as educational, were explained in a series of documents. The 1943 Board of Education Pamphlet, 'The Youth Service after the War' pointed to the main needs which the Youth Service should be attempting to meet. It pinpointed problems of the amount of work demanded of boys and girls both in their jobs and in associated study. It also echoed the concerns voiced in the 1909 Paper, in its observations on the nature and quality of that work, and its potential effects on the developing individual:

'Young people inevitably spend much of their lives on work which is essential to production, but which does nothing whatever to develop their personalities and may, indeed, positively damage them. Machinery involves monotonous work for many of its servants, and thousands of them are well content ..... with repetitive work; but we must not lose in '
the machinery the souls of our young men and women. If, as may well be the case, there is no solution to this problem inside working hours, much more urgent is an increase in the amount of a young worker's leisure and the possible use of it to produce, through genuine recreation, the fullest flowering of every side of a developing personality.\(^{(31)}\)

Although the service was to cater for all young people beyond the compulsory school leaving age, particular emphasis was placed on those in the less skilled and unskilled occupations with few opportunities for continued education.

Despite the plethora of documents, and the new enthusiasms generated by the 1944 Act, the newly established service was severely under-resourced and was repeatedly given low priority in the competition for Government funds on which it became increasingly dependent as the spirit and ethos of voluntarism, fundamental to the 'partnership' principle in which the service was based, began to wane.

The long-term effects were clear. In Jeff's words

'the immediate post-war years were to set the seal on a decade-and-a-half of slow, unremitting decline .....\(^{(32)}\)'

The low priority afforded to young worker education, coupled with doubts concerning the efficacy of the forms of education related to the wider growth tasks, therefore produced, in a time of economic uncertainty and constraint, a situation in which the only forms of continued education to flourish were the narrowly technical. A further factor associated with this phenomenon was undoubtedly the interplay of various forms and levels of voluntarism associated with the education of young workers.
A growing concern, in the 1950's, over the adequacy of the existing provisions to meet the educational needs of the age group led to the establishment of the Committees which produced the 'Crowther' and 'Albermarle' Reports.

The Central Advisory Council was asked, in 1956, to review and report on provisions for the education of 15 - 18 year olds, in relation to the changing social and industrial needs both of society and the individual. The findings of the Committee in these fields prompted the formulation of far-reaching recommendations which appeared in the 1959 'Crowther' Report. (33)

Particular attention was paid both to the needs of the 'majority without education' and to those of the young employee in part-time education. Its arguments for provision for the majority were again based on recognition of the urgent need to support and direct the processes of continued learning and development which take place in this period.

'For most of them these years (16 to 17) mark the last stages on the long journey from the complete dependence of childhood to the independence of early adult life. Towards its end there is a rapid acceleration in the speed of transition ..... 

...... Over most of the environment the educational authorities have no control ..... but we can at least see that some small part of their environment has as its role the concern of seeing that journey is safely accomplished.' (34)

To discharge both of these responsibilities through the educational system was in the national interest, as well as in the interests of the young people, it claimed, expressing its firm view that in the long-term compulsion must be introduced, firstly on employers to release, and subsequently on employees to participate.

In fact the Committee recommended that a date for compulsory introduction be announced immediately, claiming that 'one reason why day release has not
expanded to take in many semi-skilled and unskilled workers is to be found in the widespread belief that the County College clauses of the Act of 1944 are as dead as the corresponding clauses of the Act of 1918'.

The Committee considered that the phased introduction of compulsory attendance at County Colleges should be implemented after the raising of the school leaving age, which it considered to be a first priority. The Committee gave detailed consideration to the type of curriculum which might most appropriately be developed for traditional non-participants in post-school education. It suggested the famous 'four strands' as the basis for the curriculum for those students not obtaining or requiring day release for education associated directly with their jobs. Their analysis was expressed in terms of the tasks to which the curriculum should be directed:

Firstly, that of helping young workers to find their way successfully about the adult world.

Secondly, that of helping them to define standards of moral values.

Thirdly, that of helping them to carry over into working life, physical and aesthetic pursuits and activities started at school.

Fourthly, that of providing continued education in the more formal and restricted sense. This element, the Report suggested, should be primarily vocational.

The parallels between the essential curriculum components identified by the Committee and the 'growth task' models, outlined in Chapter II, are clear.

The Crowther Committee did not confine its recommendations to the extent of educational release, however. Turning its attention to a range of previously ignored questions concerning the quality of provision, it revealed a multitude of inadequacies in the existing 'part-time' routes to qualification and
achievement for the young person at work, and did much to promote the
development of alternative modes.

The Crowther Report also questioned the current efficacy of the Youth Service
in supporting those most in need:

'It seems clear, then, that the majority of boys and nearly all
girls who leave school as soon as they are legally entitled to do so
are without that help in growing up which is acknowledged to be
necessary. They do not get day release, nor are they enrolled with
the other forms of part-time education that we have considered. How
far does the Youth Service provide for their needs? Or does it, on
the contrary, mainly attract and serve only those who also enjoy the
assistance of other educational agencies?'

Summarising its evaluation of both the formal and non-formal forms of provision,
Crowther said:

'It is unfortunately .... clear that; for boys in the semi-skilled
and unskilled occupations, and for almost all girls, the present
provision is unsatisfactory and without visible promise of improvement.
Those who most need support in the critical years of adolescence get
least. This is true both of part-time education and the Youth Service.'

The Crowther Committee saw a strong Youth Service as an essential complement
to the County Colleges and recommended that steps be taken to develop it
during the period of preparation for the implementation of the County College
plans.

The decline of the post-war years which had left the Youth Service 'dying on
its feet' led, in the face of growing demands for action, to the establishment
of the Albermarle Committee, whose 1960 Report was to provide an
intellectual identity for the Youth Service and the basis for a decade of
expansion. The developmental needs of young people entering work at the
earliest school leaving ages again provoked special comment:
We are particularly conscious of the lack of opportunity which, in the absence of the County Colleges, industry in general provides for many working girls or for many boys to have continued educational experience or to develop their personality at work. It is to young people such as these that society owes a special debt, since they leave the educational system earlier than many of their contemporaries. This debt can be paid in part by a Youth Service which can provide adequately for their development as adults and citizens.  (*0*)

Drawing attention to the 'comparative poverty' of the provision for social development available to those entering working life, in comparison with that available to those continuing in secondary and higher education, the Report observed that:

'If these informal activities are needed by 15-year-olds today and will be needed by 16-year-olds tomorrow; if they are needed by those up to 21 years-of-age today (so long as they are in full-time education), they are undoubtedly needed by all those whose intellectual equipment has not been sufficient to keep them under the comfortable umbrella of full-time education.'  (*1*)

The service envisaged by Albemarle was primarily social and pastoral in nature, and closely integrated with further education. Its main elements, it suggested, should be association, training and challenge. Its age limit should be returned to 14 - 20, it recommended, following an earlier 'automatic' adjustment to the 15 - 20 following the raising of the school leaving age.

The importance of a bridging period between school and work was the underlying argument for this recommendation.

The recommendations of the Albemarle Report for a 10-year development programme, aimed at the expansion of the Youth Service and its alignment with Further Education, were accepted by the Minister of Education, and subsequently implemented in a programme which involved a doubling of the spending of local authorities.
The 1960's were, therefore, a time of growth and expansion for the Youth Services. The 60's also saw a movement towards liberalisation of technical education, an extension of opportunities for part-time day education for those in commercial and clerical occupations, under the influences of the major educational reports of the period, and the White Papers on Technical Education of 1956 and 1961, while questions of the practicalities of extending educational release were again investigated, following the Crowther recommendations, culminating in the disappointing Henniker-Heaton Report of 1964.

The Committee, set up under the chairmanship of C. Henniker-Heaton, Chairman of the Education and Training Committee of B.E.F. had, as its terms of reference:

'To report on what steps should be taken to bring about the maximum practicable increases in the granting of release from employment to enable young persons under the age of 18 to attend technical and other courses of Further Education.'

Consultations prior to the establishment of the Committee, involving a range of educational and industrial interests, had produced unanimous agreement that there was 'a serious numerical shortfall' in educational release in industry and commerce which ought to be remedied. It had, simultaneously, produced agreement that neither compulsion in day release nor the right to claim release could be granted at that time without holding back the prospects of other urgent educational developments. The Committee was empowered, therefor only to look at ways in which increases in the amount of day release granted might be achieved within the existing voluntary system and within strictly limited resources. Its recommendations were correspondingly circumscribed and the Report was overshadowed by the passing of the Industrial Training Act in the same year. This Act was regarded by many educationalists as presenting the best hope for extension of educational opportunity for young people in employment, for some time.
Fundamental to the Government's industrial strategy was the idea of partnership between industry, the Government and the education authorities in the provision of industrial training. (1)

The seriousness of the inadequacies and variations in the extent and standards of training, which had earlier been revealed by the Carr Committee's investigations in the 1950's, (2) underpinned the proposals of the 1962 White Paper on Industrial Training, (3) which outlined the establishment of a national training system, and which were subsequently embodied in the 1962/Industrial Training Act. (4)

Under the terms of the Act, educational interests were to have substantial representation on the new Industrial Training Boards, and a requirement of the Act in respect of further education was that the ITB's should recommend which courses of further education were appropriately pursued in association with industrial training. While neither the nature of the relationship between training and associated further education, nor the issue of which trainees should receive educational release, were described in the Act, these two areas were dealt with subsequently. Predictably, the role of the education services was seen to be one of providing a route to achievement of the wider vocational 'growth tasks', with some emphasis also on the achievements of social growth tasks relevant to employment.

While the Act was welcomed by some in the education services as a potential instrument of expansion, many were disturbed by the reinforcement of a system of education and training in which the finance and responsibility for the two components was divided. (5) There was particular concern that the new system would place the initiative for further education with industry, rather than with the education services, thus preserving the essence of voluntarism and perpetuating the role of further education as the 'handmaiden of industry'.
with all the distortions of curricular aims and context which that implied. (s1)

The implementation of the Act, combined with the recommendations of the Henniker-Heaton Report, was expected to produce a rapid expansion in education release in the late 60's and 70's. The colleges, in many cases, prepared themselves for a substantially increased intake.

The trends in release were, in actuality, quite different from those predicted. Between 1966 and 1976 the numbers released in England and Wales in the 16 - 18 age group decreased from 366,861 to 249,534 and, with one or two interruptions, the decrease continued to 249,534 by 1976. In the 19 - 20 age group the numbers decreased from 144,572 to 124,932 between 1966 and 1976. (s2) The sharp decrease can be attributed to the coincidence of a number of factors. These include the trends in the size of the population of young people in employment, which decreased during the period in question, the continuing reluctance of employers to release young employees for courses whose benefits to the employer are relatively intangible and the streamlining of apprentice intake in the process of training rationalisation. (s3)

The decline was, nevertheless, a blow to those who, perhaps by misinterpretation of the nature and intentions of the Act, had seized on it as a means to extend the scope and extent of further education, in some cases in directions which had little demonstrable relevance to employers' primary needs.

In Bury's words:

'.... education in the general sense of the term is not, and cannot be, industry's first priority.....' (s4)

while Venables commented on the way in which the outcomes of the Act had revealed the 'absurdity of relying on that reified entity 'Industry' to provide education, as distinct from training, for the large proportion of young people who leave school at 16.' She welcomed the end to paternalism in industry and
looked for the Government's recognition that the social necessity of the provision of educational opportunity was 'too important to be left to the whims of employers.'

It served to demonstrate, again, the conflicts in respect of educational goals and priorities inherent in a system characterised by voluntarism and by dual responsibility for education and training.

3.7 Developments of the 1970's

Meanwhile, the whole educational context within which the debate on the educational participation of young people at work was located, was changing as rapidly as the industrial context.

In 1969, the Haslegrave Committee had produced its Report, recommending the restructuring of provision for further education for those in preparation for technician and equivalent roles, and proposing the establishment of the Technician Education Council and Business Education Council.

The decision to raise the school leaving age, with effect from 1972/73, had also been taken extending full-time education to all 15-year-olds, a group which had attracted particular concern in the deliberations concerning the importance of continued education.

Increasing demand for, and participation in, full-time education among young people altered perceptions of educational and social values, and changes in the relationships between education and occupation were producing, King argued, an unprecedented situation in 16 - 19 education, within which traditional educational aims and functions and their associated organisational and curriculum practices were being questioned. Both King and Janne, separately concluded from their investigations, in a comparative Western
European context, that the effects of combined contextual, structural and conceptual change have produced an urgent need to develop polyvalent education for the 16 - 19's, characterised by consultative and participative teaching and learning strategies, and designed to meet the needs arising from the expectations of autonomous responsibility for their own learning beyond the adolescent phase, by emphasising 'operational', rather than 'cumulative' aims and by providing the flexibility combined with personal and vocational aptitudes necessary to meet successfully the uncertainties of the future.

3.7.1 New directions in vocational preparation

In the early 70's attention was focussed sharply on meeting the rapidly expanding demand for full-time post-compulsory education. The problems of discontinuity and mismatch in the transfer from education to employment, which were to become the preoccupation of the mid-70's, were only just beginning to emerge.

Despite these developments elsewhere in the system, the continuing decline of educational release and the continuing failure of the Youth Services to effect a greater degree of participation among young adults in general, and among young adults in employment in particular, had brought the issue of provision for universal and compulsory continued education once more to the forefront. It seemed that voluntarism in all its forms had failed and that such advances as had been achieved were slowly being eroded. Accordingly, the 1970's saw a proliferation of papers and statements advocating or demanding Government action to secure improved opportunities for young people at work.

ATTI (59), the Labour Party (60), TUC (61), CGLI (62), NATFHE (63), all published documents urging early and effective action, citing both social justice and economic arguments for improved education for young workers.
There were signs, however, that fresh thinking was emerging within the educational and training sectors, concerning the appropriateness of existing modes of post-school education available to those in employment, particularly for those in the semi-skilled and unskilled occupations.

The issues of effectiveness raised by the Crowther and Albe marle Committees, and submerged in the waves of enthusiasm for expansion, were rising again to the surface. In educational terms, the wisdom of determining the mode of study in advance of questions of learning needs and motivations was open to serious question. The need for fundamental reassessment of existing modes, and consideration of possible alternatives, was beginning to be expressed. One of the main stumbling-blocks was seen to be the artificial separation of education from experience, which removes education to a context remote from those elements of learning which are perceived by young people as being of immediate and direct benefit to them, and which are, in many cases, the principal motivating factors. Facing the facts of poor motivation towards continued education among many of the potential clients, consideration began to be given to alternative models which draw together education, training and experience in one complete programme, by a number of providing agencies. (6*)

Thinking along these lines was already being developed elsewhere. Since its inception, substantial advances had been made by the MSC in reviewing the training and educational opportunities of young people entering into employment, and in developing new schemes.

The work of a Joint DES/DE Working Party, convened in the early 1970's to consider the possible responses to the contemporary needs of young adults, served for the first time to draw together the issues surrounding the extent and quality of continued education and its relationship with training, as a basis for action.

In 1976 a programme of pilot schemes was launched which attempted to provide
unified education, training and experience for those in employment who were receiving little or no opportunity for further education. The programme was designed to assess alternative forms of provision which would both attract young people, meet their wider needs, and win employers' support, recognising that the existing further education models, while reasonably successful with the traditional participants, were clearly inappropriate when transferred to the non-participant majority. The aims of the programme were to assist young people -

(i) to assess their potential and think realistically about jobs and careers,
(ii) to develop the basic skills which will be needed in adult life generally,
(iii) to understand their society and how it works,
(iv) to strengthen the foundation of skill and knowledge on which further training and education can be built. 

The programme, clearly designed to support young people in the achievement of major 'growth tasks' extending beyond the strictly vocational, was termed a programme of 'Unified Vocational Preparation', heralding the development of a new concept of preparation for adult and working life which was to become of growing significance. The UVP development, it can be argued, represented the single major UK initiative of the 1970's in the field of the education of young people in employment.

While the emphasis is primarily 'vocational' in terms of presentation and description of the activities, the notion of the development of young people in respect of their wider growth tasks is clearly in evidence and the link between satisfactory achievement of the wider growth tasks and performance and achievement in employment implied. It can be argued that the development of a vocational 'presentation' is essential in a form of provision which relies on the voluntary participation of employers and requires release from employment,
or at least material support. The wider educational aspects are, it seems, embodied by stealth in such developments and integrated with the directly vocational aspects. Here they are less susceptible to rejection than they are in separate provision which distinguishes between education and training.

3.7.2 Reorientation in the Youth Services

The Youth Services during this period, too, saw the emergence of challenges to the traditionally established modes and approaches.

The advances made after Albermarle, it seemed, had made little impact on the target and age group in question. The Fairbairn and Milson Committees, meeting under the YSDC to review the progress of the Youth Services in the post-Albermarle period, observed from their evidence and explained, in the resulting Report, the inability of the Services in their traditional form to meet the needs of the young adult group in general. The report identified some particular problems and obstacles to the effective meeting of needs of young adults, particularly those in employment. The juvenile image of the Service, its frequent failure to offer real responsibility to its older participants and, more fundamentally, its very nature which segregates, in social activity, young people from the adult society which they seek to be accepted by and integrated into, were seen as major factors.

The aims of both 'arms' of the Services, statutory and voluntary had, since their inception, been concerned principally with the inculcation of young people into the 'universalistic' norms of society through age segregated provision. The aims, propounded in the 1969 Report, represented a radical departure in their notions of the preparation of young adults for 'critical involvement' in the 'active society'. They were, however, to have little long-term impact on the direction and structure of the services for youth. They were rejected by the Minister of Education in 1971 on the grounds that there was insufficient evidence that the approaches advocated reflected
the needs or demands of young people in reality. It was recommended that the traditional forms of activity and organisation continue to be the basis for provision across the whole age range of the Service. Nevertheless, the Report served to stimulate new thinking in Youth Service personnel at all levels, and the community debate has continued. There is little doubt that the Report has been influential.

3.7.3 The national review of 16 to 19 education

The reorientations in 16 to 19 education have many manifestations, one of the most significant of which, for the purposes of this study, is its changing position in the educational continuum from that of the final stage of initial education to that of the foundation stage of adult education. This changed position turns attention to the providing agencies catering for the education of adults, and raises questions concerning their potential roles in respect of this target group. The main agencies and providers potentially offering opportunities for young people in the target groups of the study are clearly those offered by the LEA's through adult institutes, and through voluntary organisations, such as the Workers' Educational Association. Certainly, such bodies have been exhorted in, for example, the YSDC Report, to give more attention to meeting the needs of young adults in the immediate post-compulsory phase. It can be argued that, in some respects, this represents a revival of a role of adult education which characterised its earliest stages of development before the emergence and expansion of the major systems of further education, extended schooling and higher education as the natural progressions from compulsory schooling, and the acceptance of extended adolescence as the social norm, effectively removed this age group from its target population.

A proliferation of new schemes and projects, both in the formal and non-formal services, designed and introduced in the 1970's to meet current pressing
problems in, for example, the fields of youth employment and adjustment of young people in the early years of employment, added further complexity to the already complex network of provisions in 16 - 19 education, and served to highlight the need for review and rationalisation.

In 1978 the Government announced its intention of a White Paper which would survey the whole range of education and training provided for the 16 - 18 age group, and put forward proposals for areas where current provisions needed review. A series of consultative papers was produced in 1979 to facilitate consultations with interested bodies. ('9)

The first of these identified forms of provision and issues on which debate was needed within 16 - 18 education. The emphasis, again, fell on the need for extension of continued education for young employees, particularly among the less skilled, and the principle of using vocational interests as the vehicle for learning again enunciated.

The Government was dissatisfied with the present availability of opportunities and promised a further paper dealing specifically with the needs of this group, proposing ways of extending and improving arrangements for the vocational preparation of those young people for whom opportunities were at present limited.

The Paper, 'A Better Start in Working Life: Vocational Preparation for Employed 16 - 18-year-olds in Great Britain' was published in April, 1979. The document, based on the deliberations of the joint DES/DE Working Group, gave a statement of commitment to the 'progressive development of soundly based systems of vocational preparation to be available to all young employees on leaving school', and provided a five-point plan for the development of recognised 'traineeships' for young people in the early months of working life, during which integrated programmes of education and training leading to certificates would be provided. (70)
The envisaged provision was to incorporate and integrate formal and informal types of educational process and the principal providers for the scheme were to be the Further Education Services, ITB's, Companies and Youth Services, working individually, or in co-operation.

The potential role of the Youth Service was given specific attention:

'The Youth Service (in Scotland the C.E. Service) has extensive experience of working with young people and can relate closely to many of those who have found little satisfaction in formal education and are poorly motivated towards work.'

'Direct links between Youth Service and industry already exist. The participation of the Youth Service in vocational preparation could enhance the quality of some traineeships and their acceptability to young people and should be welcomed and encouraged by those carrying the main responsibility for its development and appraisal of existing schemes.'

Despite all the demands for compulsion, the Government again proposed a voluntary approach, considering that the introduction of legislation at a time of high unemployment would damage even further the prospects of young people in the job market.

The document did not exclude, however, the eventual enactment of legislation involving obligations for compulsory attendance or a compulsory right to vocational preparation. It considered, however, that if real progress could be obtained with a voluntary approach, legislation would be unnecessary. An approach based on voluntarism but linked to financial incentives was therefore proposed, with the proviso that if performance fell substantially short of the target of one-third coverage of all young people in employment below craft level in three years, legislative solutions would be reconsidered.

Consultations on these proposals continued into 1980, despite the change of Government, and the announcement that came early in 1981 to the effect that
some extension of the schemes would take place, to cater in the first instance for one-tenth of the potential target group, represented a considerable slowing of the planned initiative.

The Review of Education for 16 - 19-year-olds, undertaken for the Government and Local Authorities (1981), expounding again the vital needs of young people for whom opportunities for continued education are severely limited, also argues the impossibility of introducing universal, and even substantial coverage, in the current economic circumstances. The expected proposals for an alternative 'national traineeship' system, based on a period of full-time integrated education and training for all school leavers, have wide implications for these and related developments, as will the Government Review of the Youth Service, expected to report during 1982.

In the wider educational context, the 16 - 19 age group is viewed, increasingly, as a generic group requiring comprehensive provision affording both equality of access and opportunity. The signs of movement towards 'the tertiary solution' to problems of rationalisation of 16 - 19 education have very great implications for the development of continued education for young people in employment.

The opportunities potentially afforded by new unified structures, for periodicity in learning, access to other forms of provision, the evolution of new forms of combined and integrated practical and academic studies, and access to associated non-formal, socially educative activities would have the effect of broadening the range of opportunities open to young people at work. It should, however, be noted that experiences of the past suggest that educational inequalities associated with social factors, such as social class, sex and geographical region, are little affected by improved access and opportunity - a significant point for the group in question.

These are, however, matters of the future.
At the time of this study, provision remains fragmented, variable in quality and quantity. The range of providers with an active or potential role is considerable. Operating independently, and often in isolation, there is evidence that their potential effectiveness is often not realised in practice.

3.7.4 Agencies involved in the education of the young employee: an overview

<table>
<thead>
<tr>
<th>Agencies/Providers</th>
<th>Main areas of contribution in the continued education and training of young people at work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Colleges of Further Education</td>
<td>Part-time day and evening courses of Further Education leading to recognised qualifications. Extra-curricular activity*</td>
</tr>
<tr>
<td>2) Training Centres</td>
<td>Off-the-job training</td>
</tr>
</tbody>
</table>
| 3) Company/Employing Organisations | On-the-job training, 'Development Training'*
Recreational sports and social provision* |
| 4) Youth Service Clubs and Organisations (Statutory and Voluntary) | Organisational membership/affiliation and associated activities*
Educational schemes and courses* (e.g. Duke of Edinburgh Award) |
| 5) Other organisations for Youth | Organisational membership/affiliation and associated activities*
Educational schemes and courses* |
| 6) Trades Unions | Youth Courses*
Conferences* |

* See page 78

Within this framework, many experimental and pilot schemes, such as Unified Vocational Preparation, combine the contributions of a number of providing agencies.
3.8 The contribution of educational youth provision to the continued education of the young adult in employment

3.8.1 Its significance as a research topic

A catalogue of the needs of young people in the 16 - 18 age range was offered by the 1979 Joint Consultative Paper of the DES/DE, 'Education and Training for 16 - 18-year-olds', as follows:

'a) encouragement to continue learning beyond 16 and indeed 18, whether for personal satisfaction or otherwise;
b) encouragement to develop maturity, and especially: independence of thought and action; self-reliance; an appreciation of social and moral values, of rights and duties; acceptance of adult responsibilities the ability to play a constructive part in the family and in the community;
c) help with acquiring the social and other skills needed in adult life, e.g. the ability to communicate effectively, to relate to others and to co-operate with others, and the knowledge and self-confidence needed to cope with the practical business of day-to-day living;
d) opportunity to acquire job-specific knowledge and skills and qualifications and to become equipped to meet employer requirements;
e) an understanding of the demands which working life makes on the individual; a grasp of the place of industry and commerce in the life of the community, and of the rights and responsibilities attached to employment;
f) access to advice and guidance on personal problems and to effective vocational guidance and counselling."

The links between this list of needs and the models of growth tasks outlined in Chapter II are clear, and serve to reinforce again the increasingly overt and explicit social integration and adaptation emphases of post-school education. The rejection of clear distinctions between vocational and other needs is again in evidence, too, the Paper observing that:
'any attempt to distinguish sharply between vocational needs and
those which can be described primarily in personal and social terms ...
would be to oversimplify.'

Dealing with the implications for the providing institutions and agencies,
the Paper added the observation that:

'not all of these needs could or should be satisfied wholly by the
formal education and training systems. Even so, the demands placed:
on the services available to the 16 - 18 age range are very consider­
able. There must be the capacity to respond readily to differences
in personal maturity and circumstances, and to allow for the individual
to develop and change within the three year span after the end of
compulsory schooling ..... In organisational terms, the requirements
demand flexibility in structures and institutions, so that those who
change their minds may easily and quickly change activity or direction,
and so that all can be offered the opportunity to progress stage by
stage in personal and educational development.'

The provisions marked with an asterisk in Section 3.6.4 may be considered to
fall into the category of those of bodies which function non-institutionall
within a broad educational framework. 

A preliminary investigation of the field suggests that it is in these
provisions that it is least clear what level and type of contribution is mad
and to what extent this represents a significant contribution to the continu
education of young people in employment.

This is of particular importance, since it will be seen that for many young
people these forms of provision are the only forms of provision for
continued education readily available and open to them.

It is this type of provision which has been identified as the focus for this
study, and which is termed 'educational youth provision'.
3.8.2 Forms of provision included in the investigation

The set of criteria subsequently developed to identify and define educational youth provision for the purposes of empirical investigation appears in Chapter I.

The problems of categorisation of the specific forms of organisation which meet these criteria and therefore fall within the field of investigation has been shown by Jousselin, among others.

Two broad initial differentiations may be made in terms of:

a) base of operation
   i.e. between those organisations offering provision primarily based on their own constituent clubs or organised units, and those offering schemes and courses which may be undertaken through a variety of agencies, clubs and societies, and through school, industry and informal groups.

b) geographical level of operation
   i.e. between those operating on a national/international level and those specific to particular localities. Local provision associated with organisations operating at national/international level is diverse, and varies considerably from area to area. As well as those local organisations, schemes and courses affiliated to national bodies, there are provisions specific to certain localities, and in some cases to individual companies or educational establishments, including experimental youth projects, factory clubs and Apprentice Associations, Sports Clubs, 'Adjustment to Industry' schemes, etc.

The model constructed by Thomas and Perry, and adopted by Eggleston for the categorisation of national voluntary organisations can appropriately be extended, and adopted in this investigation as the basis for categorisation of all national/international level organisations, as follows:
I Federations of clubs.
II Uniformed organisations.
III Church co-ordinating bodies for Youth.
IV Other bodies where the principal interest is not in young people but where there is a level of national support to youth activity.
V Voluntary service organisations.
VI 'One-off' organisations organising a specific activity on one or more sites within a national catchment area.
VII The Statutory Services provided by the local education authorities, under the aegis of the DES.

Appendix B illustrates the location within this model of some major Youth Service and other organisations providing educational youth activity.

The purpose of this Chapter has been to place the research topic in the context of past and current developments in the education of young adults in the early years of employment, and to clarify its scope, by the addition of illustration to definitions already given.

The issues recurring in this scan of the evolution of provision of low participation levels among young adults, of their perceptions of provision and of their educational needs and priorities are examined further with reference to the available evidence in Chapter IV, as a basis for the construction of the research hypotheses.
CHAPTER III: REFERENCES


2. ibid., 45.


5. See EVANS, K., 1980, 3.


7. SADLER, M. (ed.), Continuation Schools in England and Elsewhere: Publication of the University of Manchester, Education Series No.1, MUP, 1907.


9. EDUCATION ACT, 1918, 8 and 9, Geo.5 Chap.21. (Fisher).


11. Rugby, for example, proceeded with a scheme of day continuation education which was made compulsory under the terms of the 1918 Education Act.


15. ibid., 39.

16. ibid., 39 - 40.


18. ibid., 14 - 15.


20. BOARD OF EDUCATION, Circular 1486 The Service of Youth, HMSO, 1939, 1.


24. EDUCATION ACT, 1944, 7 and 8 Geo.6, Chap. 31 (Butler).

25. ibid., Section 44.


30. BOARD OF EDUCATION, *The Youth Service after the War.* HMSO, 1943.

31. ibid., 9.

32. JEFFS, A.J., 1979, 27.


34. ibid., 173.

35. ibid., 184.

36. ibid., 179 - 180.

37. ibid., 169.

38. ibid., 171 - 172.


40. ibid., 28.

41. ibid., 36.


45. ibid., 6.


47. See PERRY, P.J.C., 1976, 65 - 70.

49. INDUSTRIAL TRAINING ACT, 1964, Elizabeth II, 1963, Chap. 16, HMSO.


52. See EVANS, K.M., 1980, 22.

53. ibid., 22-23.


59. ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS. The education of the 16 - 19 age group. ATTI, 1972.


64. See, for example, the work of Yorkshire and Humberside Council for Further Education, in the development of Trades Principles Schemes for Operators.


66. DEPARTMENT OF EDUCATION AND SCIENCE. Youth and Community Work in the 70's. 1969, 73.


69. The three consultative papers were:

DEPARTMENT OF EDUCATION AND SCIENCE/DEPARTMENT OF EMPLOYMENT


71. ibid., 16.

72. ibid., 11.


74. The announcement concerning the 'traineeships' for young people was made by the Employment Secretary, Norman Tebbit, on 15th December, 1981. The announcement accompanied the publication of the White Paper 'A New Training Initiative', Cmnd. 8455. 1982.


77. ibid., 4.
It will be noted that the adoption of 'provision for the leisure-time activity of young people and others' as a defining characteristic of educational youth provision and of the other forms of organised activity under investigation has been avoided both in the criteria for their identification (see pp. 4 - 7) and in descriptions of their scope. The reason for this lies in the issue of which activities are appropriately accommodated in the concept of leisure. SMITH, PARKER and SMITH (1973) suggest that in many instances it is not appropriate to separate times and activities as distinctly 'work' and 'leisure' and that duties, obligations, enjoyment and the freedom to pursue interests and opportunities are often closely linked. The notion of 'out-of-work' activity as that taking place outside the immediate duties of the job was adopted as it afforded clearer definition of the activities under investigation.


CHAPTER IV: REVIEW OF LITERATURE

4.1 The level of participation in educational youth provision of young people in employment.

4.1.1 Estimates of participation levels in youth organisations, of the general population of young people.

4.1.2 Estimates of participation levels in youth organisations in the County of Surrey.

4.1.3 Levels of participation in alternative forms of educational youth provision, of the general population of young people.

4.1.4 Some conclusions concerning levels of participation in educational youth provision.

4.1.5 Participation levels of young people in employment.

4.2 Patterns of participation in educational youth provision of the post-16 population

4.2.1 Variables associated with differences in levels of participation in educational youth provision.

4.2.2 Variations in attachment by personality characteristics.

4.2.3 The relationship between age and attachment.

4.2.4 The relationship between social class and attachment.

4.2.5 The relationship between educational level and attachment.

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4.2.8 Patterns of participation by types of youth provision.

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4.2.10 Some concluding remarks.

4.3 Some explanatory social factors associated with participation patterns

4.4 The quality of educational youth provision and its effectiveness in meeting the needs of young people in employment

4.5 The quality and effectiveness of some minority forms of educational youth provision

4.5.1 National schemes and courses.

4.5.2 'Social participation' models: issues and approaches.
CHAPTER IV: REVIEW OF LITERATURE

This Chapter presents a synthesis of existing and available research, and other significant literature, pertaining to the nature and patterns of involvement in educational youth provision, of young adults, with particular reference to the young adult in employment. Evidence concerning the extent to which this involvement makes a significant contribution to the learning and 'growth task achievement' of the population groups under investigation, is also examined.

An aim of this literature review is the generation of research hypotheses relating to the nature and patterns of youth participation within the UK system and context. Since this system and this context are essentially and substantially different from those obtaining in other countries, the survey of literature has focussed principally on research and other material pertaining to the UK. Brief reference to literature pertaining to countries other than the UK is included where this is considered to be significantly illustrative of the wider issues associated with the research theme.

Statistical evidence of levels

(i) of attachment to youth organisations
(ii) of involvement in other forms of youth provision

is reviewed in Section 4.1.

In Section 4.2, patterns of involvement in terms of variations occurring between different types of activity are investigated. Relationships indicated to exist between levels and patterns of involvement and the social and demographic characteristics of age, of social class, school
leaving age, educational level, sex and occupation are scanned, and a summary of the principal factors suggested by available evidence to be associated with participation, is produced.

Section 4.3 identifies and discusses some of the available evidence concerning the effectiveness of various forms of organised youth provision as vehicles for the continued education of the young person in employment. It identifies and summarises selected evaluative studies of youth provision, including

(i) systematic studies of the perceptions of effectiveness among clients, educators, and other relevant populations in the environments of home, school and work to which educational youth provision is claimed to be complementary.

(ii) case studies of selected projects/schemes designed for the target group.

Finally, conclusions are drawn concerning the incompleteness of available knowledge on the involvement of young workers in educational youth provision, and aspects of the field requiring further investigation are identified.

4.1 The level of participation in educational youth provision, of young people in employment

Available evidence of the levels of participation of young people in employment in the forms of provision with which this study is concerned, is insubstantial. However, there is a considerable body of work providing evidence concerning the participation of the general population of young people in the mid- to upper-teenage ranges, which comprises a large
A summary of the major studies provides a background against which the limited evidence concerning young people in employment may be placed, interpreted and assessed.

4.1.1 Estimates of participation levels in youth organisations, of the general population of young people

A number of national studies have been undertaken, during the post-war years, with the objective, inter alia, of obtaining statistical evidence of the extent to which young people in the population as a whole make use of youth provision in their teenage years.

- The Albermarle Report produced the first official post-war estimate that approximately 'one in three' young people are involved in organised youth provision at any time (1).

The ways in which the Albermarle estimate compares with the various estimates of level of participation produced by other major post-war studies which have researched and attempted to put a figure to participation, can be seen in Table 4.1.

The studies listed address themselves to different age ranges and define the boundaries of youth provision differently. In the former case some studies deal with the official Youth Service age range of 14 - 20 years, while others concern themselves with bands within this range or extending outside it. In the latter case, the broadest limits of the investigation were set by Bone and Ross (2), whose study investigated participation in all forms of provision available to young people. The narrowest were set by Morton-Williams and Finch (3), whose study investigated participation...
Table 4.1  ESTIMATES OF PERCENTAGES OF YOUNG PEOPLE PARTICIPATING IN YOUTH SERVICE AND SIMILAR PROVISION FOR YOUNG PEOPLE - NATIONAL SURVEYS (ENGLAND AND WALES)

<table>
<thead>
<tr>
<th>SURVEY REPORT</th>
<th>AGE GROUP</th>
<th>MALE POPULATION</th>
<th>FEMALE POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilkins (1951)</td>
<td>15-19</td>
<td>65.</td>
<td>58</td>
</tr>
<tr>
<td>Harris (Crowther Report) (1959)</td>
<td>15-18</td>
<td>65(42*)</td>
<td>47(26*)</td>
</tr>
<tr>
<td>Morton-Williams and Finch (1968)</td>
<td>13-16</td>
<td>45*</td>
<td>44*</td>
</tr>
<tr>
<td></td>
<td>18-20</td>
<td>38</td>
<td>18</td>
</tr>
<tr>
<td>Sillitoe (1965)</td>
<td>15-18</td>
<td>55(27*)</td>
<td>43(21*)</td>
</tr>
<tr>
<td></td>
<td>19-22</td>
<td>62(14*)</td>
<td>48(12*)</td>
</tr>
<tr>
<td>Milson and Fairbairn (1969)</td>
<td>14-20</td>
<td>36*</td>
<td>25*</td>
</tr>
<tr>
<td>Bone and Ross (1972)</td>
<td>14-20</td>
<td>72</td>
<td>58</td>
</tr>
</tbody>
</table>

NOTE: *Youth Clubs only.

Table 4.2  LOCAL SURVEYS

<table>
<thead>
<tr>
<th>SURVEY REPORT</th>
<th>LOCALITIES</th>
<th>AGE GROUP</th>
<th>MALE POPULATION</th>
<th>FEMALE POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reed (1950)</td>
<td>Birmingham</td>
<td>14-20</td>
<td>55.8</td>
<td>33.3</td>
</tr>
<tr>
<td>Milson (1966)</td>
<td>Birmingham</td>
<td>14-18</td>
<td>21.1*</td>
<td>25.8*</td>
</tr>
<tr>
<td>Morley (1966)</td>
<td>A New Town</td>
<td>14-20</td>
<td></td>
<td>41%</td>
</tr>
<tr>
<td>Willmott(1966)</td>
<td>East London</td>
<td>14-20</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Jephcott (1967)</td>
<td>Glasgow and West Lothian</td>
<td>14-17</td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>Leigh (1971)</td>
<td>North-East Derbyshire</td>
<td>18-25</td>
<td>(36.2*)</td>
<td>(27.4*)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>68.0</td>
<td>27.4</td>
</tr>
</tbody>
</table>

NOTE: *As above
in 'youth clubs' only. The studies also employ a variety of methods, ranging from questionnaire survey of a large cross-sectional sample of young people, in the case of the Bone and Ross study, to analyses of membership statistics against population statistics in the Milson/Fairbairn studies. Both of these methods have characteristic unreliability built in, (as do the other methods represented among the studies), that of non-response or reliance on truthfulness of responses in the former case, and that of occurrence of multiple memberships in the latter.

Bone and Ross's study indicated that 60 per cent of 14 to 20 year olds held multiple memberships, which casts considerable doubt on the reliability of estimates of attached population based on membership statistics. While direct comparisons between results are not easily drawn, because of the variations outlined, the results do serve to indicate, approximately, the same distinctive features of participation, including differences in participation between the sexes, and differences in levels of participation in lower and upper teenage age groups.

A further significant statistic produced by some of the studies is that of the proportion of young people using the Youth Service, and similar provision, at some time during their teenage years. This proportion is indicated, in available studies, to be very high. Bone and Ross's investigation indicated that 93 per cent of young people interviewed had been involved in some form of youth organisation. This result is supported by the findings of Douglas, et al., based on a national sample of 5,000 young people aged between 11 and 15, which also indicated that almost all young people surveyed had participated in some form of youth organisation.
Again, problems of definition complicate the process of interpretation. 'Involvement at some time' may be considered as continuing; regular involvement over a period of time or, alternatively, as a membership or attachment at one time, which may or may not have been active. Both of the studies cited adopt the latter definition, which encompasses the widest possible range of commitment levels.

Statistics of this kind do, however, provide alternative measures of participation which are important in the assessment of the actual or potential influence of educational youth provision on young people, and the population which it is able to reach. Additionally, they are not subject to the considerable fluctuations with time of year, and other variations to which cross-sectional measures of current attachment are subject.

The findings summarised in Table 4.1 relate to England and Wales. The pattern in Scotland has been indicated to be similar (9).

In addition to the major national studies summarised above, a large number of surveys and censuses designed to produce, inter alia, estimates of the levels of participation of local and regional populations of young people in educational youth provision have been undertaken in different towns, districts, counties and regions of the United Kingdom.

Many of these are based on membership statistics which, as has already been indicated, are poor measures of participation levels in the relevant population of young people and lack the sophistication of analysis and interpretation present in the national studies which have based their findings on this type of data.

A number of studies based on direct investigation of populations of young people in a variety of localities have produced more useful results for
the purpose of this study. Willmott (10), Milson (11), Morley (12), 
Reed (13), Ferguson and Cunnison (14), Jephcott (15), are representative 
of this type of study.

The estimates of levels of attachment produced by selected local studies 
are shown in Table 4.2. While showing the same variability as national 
studies, the estimates produced are broadly compatible with the estimates 
produced by national studies.

They again reflect a variety of research methods, including the diary 
plus interview methods of Willmott, the analysis of post-war registration 
statistics used by Reed, and the postal questionnaire methods used by 
Morley. Variations in estimates may, again, be explained to some degree 
by variations in the limits on the types of youth provision covered by the 
investigations, which, in some instances, include only youth clubs of 
the traditional kind, in others informal and formal groups of all kinds, 
and in yet others 'all approved forms of activity'. Variations in 
estimates may also be explained, to some degree, by the special character­
istics of areas under investigation, where the features of age range, 
research method and other factors associated with variation are similar, 
although it should be noted that Bone and Ross's study produced no 
evidence of substantial variations between regions in participation levels.

Jephcott, in her investigation of the leisure time of 3,000 young people 
aged 15 - 19 in three geographical areas, found that 39 per cent of young people 
in the population under study were involved in 'formal groups' of all kinds (16) 
This differs considerably from Bone and Ross's results of 65 per cent for involve­
ment in groups, nationally. Here it would seem that the results may be at 
least in part explained by the different age ranges of study, the Jephcott stud 
excluding 14 and 20 year olds. Thirty per cent of those participants in formal
groups belonged to a traditional youth organisation, such as uniformed organisations, youth clubs, or youth fellowships. This is in close agreement with the findings of Willmott's study of 246 adolescent boys, aged 14 to 20, in the Bethnal Green area of London. This study revealed that 40 per cent of the sample were members of youth clubs and that 90 per cent, by the time they were 16 or 17, had belonged to at least one youth organisation \(^{(17)}\), agreeing closely with Bone and Ross's estimate of 93 per cent, and supported by Reed's finding that 65 per cent of unattached boys and 44 per cent of unattached girls had at some time been attached to one youth organisation.

It is interesting to note that Ferguson and Cunnison's study, which produced results from data collected in Glasgow during the period covered by Reed's Birmingham study, showed that one-half of boys leaving school at the earliest school leaving age (14 years of age) had not joined any social group during the three year period of the study \(^{(18)}\). The differently defined targets and the nature of the estimates produced by this study render comparisons with the other quoted estimates inappropriate. It has, accordingly, been omitted from Table 4.2.

In addition to these academic studies, there exists a proliferation of small-scale, less formal studies of participation levels. Eggleston has drawn attention to these, commenting, in respect of his own research team's experiences, that:

'We discovered .... a vast range of 'researches', ranging from the one-man enquiry conducted by a single worker seeking to run his club more effectively, to ambitious studies set up by national organisations or groups of senior workers in the Service. Frequently, however, this research had been conducted in order to substantiate some point of view, opinion or belief that was held by the researcher. Seldom was the point of view itself subject to scrutiny, In a number of cases the disregard for evidence that conflicted with the required point of view was striking ....' \(^{(19)}\).
In many cases informal studies have been designed by local committees or centres in order to obtain information pertaining to the effectiveness of their provision and identify needs as a basis for planning and policy.

The studies of the Council of Social Service, in Tunbridge Wells, 1974 (20), and of the Youth and Community Committee, in Berkhamsted in 1972 (21), providing estimates of participation levels in their respective localities, are representative of some of the more systematic studies of this kind. Their results, and those of similar studies, have not been incorporated in Table 4.2.

4.1.2 Estimates of participation levels in youth organisations in the County of Surrey

Information concerning level of attachment in the County of Surrey exists in the form of the Youth Service Census.

The most recent census data available is that compiled in 1979, and indicated 24.7 per cent of young people in the 14 - 20 age range to be attached to youth organisations associated with the Youth Service (22). Excluded from these statistics were memberships in school clubs, student unions, political youth organisations and unregistered sports and single activity groups. Since this estimate is based on membership statistics, it is certainly an overestimate. It indicates a participation level in the 14 - 20 age group which is slightly lower than the averages indicated in national and local studies already mentioned.

4.1.3 Levels of participation in alternative forms of educational youth provision of the general population of young people.

The estimates of participation considered in earlier sections were based, principally, on the investigation of forms of youth participation
characterised by attachment to the youth organisation. That sector of activity comprising, for example, informal youth courses, residential periods, youth exchanges, educational holidays, and voluntary and community service activities organised by companies, schools, the Youth Service, adult education institutions and other bodies, forms a substantial part of educational youth provision.

While participation in forms of activity such as the Duke of Edinburgh Award Scheme and community service is often associated with youth organisations, participation levels are not consistently or systematically included in attachment statistics.

In the case of educational youth courses meeting the criteria of Chapter I, these are frequently not associated with any form of youth organisation, and participation is, accordingly, not associated with attachment. Few detailed studies have been undertaken of the level of attachment of young people to these types of activities.

Bone and Ross investigated

(a) previous involvement in residential courses
(b) past and present involvement in community activity and voluntary service
(c) involvement in part-time education of different forms.

Investigation of (a) revealed that 18 per cent of those who had left school at the minimum leaving age of 15, and 17 per cent of those leaving or intending to leave school at the minimum age, at the time of the study, had undertaken some form of residential course (23). Under (b), the current involvement in voluntary/community activity was indicated to be very low. An average of less than 12 per cent of the young people investigated were currently involved in activity of this kind. (24)
There is little evidence available of participation levels of young people in these forms of provision. Leigh's study, in investigating the participation of young adults in the 18 - 25 age range in a range of educational courses and related activities, found that where there was evidence of a substantial involvement in educational courses, very few of these were youth courses in the terms of this study, the majority being formal vocational education courses or recreational adult evening courses (25). Reed's study attempted to investigate participation across the range of courses available to young people, and undertaken in their 'leisure time'. Here it was found that 13.7 per cent of boys and 18.5 per cent of girls were attending evening institutes or classes in clubs (26). Distinctions were not, however, drawn between the types of activity with which this study is concerned, and instructional courses on the 'formal' model. Ferguson and Cunnison's study of the same period (1950), showed that of all boys leaving school at the earliest leaving age, at a specified leaving date in Glasgow, approximately three-quarters never made use of the 'evening continuation classes' (27).

The studies of Reed, Morton-Williams and Finch, Bone and Ross and Ferguson and Cunnison, all provide some evidence that attachment to youth organisations tends to be associated with a higher degree of participation in part-time education.

In the case of activities such as Community Service and similar schemes, there is a dearth of research evidence concerning the extent of young persons' participation. Although statistics are available of numbers of young people engaged in this type of activity from year to year, these provide little or no indication of the proportion of young people in the population who engage in it with any regularity.
4.1.4 Some conclusions concerning the levels of participation in educational youth provision found in the general population of young people

It is clear from this analysis that the estimation of the participation in educational youth provision of the types with which this study is concerned, is subject to considerable difficulties of definition. Despite the high degree of variability in the estimates produced by different studies, some features and tendencies may be identified:

(i) there is some evidence of decline in participation since the 1940's.
(ii) there is evidence of considerably higher participation by boys than girls.
(iii) approximately 30 per cent participation in the more easily identified 'traditional' youth clubs and organisations of the Youth Service is indicated, reflecting the Albermarle Committee's first official estimate (28).

4.1.5 Participation levels of young people in employment

Against this summary of evidence concerning participation levels in the general population of young people, the limited evidence concerning the extent of involvement of young people in employment in the relevant forms of provision may be considered, and comparisons drawn with other population groups.

Few studies have focussed specifically on the attachment to youth provision of young people in employment.

At the national level, Bone and Ross attempted to compare young people in employment with those in full-time education. Their results indicated a slightly lower level of attachment among young people in employment in all age bands (29). Bone and Ross's results concerning the differences between attachment of those in employment of all kinds and those in full-
time education are strongly reflected in Jephcott's results, which concluded that 69 per cent of the 15 to 17½ age band and 65 per cent of the 17½ to 19 age band were members of no formal group, whereas among those in full-time education, 39 per cent of the former and 44 per cent of the latter age band were unattached (30).

The Milson Committee's findings also indicated that the size of different occupational groups of young people involved in youth provision were proportionate to those in the age group as a whole, with the exception of the group comprised of young people in full-time education, whose interest was proportionately doubled. In the case of manual work, 48 per cent of the 16 to 17 age range in the population were in this category. The percentage of those involved in provision in this category was estimated at 47 per cent. At the age of 18 to 19 the percentages were 54 per cent and 60 per cent respectively. (31)

In studies restricted to specific localities, Maizels (32), Herford (33), and Ferguson and Cunnison, have all investigated involvement in organised youth groups of young people in employment. Maizels, in an investigation in one geographical area, of young people in the early years of employment, found that just under one-half of boys and one-third of girls in the 15 to 18 age group were in membership. One-third of those not in membership had belonged but had lapsed. Herford found 'a varying number of boys' attached to youth organisations in his study of 15 to 18-year-olds employed in the Slough-Eton area. Ferguson and Cunnison, in investigating some of the activities undertaken in their transitional years, of young people leaving school at the earliest school leaving age, found this attachment varied with the level of occupation, with an average of about one-half having some form of attachment during the three-year period of the study.

The picture presented is, therefore, one of slightly lower levels of
participation among young people in employment than among their counterparts in full-time education.

No clear pattern of difference between the participation level of young people in employment and that of the general population of young people is discernable.
4.2 Patterns of participation in educational youth provision of the post-16 population

Where evidence of patterns of participation is examined, it emerges that a proliferation of personal and social variables is associated with levels of participation in educational youth provision, in general, and in the different types of provision in which participation occurs.

4.2.1 Variables associated with differences in levels of participation in educational youth provision

Studies of variables associated with differences in participation levels serve partially to explain the lower participation levels of young people in employment, and to suggest patterns of attachment which characterise the target group.

Studies comprise:

(A) those which investigate the patterns of participation in youth provision of a target population of young people defined by geographical, social or demographic characteristics.

(B) those which study patterns of participation in particular organisations or units offering educational youth activity.

Studies in group (A) are fewer than in group (B), in view of the greater ease in obtaining information relating to groups clustered in institutions, than populations defined by geographical, social or demographic characteristics. Studies in group (A) are of greater relevance to the study in view of the necessity of identifying the patterns in the participation levels of the target groups with which this study is concerned, within the context of patterns existing in the general population of young people.
Bone and Ross found that the use of clubs of all kinds varied substantially with the social and demographic characteristics of young people. It identified a range of characteristics which were associated with individual involvement in youth service and similar provisions for young people. The young people identified by the study as those least likely to be involved in organised educational youth provisions were those who left school at the minimum age, older teenagers, those at work, the children of working-class families, and girls.

The study found age to be a factor of greater importance in the use of youth provision than social factors, a far greater proportion of 14 to 16-year-olds using youth clubs than 16 to 20-year-olds. From these results it may be noted that the young worker in manual and lower technical forms of employment, who is in the upper age range, who in most cases has left school at the earliest leaving age, and comes from a working-class background combines four of those characteristics which are associated with low levels of participation in youth provision.

The expectation of relatively low involvement of the young person in lower technical and manual forms of employment, which may be generated from the results of Bone and Ross, tends to be supported in the studies of Jephcott, Herford and Maizels.

The main social and demographic characteristics indicated by research studies to be associated with participation in educational youth provision are:

1. age
2. social class
3. educational level
4. occupational level
5. sex

Superimposed on these variables, and interacting with them, are the variations
associated with and, in some cases, attributable to differing personality characteristics which occur within and between the groupings of a social and demographic nature. Evidence of the variations associated with these characteristics is examined further in order to clarify the nature of associations existing between these characteristics and the levels of participation in educational youth provision, with particular reference to findings relating to, or carrying implications for the young person in lower technical and manual forms of employment.

4.2.2 Variations in attachment by personality characteristics

Bone and Ross, in the course of their investigation, attempted to ascertain the nature of the relationships between personality characteristics and attachment. This study represents the only large-scale empirical study of characteristics associated with attachment undertaken in the United Kingdom. The results indicated that differences between early and late school leavers, in personality terms, were at least as great as differences between attached or unattached young people. However, within each group it was found that 'the attached appeared to be more fortunate than the unattached', echoing Ferguson and Cunnison's earlier observations. Fewer of them were bored, and more were adventurous, socially confident, or very happy. Moreover, the attached had more frequent contacts with friends, and were more active in their spare time. But there was no difference between the two groups in their relationships with the older generation.

A variation was also observed between the characteristics of those attached to different forms of clubs. Within most age and school leaving groups, more of the youth club members were bored, unadventurous and apparently in conflict with the older generation than members of sports, and particularly interest-centred groups. But youth club members were at least as socially confident as other attached young people.
Marsland and Perry's study of the sample of 125 young people in youth organisation membership also indicated that

'the more structured the association, the less ethnocentric, the less rejective of adults, the less anomic is the membership.' (35)

Issues of this kind require a longitudinal study if any conclusions are to be drawn concerning associations between patterns of attachment and personality type. In a single cross-sectional sample, it is impossible to infer whether associated personality characteristics precede or succeed attachment; whether youth organisation attachment is associated with personality type in the same way as with the independent social variables, such as class and age, or whether personality characteristics are, in this context, dependent variables. Bone and Ross claim, on the basis of their 'limited evidence', that there is a common sense argument for the existence of an 'interaction between the child and the experience of attachment', but at the same time the ways in which young people select themselves for different forms of attachment will depend on psychological variables, such as interest, which precede attachment (36).

It was observed, on page 104, that the variations associated with personality characteristics occur both within and between groupings defined by social and demographic characteristics. If Bone and Ross's 'common sense' argument is accepted, it may be considered that variations in personality characteristics are influences pervading and interacting with those stemming from social 'location' in age, class, sex, and other terms, to produce the resultant patterns of participation observed within the whole age group and within its various sub-populations. The available evidence of variation in levels and patterns of attachment with the major social and demographic variables, identified as significant, is reviewed with reference to the population group under investigation in 4.2.3 to 4.2.7.
4.2.3 The relationship between age and attachment

Bone and Ross's findings concerning the decrease in attachment to youth organisations which occurs among young adults (post-16) is supported by the work of Leigh (37), Willmott (38), the Milson Committee and the Fairbairn Committee (39), and Jephcott (40). In addition to evidence provided by research studies based on empirical work, many observations have been compiled concerning the lack of success of youth services, and related forms of provision, in meeting the needs of the post-16 population.

The Fairbairn Committee, in its study of youth service provisions, produced statistics of membership per hundred of related population (not allowing for multiple memberships), for both voluntary organisations and local education authority clubs and centres. According to these, membership in voluntary organisations peaks between 12½ and 14½ and in LEA organisations between 14½ and 15½. Thereafter there is a steep decline in membership from 35 per cent involvement in voluntary organisations, 12 per cent in LEA's, to 8 per cent in voluntary organisations and 2 per cent in LEA organisations at the age of 20 (41).

Jephcott's 1967 study showed a decline in youth club and youth fellowship attachment, between the 15½ to 17½ and 17½ to 19½ age groups (42), but a substantial rise in attachment to uniformed clubs. However, this rise was found among those in full-time education. From this Jephcott concluded that age was not an influential factor in attachment, but rather 'educational situation.' Willmott's study showed that the peak age for attachment was 16 to 17, at which age 53 per cent of the sample interviewed was in youth membership. At 18 to 19 this dropped to 33 per cent and at 20, to 15 per cent (43). It is useful to note in this study the majority of those in the upper age ranges who were interviewed were employed in manual work. Reed also observed a 'gradua
loss of members' with each succeeding age group ("5"). In particular, uniformed organisations showed a rapid decline in membership from age 14 onwards. In clubs, membership was 'fairly evenly distributed among 14 to 17's, after which there is a rapid decline' with age, although the analysis was complicated by different educational levels. Among the modern school leavers' sample, membership increased slightly between 16 and 18, before decreasing. Among girls the decrease began at 17.

Leigh, prompted by a concern about the appropriateness of attempts of the youth services to attract and keep the upper age range in membership, undertook, in the late 1960's, a study of the involvement of young people aged 18 to 25 in educational provision in a village in North East Derbyshire. His study showed that 20 per cent were attached to youth clubs. However, this relatively high figure may be attributed, partially, to the existence of an 'over-18's' youth club in the area of the study, a form of provision many areas lack. The majority of those involved in some form of youth organisation were single males in skilled or semi-skilled employment, in reflection, Leigh claims, of the types of employment opportunity in the area of the study rather than of any association between attachment and occupational level or type of employment ("5"). This finding, while strongly coloured by the special features of the area selected for study, gives further support at least to the claim that participation levels in the upper age ranges are lower than average participation levels over the whole age range.

All of these studies reflect the negative relationship between attachment and age in local and national populations of young people in which young people in employment form a large proportion.

In this analysis the level of participation in youth provision of the post-16's has been considered, in the first instance, in terms of the proportions of the
population attached to youth provision of some kind. Alternative definitions of participation level might be the frequency of attendance or number of memberships. Several of the studies mentioned have investigated the relationships between these variables and age. They serve to suggest that similar relationships between age and participation level are apparent, whatever measure of the latter is adopted.

Studies of the distribution of attachment in those populations of young people engaged in the manual and lower technical forms of employment are few, and little evidence is available concerning the relationships between age and attachment within these or other populations of employed young people.

Studies which are based on the investigation of selected organisations, in terms of participants' characteristics, are useful here in demonstrating the way in which the low level of involvement in the upper age ranges of the general population of young people, is reflected in membership characteristic. In particular, they serve to show the marked differences which occur between different types of organisation.

The study by Thomas and Perry, of National Voluntary Youth Organisations, produced the picture of age distribution, reproduced in Table 4.3. The low proportion of post-16's participating in all forms of club, bar NFYFC, is revealed. Again, more detailed information concerning the distribution of membership with age within the population of young people in employment, is not available.

The failure of youth provision to attract any significant proportion of the post-16's is now widely recognised, and references to this failure proliferate in the literature, particularly in relation to the needs of the young person who, on leaving school at the earliest school leaving age, is faced with limited employment opportunities.
4.2.4 The relationship between social class and attachment

Social class is an important factor linked with uses of leisure time. Studies of working-class and middle-class communities have produced well-established evidence of associations between patterns of organisational attachment and social class.

The results of Bone and Ross, demonstrating a low level of involvement in educational youth provision of young people in social classes IV and V, in the Registrar-General's classification, are supported by the findings of other studies. Douglas, Ross and Simpson's study, for example, produced some evidence of association between social class and the proportion of young people who have a current or past attachment with some form of club or organisation. Overall, 16 per cent boys and 15 per cent girls had never had a club or similar attachment. Among children of manual working-class background, 21 per cent boys and 15 per cent girls had never had such an attachment. The study did not distinguish between youth organisations and other forms of organisation.

The Crowther Report (National Service) revealed that there was little difference perceptible between the non-manual and skilled manual groups. It did show that, compared with these, a 'poorer showing' in respect of youth organisation attachment from the homes of semi-skilled or unskilled workers was evident, both in terms of proportion attached and duration of attachment.

Carter, in his 1966 study of young people entering work, claimed that among 'rough families' (where those families designated as rough were found to be mainly social class IV and V), parents were, on the whole, opposed to youth membership for their children and would have been surprised if their children had expressed any interest in this kind of activity. Coleman's research, undertaken with large samples of American high school students in the late 1950's and designed to probe the social features of adolescent peer group behaviour,
Table 4.3 Age of Participants in National Voluntary Youth Organisations

Table 4.4 Social Class of Father of Participants in National Voluntary Youth Organisations

Each column represents the average score of the organisation's participants, using the following scores: professional, managerial, etc. (I, II) = -1, other non-manual, skilled manual (III) = 0, semi or unskilled manual (IV, V) = +1. Columns above and below the line indicate a working class or middle class bias respectively. Note that the top and the bottom of the chart do not represent ± 100%.

Reproduced from 'National Voluntary Youth Organisations', Thomas and Perry, PEP, 1975, 56-58.
indicated interaction between the variables of social class, peer group formation and patterns of organisational membership and educational participation. His analysis suggested that peer group influences predominated over those of family background in producing certain patterns of activity, although it was noted that in some contexts the peer groups were constructed along class, or 'family background', lines.

Murdock and McCron who, in their sociological analyses of generational or class consciousness, take a different stance, claiming that the forces of class similarity predominate over those of generational similarity in determining attitudes and patterns of behaviour, observe that youth organisations, such as Scouts, set up originally to overcome class conflicts in times of national crises, take most of their membership in the middle- and upper-classes, and have 'never managed to establish a broad base with working-class youth.' (53) Certainly this is reflected in Thomas and Perry's data on membership of the Voluntary Youth Organisations which show that the 'troop' types of organisations still remain predominantly middle-class (54). Jephcott, in her 1954 study, observed that a very much smaller proportion of young people from 'low level' homes (Registrar-General's social class V) was involved in educational youth provision than those from 'top ranking' homes of an area under study, (which were, in this case, homes of skilled tradesmen and clerical workers) (55). Other studies have supported this association further, e.g. that of Morton-Williams and Finch (56).

It would seem that in youth organisations, as a whole, the evidence points to a lower level of involvement of young people from working-class families in activities such as clubs, organisations and educational groups of a variety of kinds.

Studies designed to investigate directly the associations between social class by father's occupation and level of participation in educational youth
provision, of the population of employed young people under specific investigation, are not available, although in studies such as Jephcott's, large proportions of the sample of young people under investigation have been in the relevant populations.

The combined influences of the level of occupation of the young person himself, and of the social class by father's occupation, in the transitional 'young adult phase', is unclear. Evidence tends to suggest that the pattern of association between attachment and social class in the general population is reflected within the population of young people in employment.

Studies of youth memberships, such as that of Thomas and Perry, do not indicate low representation of the lower social classes relative to that of higher social classes, in the majority of organisations, in contrast with the way in which the low representation of the upper age ranges is apparent across the board. Some organisations, particularly those of the 'large club' type, attract a predominately working class membership, while those of the 'troop' type attract a predominately middle class membership. Membership statistics do not, however, reflect the level of participation of the young people in these sectors of the population. Thomas and Perry, themselves, indicated that some of the larger clubs are situated in working class areas and therefore have a high level of working class membership for geographical reasons. Similarly, Jackson and Marsden showed in their study, that in some areas there was a very high level of working class membership in the Boys' Brigade, whereas in other areas the organisation attracted only a very small proportion. This was interpreted as evidence of the effects of the 'whole neighbourhood complex'.

(57) Membership

(58)
4.2.5 The relationship between educational level and attachment

That educational level is an important factor in attachment to youth organisations and similar provision has been demonstrated in the studies of Bone and Ross, Jephcott, Morse, Douglas, et al., Reed, and Morton-Williams and Finch, among others. Educational level may be defined in a variety of ways. Bone and Ross defined it primarily in terms of educational experience and assessed some of the apparent associations between school leaving age and attachment. Marked differences were found between early leavers (those leaving at age 15 and under) and older leavers (those leaving at ages over 15), the attachment of earlier leavers being substantially lower than that of older leavers, and than that of young people continuing beyond the age of 16 in full-time education. Spencer, reporting a survey in the Bristol area, and relating it to his own action study of development of youth activity in a single club, observed that this was reflected in attachment to the organisations studied, which was characterised by high proportions of over-15's who were continuing in school, as well as under-15's.

School leaving age was claimed by Bone and Ross to have a more significant relationship with attachment than social class. It should, however, be noted that school leaving age is itself associated with social class and was thus used as a major variable for analysis in the Bone and Ross study. In contrast, Morton-Williams and Finch found that attachment differed little with age of leaving school, but was lower in that group which they termed the 'less able'. Bone and Ross, Reed and the 'Crowther' Social Survey, undertaken by Harris, also demonstrated that among those who had left school, a higher proportion of those undertaking some form of part-time education was attached to youth organisations than of those not undertaking part-time education. Here, educational level is defined in terms of current educational involvement.
Bone and Ross also found that, in terms of cultural pastimes, study and reading, the unattached tended to be less intellectually active than the attached\(^6\). Ferguson and Cunnison, too, showed in their earlier study that the 'proportion of boys who were members of a group declined as scholastic assessment deteriorated\(^5\). The 'National Service' study, undertaken for the Crowther Committee, also gave some support to the belief that youth organisations tend to attract the 'rather more intelligent young men', by showing a correlation between the results on the standard Services ability test and 'active' membership within the past three years\(^6\).

There is difficulty, in interpretation of this type of finding, in determining whether intellectual and educational activeness precedes, or results from, attachment. The finding, described above, is also reflected in the results produced by Douglas, et al., in their investigation of some educational and social characteristics of young people in the 11 - 15 age range. Here, it was claimed that on the criterion of organisational membership, it was possible to identify those pupils who were making good or poor progress at school. Correlations were found with a variety of ability tests, which tends to suggest that educational activeness precedes attachment, although not clearly so\(^7\).

A further measure of educational level of the young person at work may be considered to be the level of educational or training course currently participated in. Jephcott and Morse both found that young people involved in some form of educational/training course after leaving school were more likely to be attached to youth provision, in particular, and clubs and organisations, in general\(^8\). Jephcott's study revealed a difference in attachment to formal groups between young people engaged in different levels of job training. It should be noted that this, in turn, reflects difference of occupational level.
4.2.5 The relationship between occupational level and attachment

Jephcott's study revealed that the attachment to organisations was as follows: (8)

- Young people in apprenticeships leading to skilled crafts:
  male 36 per cent, female 40 per cent.
- Young people in jobs with training of one year and above:
  male 40 per cent, female 43 per cent.
- Young people in other non-clerical employment:
  male 24 per cent, female 27 per cent.
- Young people in employment leading to professional qualifications:
  male 60 per cent, female 50 per cent.

These results serve to reinforce another association identified by Bone and Ross, that between occupational status and level of attachment.

Jephcott's 1967 study showed that among young workers, aged between 15 and 19, the percentage of male workers in apprenticeships and in non-clerical employment with under one year's training, who were participants in formal groups (mainly youth) were, respectively, higher and lower than the average for all groups in employment. The percentage for female non-clerical workers with under one year's training, was substantially lower than that recorded for other groups.

Bone and Ross's study differentiated very crudely between those in employment and those unemployed, finding a lower level of involvement in the latter group (70). Ashton and Field's 1976 study pointed to differences in level of involvement between apprentices and manual operatives, or their equivalent (71).

Ashton and Field's study of young workers indicated that young people entering 'extended' and 'short-term' careers were, on the whole, more likely to be associated with educational youth provision than their counterparts in
the 'careerless' category. Those in the extended career group were associated more with special interest groups, while those in the short-term career group were associated, primarily, with the more general 'youth club'.

Milson's findings in a small study undertaken in Birmingham reinforces these findings. Only 13 per cent of youngsters in manual, unskilled, or semi-skilled categories had any involvement with youth organisations in the month preceding the survey, leading Milson to ask, 'Can it be that the youth service fails to appeal to those who may be presumed to need it most?' echoing the concern expressed some 20 years earlier by Ferguson and Cunnison, on finding that their results indicated that 'the boys who make most use of available services are not always those who need them most'. Ferguson and Cunnison had found, in their Glasgow study of 1950, that 59 per cent of the boys in unskilled occupations, against 40 per cent of boys in manual skilled occupations, were not attached at any time during the three-year period of the study. Similarly, in evening class attendance, 21.3 per cent in skilled manual categories had attended throughout the period, in comparison with the 0.9 per cent unskilled. Ferguson and Cunnison's study also revealed that participation levels in both forms of activity tended to be associated with unemployment experience and job satisfaction, those with lower levels of participation being characterised by longer and more frequent spells of unemployment and indifference and/or dislike for their job.

Again, from Thomas and Perry's results, it may be deduced that there is relatively low participation among young people working in manual jobs across the board of organisations. Within this, however, the extent to which young people at differing occupational levels are represented in the membership of major voluntary youth organisations varies considerably by organisation.
The level of participation of those employed in technical jobs is not able to be deduced from Thomas and Perry's results.

4.2.7 The relationship between sex and attachment

Bone and Ross found that in the youth service, and in similar provision available to young people, a lower proportion of girls was attached than boys. (77) This was particularly marked in attachments to youth clubs. The findings of the Milson and Fairbairn Committees, as well as those of Morton-Williams and Finch, tend to support this, revealing that smaller proportions of girls than boys were attached at the time of their respective studies, and that they tended to lose their interest more quickly. (78)

Leigh's study of 18 - 25-year-olds found a substantially lower level of attachment among young women to clubs in general, and to youth clubs in particular. (79) Deepcott's study, however, undertaken in more restricted geographical areas, found little distinction between the sexes in membership of 'formal groups' of all kinds, in the 15 to 19-age range. (80)

The major studies show agreement, in their estimates of participation levels, that lower levels of female than male attachment are characteristic of the general population of young people. (See Table 4.1).

Within this population, participation is likely to be particularly low among female early leavers, who are those most likely to be engaged in the less skilled forms of employment. Thomas and Perry, in their investigation of the membership of voluntary youth organisations, also examined differences by the sex of participants. It was found that there was a 'male bias' in the membership of the majority of clubs and organisations investigated. The researchers considered, however, that this was a result of bias in provision, rather than in demand, the large proportion of clubs which were male orientated in their nature, emphasis and forms of activity having been noted. (81)
4.2.8 Patterns of participation by types of youth provision

The evidence that personal and social variables are associated not only with levels of participation in educational youth provision in general, but with variations in attachment between different types of provision, is significant for this study.

Bone and Ross is, again, the most comprehensive study of participation levels in different types of provision and their relationships with personal and social characteristics. Where provision centred on organisational membership was examined, it was found that early school leavers (i.e. 15-year-olds at the time of investigation) tended to use social and sports organisations more than late school leavers, and interest-centred organisations less.  

This is to be expected in view of the more academic orientation of the many interest-centred organisations. An increasing emphasis on social, rather than sports activities was noted in the upper age range. There is little indication in the results of the level of involvement of early leavers in work-centred organisations, such as apprentice associations and trades union youth activities, although it may be assumed that involvement in these activities is not a significant feature of youth participation since these do not appear as a category of activity, nor are they mentioned. Students' Union organisations attracted little interest among those in employment.

Morley, in a local study, found a similar pattern of 15 per cent participating in uniformed organisations, 17 per cent in church groups, 62 per cent in open youth groups and 6 per cent in other groups. It was observed (significantly for this analysis) that 75 per cent of the membership of uniformed organisations and 56 per cent of the membership of church youth organisations, was under 16 years of age. These findings are reinforced by those of Harris, who showed that involvement in outdoor sports clubs increased between 16 and 18 years of age. Among grammar and technical school leavers, 'youth club' membership (i.e. membership in clubs
offering general social activity) and sports club membership were balanced in the 18 and 19 age groups, while in the 17 age group, youth club membership was predominant. Twice as many memberships in youth clubs than sports clubs were in evidence in the 17 age group; this proportion was reversed among the 20-year-olds.

Reed's study showed low involvement in uniformed organisations in the upper age ranges. Veness, in her study of young school leavers, also showed that youth clubs offering general social activities had higher membership among 15 to 16-year-olds. The study also revealed that, while uniformed organisations were well represented in terms of current attachment, they were markedly less frequently mentioned when young people were questioned about future intended activities.

There is little evidence of the relationship between occupation and type of organisational attachment in the population groups with which this study is concerned. The studies of Ashton and Field and of Jephcott, respectively gave some indications that 'short-term career-orientated' young people were more likely to be attracted to the traditional and uniformed type of organisation, while the 'extended career-orientated' frequently had a higher involvement in special interest activities.

These studies offered little evidence of participation in work-based 'apprentice association', or similar, activities. However, college-based extra-curricular activities, such as those offered by student societies, were investigated by Harris, who observed that few of the colleges attended for part-time courses appeared to provide club, or similar, facilities and an almost negligible proportion of between 4 per cent and 8 per cent of part-time students took part in any extra-curricular activities at the college or institution. Bone and Ross's study, however, did indicate that of late school leavers now in the 17 to 20-age range, 18 per cent of males and 23 per cent of females were attached
to student organisations (99). Many of these attachments, it can be assumed were among full-time students. Among early leavers, however, only 2 per cent were attached to student organisations, a result which is compatible with those obtained by Harris concerning the participation of part-time students (a group comprised largely of early leavers released from employment for further education) (90).

Informal youth activities outside the club or organisation-centred type were investigated by Bone and Ross. Past involvement in residential courses, and current involvement in community/voluntary activity were examined. Involvement in alternative forms of non-residential youth courses, such as those provided by the youth service, LEA's, TUC, etc., were not investigated. Data concerning these types of involvement may have been subsumed under 'part-time education' in this study.

Bone and Ross's findings revealed that involvement in both residential courses and voluntary/community service was closely related to the level of school leaving age. Only 37 per cent of those in employment were currently undertaking voluntary/community activity, against 15 per cent in full-time education. Eighteen per cent of 15-year-old leavers and 33 per cent of over-15 leavers were on a residential course of some kind in the past (91).

Evidence concerning involvement in courses and other activities for young people, associated with or sponsored by the Trades Unions, is sparse. Indeed, provision of this kind is not widespread. Ashton and Field's study revealed that little provision is made or directly supported by the Trades Unions to prepare the young person making the transition from school to work, the exceptions to this being some of the 'skilled' unions, for whom Ashton and Field observe, the committed membership of young people is of particular importance. (92) Ashton and Field also point out that since the Trades Unions tend to see their responsibilities in collective, rather than individua
terms, the actions that they take tend to be of a broad and general nature, (e.g. the attempts to influence policy decisions to extend compulsory day release to all young workers). (93)

The provision made by the Trades Unions is not treated as a separate category of involvement for the purposes either of description or analysis in the main studies cited. No overall assessment is possible, therefore, of the levels of participation in these provisions of the population of young people.

4.2.9. Involvement in educational youth provision, as compared with involvement in other forms of organised out-of-work activity

That relatively low levels of participation in educational youth provision do not indicate inactivity among the upper (post-16) age groups is indicated in the findings of a number of studies. The results of Bone and Ross, for example, revealed that a substantial proportion of the upper age groups were involved in adult and 'all-age' groups, rather than in youth groups. (94)

Leigh's study showed that in the 18 to 25 age range less than one-half of all club memberships were youth memberships, noting that the percentage of youth memberships was probably a higher one than could be expected nationally, because of the special features of youth provision in the geographical area of the investigation. (95)

Where differences in participation between types of 'all-age' and adult provision are considered, there is some evidence in Bone and Ross's results of high levels of participation, in the upper age ranges of the population of young people, in the interest-centred type of organisation. (96)

Jephcott's study also indicated that young people with well established interests appeared frequently to have little use for youth organisations, organising their own activities with groups of friends, or joining specialist societies catering for all ages. (97)
Bone and Ross's study revealed that sports and social clubs catering for adults, attracted high levels of involvement of young people in the upper age ranges. Many of these clubs were Works Clubs. It should be noted that attachments to commercially-run social clubs formed one-third of all attachments (98). Activities associated with Trades Union membership have been indicated to attract little active participation, in such evidence as the studies of Venables (99), Simons(100) and Keil(101) have served to uncover.

It is known that young people participate widely in other forms of organised out-of-work provision than clubs and organisations, and that these alternative forms may or may not be judged educational.

Considerable evidence concerning patterns of involvement in organised out-of-work activity not associated with organisational attachment occurs in many of the major studies already cited. Jephcott classified activities undertaken outside the home and not associated with club or organisational membership as:

- **LEISURE (a)** - casual leisure, other than that spent at home.
- **LEISURE (b)** - commercially provided leisure activity (e.g. cinema, etc.)

Activities in category (b) were found to be the main forms of organised activity engaged in by adolescents, reinforcing the findings of Jephcott's earlier (1954) study, which showed a higher level of involvement in passive activities such as cinema attendance, and little evidence of what the researcher considered to be purposeful leisure activity, in a sample comprised largely of young people in employment. (102) Participation in commercial provision was shown in these studies to be very much higher than that in youth provision. Among the post-16's it was considered likely that a
substantially higher proportion than 61% was unattached to educational youth organisations, a proportion of formal group membership having been shown to be in the 'adult' or 'all-age' categories. (106)

More recent studies of patterns of activity reflect a similar pattern. Bone and Ross, for example, showed that a higher proportion of a young person's time was spent in social activities involving other forms of organised provision than in clubs of all kinds. In other categories of activity, i.e. entertainment active sport, etc., more than double the proportion of young people mentioned active and regular involvement than were involved in youth organisations catering for these activities. (105) Morton -Williams and Finch found that among 15-year-old leaver boys, physical activity was popular and that 'easily the most common way of spending their spare time was in some form of sport or games, principally outdoor'. (106) Among girls the most general leisure pursuits were dancing, games, and sport, going to the cinema, sewing, knitting, cooking, making things, and reading. By ages of 19 to 20 men who had left school at 15 most frequently spent their spare time in games, in sports, in being with a group of friends, or in working on motor bikes, cars or scooters. At this age girls occupied their time principally with the range of creative domestic activities enjoyed at the earlier age, together with dancing and reading.

The study by Maizels of young people in employment presented a similar picture. Sports predominated as the out-of-work activity of boys in the 15 - 18 age range, followed by 'craft' activities and cinema attendance. Among girls of the same age range the predominant activities were social, followed by cinema attendance. Girls were found to engage more frequently than their male counterparts in reading and domestic activities. Apprentices were found to be the only group to refer to 'studying' as an out-of-work activity.
The pattern of activities did not, Maizels observed, appear to be strongly related to occupation, to job satisfaction, or to attitudes to leaving school.

Similar patterns of activity were revealed in the investigations of Veness, Wall, Herford, Harris, and James and Moore. Herford recorded a further finding relating specifically to young people at work. It was noted that the proportions engaging in musical pursuits, ranging from the playing of instruments to the collection of records, was larger than expected, while over 20 per cent could not think of any special hobby that they engaged in with any frequency. The special position of apprentices was mentioned, as in Maizels' study, with reference to the limitations placed by evening class attendance and related studying, on time available for other pursuits.

Logan and Goldberg have observed, in common with Jephcott, the apparent absence of purposeful leisure activity among many young people at work and, in common with Herford, that musical interests were particularly marked.

4.2.10 Some concluding remarks

The literature thus serves to suggest and to clarify some of the factors which are associated with levels and patterns of attachment in educational youth provision. It can further be seen that many of the variables involved are interdependent, with attendant complications for interpretation and derivation of hypotheses. In addition, detailed data concerning the participation of the young person in manual and lower technical forms of employment is unavailable. Expected patterns of participation for this population group can only be inferred, or hypothesised, from more generalised studies.

In respect of comparisons between participation levels in educational youth provision and other forms of 'organised out-of-work activity' (as defined in Chapter I) is concerned, it would seem that, in the post-16 population in general, involvement in the former is low in comparison with involvement in the latter. In terms both of number of organisational attachments and frequency
with which the activity is engaged in these relative levels appear to be reflected in the population of young people in employment. However, specific studies of these features of participation among the population of young people with which this study is concerned are, again, unavailable.

4.3 **Some explanatory social factors associated with participation patterns**

Individual variability in levels and patterns of participation of young people in youth provision may be explained in terms of differences in experience of the agencies and activities concerned. It may also be explained in terms of variations over long periods of time, in social and other environmental influences.

It is generally established and recognised that social and educational characteristics are associated with educational participation. This association in the case of youth provision, may be partially explained by the effects of differing social and educational environments both on the attitudes of young people towards the forms of provision aimed at, and available to them, and on the extent to which young people perceive these provisions as being able to meet their needs.

The major educative environments within which a young person matures:

(a) the family
(b) the school
(c) the peer group
(d) work and the workplace

are of fundamental importance in the development of attitudes towards education and towards those forms of provision considered to be 'educational' (112)

The influences of these environments on attitudes to youth provision have been a subject of investigation in several studies.
Douglas, Ross and Simpson, in their longitudinal study of the development of young people, reported in their findings on the early teenage years, that the family was of fundamental importance in shaping the young person's involvement in out-of-school activities.

'The home background of a pupil, by widening or limiting his contacts, shapes a major part of his plan for the future, and in a broader context also has a considerable influence on what he does in his spare time - his hobbies and club membership.' (113)

Jephcott's 1954 study similarly noted that family attitudes frequently affected the young person's reactions to youth groups. (114) Bone and Ross's results indicated a relationship between the attachment to organisations of parents and that of their children, the children's patterns of attachment reflecting those of the parents. (115) Sillitoe (116) and Horton (117), among others, have shown that the characteristics shown by Bone and Ross to be associated with low attachment among young people are similarly associated with low attachments among adults, with men the middle classes and the more highly 'educated' being most likely to participate in voluntary organisations and women, the working classes and the less 'educated' being less likely to participate. Since social class and education are strongly linked with family attitudes, the relationship between the latter and youth attachment is again strongly suggested.

Carter, on the basis of an investigation conducted in the 1960's, constructed a typology of young workers based on family characteristics. The observations concerning the influence of the family on leisure activity suggested the children of 'rough' families, who were those who were found most frequently to enter unskilled jobs, were not encouraged to become involved in youth organisations and were often actively discouraged. (118) Carter claimed that these families often believed that groups, such as Scouts and Guides,
were 'full of snobs' and 'not for people like themselves'. There was little understanding or sympathy for the standards and codes which such organisations were seen to promulgate.

Ashton and Field developed a further thesis, based on their empirical investigation of the characteristics and attitudes of young people in employment, that the orientation of some working class families towards immediate gratification of short-term needs, both in work and in leisure, leads to the development of negative attitudes towards the values of youth provision and an orientation towards commercial forms of provision offering instant pleasures with no long-term commitment. (119)

Jephcott's studies also provide support for this thesis. The researchers were led to conclude from their results that, in 'below-average' homes, many families never bothered to send their younger children to out-of-school activities with any regularity, and in such families that hostility towards societies and organisations was probably handed down through succeeding generations of adolescents. Jephcott, in explanation of this phenomenon, observed that 'it is not unlikely that they (the young people) and their parents equated the youth organisations with authority, in the shape of the school, the Church and the law'. (120) Jephcott's study also revealed that the influence of the family on attitudes to youth organisations was particularly strong among girls from 'artisan' families. Jephcott observed that in such families girls were expected to be seeking marriage opportunities at an early age. It was shown that even those parents who favoured youth organisations in principle for their sons often regarded them as pointless institutions so far as girls were concerned. Girls brought up to think in this way were, themselves, likely to consider that a youth organisation was 'irrelevant to anyone who had almost grown up.' (121)
The researchers were led to conclude, in the 1954 study, that parents' relationships with and perceptions of local youth organisations were strongly associated with their offspring's participation. Few parents considered youth organisations as agencies of learning or as agencies able to 'alleviate' problems with adolescent children, and there was little parental involvement in, or active support of, the work of local youth organisations.

Jackson and Marsden's study of socially mobile young people showed that youth organisations were frequently seen as instruments of advancement amongst working class families in which parents had aspirations to 'thrust' their children out of the working class world. (122)

The picture which emerges is one in which the positive and negative attitudes of parents towards youth organisations tend to be reflected in the young people's attitudes and that these attitudes vary with the social class location of the family.

(b) The peer group

Coleman's study was the first major empirical study to describe, in detail, group relationships and influences among normal adolescents.

Coleman's findings led him to assert that, in today's society in which young people are 'turned in on their own age group' for a long period of time, and 'forced to carry out the whole of their social life with others of their own age', an understanding of peer group processes is of major importance for those in educative roles in relation to young people (See p30). Jephcott's study provided qualitative evidence of influences of the peer group in attitudes towards youth provision and observed that:

'compared with the length and strength of their allegiance to their friends, most of the 'Robin Wood' boys' and girls' dealing with youth organisations had as precarious a life as an Autumn leaf' (123).
This observation concerning the comparatively greater strength of allegiance to the peer group over that of the organised youth group manifested in late adolescence, is indicated in some other studies, although the associations have never been formally tested.

Where peer groups and youth organisations are in conflict in the values they reflect and promulgate, a tendency of the values of the peer group to predominate has been noted in a number of studies and analyses. Watson claimed in 1967 that this phenomenon accounted for the failure of youth organisations to reach more than a minority of young people at any given time.

'This failure to reach more than a minority can be traced, I think..... to the fact that the activities of youth organisations have largely appealed to pubescents. Peer groups, in their striving for independence, tend to be against both schools and formal organisations; they dislike youth organisations which they consider to be 'school-like' or in which they feel they are still subject to the authority of adults in a restrictive way. We must remember, too, that to the semi-skilled and unskilled youth, particularly who are already at work (the majority of the unattached), the dislike of formal organisations may be supported by their families.

Morse observed, in her study of the unattached, that the pressure of peers was a factor in low attachment to youth organisations. This was particularly in evidence in the case of girls' attachment, when the incidence of boys displaying 'disparaging' attitudes to girls' membership of the Girls' Club available to them was apparently associated with many girls' withdrawal or reluctance to participate.

Watson summed up the influence of the peer group in the following statement:

'Peer group behaviour is, therefore, of great significance to the youth scene and to voluntary youth movements as a whole. The need for adolescents to meet members of the other sex means that these spontaneous youth groups are often opposed to formally organised
youth movements and organisations. We may note how membership of the Boy Scout movement falls away so drastically at the age of puberty. The stability, responsibility and continuity of formally organised youth movements, with their adult youth leaders and superiors, is opposed in principle to the age-homogeneous, loose order of the peer group, where spontaneity of association is an essential element.' (127)

Coleman's findings provide some further evidence for this thesis, in demonstrating the predominance of values of the peer group over those of the formal organisation of the school, and indicating that a considerable influence is exerted by the peer group on attitudes towards formal organisations.

Marsland and Perry, in a study of variations in membership of different types of adolescent society, provide some insight into the nature of the relationship between ethnocentricity and involvement in traditional youth organisations. Ethnocentricity and participation, in the measures adopted in the study, were found to be negatively associated. Those young people in the sample studied, who identified strongly with the peer group, were, predominantly, in the experimental rather than the traditional types of youth organisations. (128)

There is little quantitative evidence of the influences of the peer group on attitudes to youth organisations, and any conclusions concerning associations between peer group involvement and participation in youth organisations, either in the general youth population or in the population of young people in the early years of employment, are difficult to draw.

(c) School

Ashton has argued that one function of the school system is to produce a stratification of young people in the population which mirrors the stratifications of the labour force and the employment structure. It is claimed that the processes of the school serve, in conjunction with the influences of the family, to develop self-images and frames of reference
among young people compatible with the nature and levels of work opportunities available. These frames of reference, it has been suggested, extend beyond work to other spheres of life, shaping attitudes to leisure and involvement in activities and organisations, inter alia\(^{(129)}\).

Ashton and Field's study of young workers produced a typology based on employment 'orientations.' The three categories of the typology were the careerless, the short-term career orientated, and the extended career orientated. It was observed that the 'careerless' (who tended to be those from lower and middle working-class families) were those who had achieved little success in the school system\(^{(130)}\). They perceived themselves as limited and of low ability; in Carter's words, 'having received the message that they count for little'.\(^{(131)}\) This self-image was reflected in attitudes to work and to leisure in which short-term gratification is sought rather than potential reward, in the longer-term, for development and achievement. This attitude is, in turn, reflected in their perceptions of youth organisations, whose values and aims are necessarily orientated towards longer-term gains and rewards of a relatively intangible nature. Ashton and Field observed that these organisations were considered to be of 'little use' by careerless young people.\(^{(132)}\) Short-term career orientated young people who were usually from the upper working-class and lower middle-class families, were observed to be sufficiently in tune with the values of the schools to achieve a certain degree of success within the system and perceive themselves to have a degree of potential for development. They accepted and felt secure in the authoritarian atmosphere of the school, and therefore fitted easily into the many youth organisations with authoritarian structures. There was evidence that full and active social lives were characteristic of short-term career orientated young people. For most extended career orientated young people (predominantly from upper middle-class families), who had also been well integrated within the school system, there was similarly no clash with the
values of those youth organisations which tended to reflect those of the wider educational system. It was found, however, that work frequently extended into and, in some cases, substituted leisure, in this group.

The studies of Jephcott and Morse reinforced Ashton and Field's by demonstrating that those with poor experiences of school most sharply rejected the values structures, leadership and activities of youth organisations, perceiving them to be associated with the school system which they had rejected and had been rejected by. (133)

(d) Work and the work place

Work forms the fourth 'learning environment' (124) which has been paid little attention to, in terms of the influences it exerts on educational participation of an informal or non-formal nature. The 'culture shock' experienced by young people on entering employment is associated, Miller and Form claimed, with major changes; firstly a change from associations primarily within their own age range to associations with a much wider age range; secondly, a change from being an experienced and 'senior' member of a familiar institution to being an inexperienced and junior member of an unfamiliar one; thirdly, a change in value orientations, including changes in valuation of people by individual characteristics to valuations by characteristics of group and class membership (135).

The stance of Miller and Form has been criticized for not reflecting the complexity of experiences undergone and variations in experience by social class, type of work situation, etc., (136). Keil, Riddel and Green claim that in the process of adjustment of young workers, both informal and formal influences are at work. Variables associated with informal factors shown by research to be systematically associated with experience as a worker were claimed to be: (137)
Work situation: content of work done, conditions, payment, hours, training and relationship with authorities; relations with other workers.

Home situation: relations with parents; savings, possessions.

Leisure situation: friendship patterns; activities; spending; relations with the opposite sex.

The influences of these three 'situations' interact, producing adjustment or non-adjustment in the young worker.

Most studies which have explored associations between work environment and educational attitudes and participation have done so in respect of Further Education. They reveal, in general, little positive encouragement for further education and educational values within companies from employers and supervisors and a reflection of these attitudes in those of young employees. Major differences are frequently found between larger and smaller organisations in respect of attitudes to continued education, more positive attitudes being characteristic of the larger company.

There is little evidence concerning associations between work environment and participation in the forms of educational youth provision with which this investigation is concerned and which falls, predominantly, within Keil, Riddel and Green's 'leisure situation'. Evidence is confined to comment in a variety of studies concerning the absence of interest of employers in the activities undertaken by young people in their own time, which suggests little influence on participation from this particular source.

The associations which exist between occupational level and participation in educational youth provision suggest that these might, to some degree, be attributed to variations in working conditions and to variations in employers' and workmates' attitudes to work and 'out-of-work' activity at the different occupational levels. Similarly, the high job dissatisfaction and wider
social alienation which evidence suggests, is found among the careerless has been suggested as a possible factor in the lower participation levels in educational youth provision (and particularly those forms characterised authoritarian approaches) of this population group.

* * * * *

The complexity of the interrelationships between home, school, work and peer group noted by Keil, Riddel and Green, and reflected in the later observations of Ashton and Field, again render analysis and interpretation difficult. While it is clear that the four 'educative environments' experienced by young people have a profound effect on young people's attitudes to society and participation in the educational and other institutions of that society, there is little quantitative evidence of the extent of their influence on attitudes to participation in youth organisations. Most studies, it can be seen, are able to generate only qualitative comment, on the basis of limited evidence, which in many cases is peripheral to the main areas of investigation. Experience in each environment strongly reflects and is reflected in the others. Experience in one environment may conflict with or reinforce experience in another, e.g. family and school experience may be compatible and mutually reinforcing, while being incompatible and therefore conflicting with experience in a third environment, such as the peer group.

Clearly, these differences in experience can account for the variability in attitudes among young people. However, the predominant feature of attitudes towards youth organisations illustrated in Section II is their high degree of uniformity despite the considerable variability of the significant influences upon them. Rather, this uniformity of attitudes, it is argued, indicates the existence of fundamental deficiencies in much youth provision. These attitudes, it would seem, are not attributable to the special social locations of those holding them.
4.4 The quality of educational youth provision and its effectiveness in meeting the needs of young people in employment.

Evaluative studies of organised youth provision are few. The paucity of material can probably be explained by the methodological difficulties of evaluating experiential provision so diverse and complex in its forms, its objectives and its values.

Evaluative studies of educational programmes are designed both to shed light on educational processes and to assess their outcomes, interpreted broadly as the changes produced in individuals and/or in the circumstances associated with them as a result of their participation, and in terms of the desirability of the nature and characteristics of the processes themselves.

The difficulties mentioned above act against systematic evaluation of educational youth provision against predetermined educational objectives or criteria. Reed's study of youth provision in the Birmingham area attempted some systematic evaluation against the criteria of:

- the degree to which each organisation was achieving its stated aims
- the quality of personal relationships within the organisation
- the extent to which the organisation helped its members through their physical, intellectual, emotional and religious development.

It based its conclusions on results obtained through participant observation in seventeen organisations over a period of several months.

A number of systematic evaluative studies against criteria, of specific activities are in existence, providing some insights into the effectiveness of particular forms of activity. In many cases they lack, however, the ability to be generalised to any substantial sector of the Youth Service and similar provisions.
The majority of studies providing evaluative comment on youth provision are studies, ranging from the systematic to the informal, of attitudes and perceptions of the client population and of parties interested in the development of young people. Here, it is the interpretation of attitudes to, and perceptions of, youth provision and their apparent relationships with patterns of attachment, which form the basis for assessment and appraisal. While this type of evidence produces little information about the quality of provision directly in terms of recognised educational criteria, it is nevertheless of considerable importance. The relationships between the motivations of young people and their educational participation are well recognised in educational theory. The complexity of these relationships makes generalisation from the theory a difficult task.

Some generalisations from the theory are, however, possible. Most theories agree that the meeting of basic psychological and social needs is fundamental to the effective participation of the young persons (or adults) in educational activity. These needs include, for example, the need for security and acceptance, competence and self-respect, for autonomy, recognition, self-fulfilment. Where needs are unmet withdrawal follows in various guises. In the case of non-compulsory activity it can be expected that withdrawal will be manifested in non-attendance or non-involvement in the activities concerned. In compulsory situations withdrawal may be manifested in passivity or disruptive behaviour, often leading to low achievement and further withdrawal. It would seem that while a low level of participation in non-compulsory educational activity among specific groups of young people does not necessarily indicate failure to meet needs, a failure of that educational activity to meet needs will result in a low level of participation.
Attitudes are closely related to motivations. An attitude towards an object or concept may be considered to consist of the meanings that one associates with it and that influence one's acceptance of it \(^{(148)}\). Wall claims that attitudes 'constitute a basic and fundamental aspect of a person's motivation and self-concept', and further claims that attitudes are of fundamental importance in the educational process \(^{(149)}\).

Attitudes are developed over relatively long periods of time. They are manifested in the generalised application of specific experience to related situations.

In terms of educational activity, it may be deduced that experience of situations which fail to meet basic social, psychological and physiological needs are likely to result not only in low ego-involvement in these activities themselves but may also result in generalised negative attitudes towards related forms of educational activity. These attitudes may, in turn, affect motivation towards further involvement in educational opportunity. Similarly, experience of situations which succeed in meeting basic needs may result in generalised positive attitudes.

This process is particularly clearly manifested in the attitudes towards education of young people in the lower socio-economic classes. A large body of research indicates that young people from the lower socio-economic classes tend to hold anti-school and/or anti-education attitudes in comparison with those higher on the socio-economic scale, and links this 'alienation' with the failure of the school system to meet individual social and personal needs of recognition, acceptance, security, etc., for those with a cultural heritage whose norms are incompatible with those of institutionalised education. \(^{(150)}\)

This failure contributes not only to withdrawal from the school system at the minimum leaving age of large numbers of young people from working-class families, but also to non-involvement in forms of continued education.
Within this perspective, attitudes of young people towards education and educational provision are considered to be of fundamental significance in the interpretation of their levels and patterns of involvement in educational activity and the evaluation of the actual and potential effectiveness of provision in meeting needs. In particular, the relationship between attitudes and degree of educational participation indicates that the investigation of attitudes is of fundamental importance in the study of patterns of the involvement of young people in non-compulsory educational provision, where 'effective participation' is more easily identified than it is in the compulsory situation. Generalised attitudes towards youth provision will reflect, and be reflected in, perceptions of young people of specific forms of activity currently available and in their behaviour towards those forms of activity.

Taking a completely different theoretical stance, Berger and Luckmann, proponents of the interpretative sociological perspective, claim that an individual perception of the social system, and the social institutions which symbolise that system, is a critical determinant of an individual's behaviour within and towards that system (151). Eggleston adopted the interpretative proposition of Berger and Luckmann, as one particularly appropriate to the investigation of participation in youth provision, in his 1976 study of Adolescence and Community (152). Here, it was claimed that the perceptions of young people of the values and aims of organisations could be considered to be critical determinants of the social behaviour of young people in relation to those organisations.

Perceptions, attitudes and patterns of participation are, in both of these perspectives, intimately linked. It may be argued that the predominance of studies of attitudes and perceptions of young people in the attempt to evaluate and assess the services and provisions for youth reflects a general recognition of this close link. While, again, there is little literature relating
specifically to the attitudes of young people at work, towards youth provision, a substantial amount of literature, however, is available concerning the attitudes to youth provision of young people in the 16–20-age range which serves to shed some light on the specific group in question.

It has been indicated in Section I of this chapter that participation in educational youth provision among young adults in the 16–20-age range tends to be low both in comparison with other age groups and relative to the total 16–20 population. It may be hypothesized, on the basis of the argument of preceding paragraphs, that this low involvement is at least partially attributable to perceptions among young people that youth provision is relatively less able to meet their needs than other forms of provision or activity available to them.

Two main theses may be identified in the literature concerning the ability of educational youth provision to meet young people's social and educational needs. These theses attempt to link perceptions of, and attitudes to, the opportunities offered by youth provision with their ability to meet social and personal needs in the client population. They attempt also to interpret the relationships of variables associated with attitudes and perceptions, with levels and patterns of participation among the post-16 population.

The arguments underpinning these two theses serve to draw together, and place in context, available evaluative data on the youth services and similar provisions for young people. They will be used here as a framework within which evaluative evidence will be presented and discussed.

The first thesis, supported by the results of Bone and Ross, of Leigh and of the Youth Service Development Council, suggests that any provision which is age-segregated in nature will become less relevant to its 'senior' participants
The move away from such provision is an indication of positive attitudes towards adult involvement, and therefore of success on the part of the Youth Services in meeting young people's needs in the preparation for entry into adult life. This argument is supported by statistical evidence that the majority of young people participate in some form of organised youth provision at some time during their teens. This thesis argues that any age-segregated provision is eventually perceived by young people as unable to meet their needs, and that this does not indicate any failure or inadequacy in the features of youth provision itself.

A more extreme version of this argument is propounded by some, who claim that age-segregation in provision is inappropriate per se.

The second thesis, supported by the findings of Jephcott and of the Fairbairn and Milson Committees, suggest that it is the specific characteristics of youth provision, rather than its age-segregated nature, which are responsible for the low level of involvement among young adults. The low level of involvement among the post-16's, it is claimed, is marked primarily by negative attitudes towards forms of activities, leadership, values, organisations, or other specific characteristics. This line of argument claims that failure to meet the needs of older teenagers is attributable to factors other than the inherent age-segregated characteristics of youth provision.

Since the evidence produced by a number of studies indicates that approximately 90 percent of young people are involved in youth provision at some time during their teenage years, the low level of involvement among the post-16's may be considered to indicate a 'moving away' from youth provision after the ages of peak attachment, among the age group as a whole. Leigh has argued that it is inappropriate for youth organisations to attempt to hold young people in the upper age ranges. The process of 'moving away' from youth organisations, he
asserts, is a natural development associated with maturation. Rather than indicating the failure or inadequacy of youth provision, this phenomenon indicates its success in meeting the needs of young people for help in orientation towards, and integration into, a state of adulthood.

Hollingshead claims that few would hold such an extreme position in interpretation of the decline of participation. (155) Leigh goes on to argue that while age-segregation is useful as a stepping stone, its appropriateness soon passes, in most cases before the young person reaches the age of the statutory upper limit.

Leigh's empirical study of young adults in a number of rural areas, did not, however, test this hypothesis directly through either the exploration of the attitudes of the young people in the survey sample towards youth provision, their reasons for leaving, or the extent to which subsequent participation in adult organisations, where it occurred, had arisen in natural progression from their previous attachment to youth organisations.

The evidence collected for the Youth Service Development Council's 1969 report led to a recommendation in the report that age-segregation of any kind was inappropriate for young people in their late teens, and led them to propose a service based on an integrated 'community' model as more appropriate for the upper age groups. (156) However, the interpretation placed on much of the evidence is open to question. A large part of the evidence submitted in this inquiry pointed to many specific causes of dissatisfaction not related directly to age-segregation. Jephcott's 1954 study did produce some evidence that a significant proportion of young people hold attitudes towards youth, and other forms of provision, of a kind which tend to support the maturation thesis:

'Some of the more local Nottingham youngsters were clear in their own minds that they had left their Guides, Sunday Schools, and similar institutions, simply because they had out-grown them. They seemed to feel quite strongly that they owed it to themselves to proceed to a more advanced state.' (157)
The results also indicated that, in a small proportion of cases, non-participation was not apparently associated with negative attitudes towards provision, but rather with lack of time available through family and evening class commitments or commitments to all-consuming hobbies and pastimes. The groups whose non-participation could be explained in these terms were, however, less in evidence than those for whom non-participation appeared to be associated with negative attitudes towards many aspects of the youth provisions available to them.

The problems of ascertaining the extent to which the decrease in level of participation with age is an inevitable process, fundamentally linked with age-segregated nature of youth provision, and the extent to which it is caused by the deficiencies of the provision made by the organisations, was observed by Willmott in his study of Adolescent Boys in East London. Willmott's study revealed that nearly all of the young people interviewed had been attached to youth organisations at sometime during their teens. In investigating reasons for leaving the youth provision, Willmott found that:

- One in five left for reasons of inadequate facilities, boredom, leadership problems, and discipline.
- Two in five left because they had developed other interests, or had grown out of it.
- One in five had left because their friends had left.
- One in five had left because they were too old for the clubs. (158)

Willmott interpreted the reasons under item (a) as indicating inadequacies of youth organisations, independent of their age-segregated and other characterising features, to meet the needs of young people. Item (b), it was observed, was difficult to interpret. The reason presented might indicate a process of maturing or inadequacy of the organisation, or both. Items (c) and (d) were interpreted as attributable primarily to a process of maturing.
It was concluded that in the majority of cases the leaving of the youth organisation was due not to its perceived failure but rather to the natural processes of maturing being experienced by the young person. Willmott found varying attitudes among members in the 14 - 20 age range, both towards the opportunities offered by organisations and towards their 'atmosphere'. The negative attitudes towards leadership and the perceptions of inadequate facilities and lack of activity which were given as principal reasons for leaving, by so many young people, were reflected in the attitudes of current members.

Bone and Ross's study stressed that it was not able, on the basis of its data, to draw conclusions about the ability of youth provision to meet needs in objective terms. While the results of the study suggested some associations between experience of, and attachment to, youth provision, and the development of self-confidence and adventurousness, (which might be assumed partially to constitute areas of need of young people preparing themselves for, and in the early stages of, entry into adult society), these hypotheses would require a longitudinal study for verification.\(^{159}\) The study did, however, provide evidence of widespread positive attitudes towards the youth services and other provision among young people of all ages, and among their parents. The findings can be interpreted as indicating a perception among young people that provision is successful in meeting some significant needs. Among the post-16's a main criticism was that of the existence of 'too many people younger than themselves' in youth organisations.\(^{160}\) Again, it is difficult without more detailed data to conclude whether this indicates a fault or simply a dissatisfaction with provisions which are age-segregated in nature. The evidence for the 'natural progression' thesis, therefore, exists, but is weak.
Several studies have produced substantial evidence of widespread negative attitudes towards, and perceptions of, specific characteristics of youth provision among young people. This, together with some evidence of deficiencies according to educational and social criteria of assessment, tends to provide support for the second thesis.

The studies of Jephcott, Morse, Morley, Reed, Eggleston, and the evidence collected by the Milson and Fairbairn Committees, all served to indicate some deficiencies in provision and widespread dissatisfaction among the general population of young people, with specific characteristics of youth provision, other than its age-segregated nature. Maizel's and Herford's studies reflect similar dissatisfactions among young people in employment. The major characteristics attracting adverse comment from young people in some or all of these studies, were juvenility, restrictiveness, the 'forcing' of values onto young people, poor facilities, and lack of opportunities for self-organisation.

The findings of the Milson and Fairbairn Committees included evidence from John Easton of the Sheffield Industrial Mission, whose discussions with young people in the upper age ranges had revealed that the older they were, the more they thought that youth organisations were for those 'who still go to school and had little money and were used to being told what to do'. (161) A strong feeling that there was not enough opportunity for freedom of expression or independence was apparent, and Jephcott's 1967 study revealed that, among the large proportion of young people who were not attached to formal groups, there was a perception of youth provision as over-authoritarian. Jephcott observed that it was among the 'less bright and less articulate' that resentment towards regimentation most frequently appeared. (162)

The studies of both Eggleston and Herford linked these perceptions of the repressiveness with the frequent failure of youth organisations to meet the deeply-felt need of young people to 'count for something'. Herford noted
'As in the factory, they had not been made to feel they were needed or counted as individuals. They are often those who most need a sense of community.' (163)

The further findings of Jephcott, that many young people aged 15 - 19 hoped that youth provision 'first and foremost would give them the opportunity to be with other youngsters and only secondly to do things' (164) would seem to refute the thesis that age-segregated provision becomes inadequate in later teens. Jephcott's findings also discerned a conviction among many young people that any organisation which is linked with education would inevitably be run on authoritarian lines.

The association of many youth groups with the Church also attracted negative comment from the young people involved in this study, while the juvenility of youth groups was reported by Jephcott to be a 'widespread belief' of young people. Jephcott's study did, however, indicate that the less ready availability of youth provision, in comparison with many other forms of provision, could be a factor influencing comparative levels of participation, as well as those associated with perceptions of features. (165)

With particular reference to young people engaged in manual forms of employment, Jephcott observed that few of the organisations visited in the course of the study had given an impression of being adult enough for the boy who had had experience of working alongside adults in contexts of this kind. (166)

The evidence provided by Jephcott's study indicates widespread negative attitude towards many of the characteristics of youth provision. There was little evidence that distinctions were drawn by young people in making their judgements and evaluations between the widely different forms of youth provision available. Jephcott argued that it seemed to be the organisational structure of any given youth group which produced dissatisfaction, rather than its activities, and found that uniformed, church-linked and local authority-run organisations seemed to attract the same generalised criticisms. (167)
The findings of Jephcott's 1967 study strongly reinforced those of the study undertaken in 1954.

While, as already noted, Jephcott identifies some factors which are less attributable to the failure of the youth provision than to the increasing maturity and other commitments of young people, substantial evidence led Jephcott to conclude that in the older age ranges, many young people regarded youth organisations as over-juvenile (169).

Jephcott observed that:

'The old, old failing of youth work was observed more than once. The group set up to cater for adolescents was ineffective and the membership dropped. To pull up membership the age limit was lowered. Younger children flooded in and, by their mere presence, drove out what remained of the adolescents.' (169)

Jephcott's study also found that grammar school adolescents tended to join special interest societies, rather than youth organisations, because of the level of work and the facilities, while the 'more able' from secondary modern schools were 'impatient of ineffectiveness' and 'could not stomach restrictiveness and the slow pace of organisation'.

It was reported that the inability of many groups to offer an acceptable environment for young people who were developing special relationships with members of the opposite sex often served to confirm their view that youth organisations do not really belong to the adult world of which serious courtship is a hallmark.

Morley's 1966 study of New Town Youth found that while change of residence, lack of time, and unavailability through club closure were major reasons for leaving youth provision, loss of interest, bad leadership, and lack of activities were also important reasons (170).

Maizel's and Herford's studies of young people in employment produced evidence of similar attitudes and perceptions.
'Some complained of noise, or cliques, or minor gang activity; others, that so many younger boys or girls joined. In a high proportion of cases the complaint was of general organisation, discipline, or leadership.

Many left because they felt they were too old, but remarkably few took any part in the running of their organisations or had any idea of contributing something for future young members.' (171)

Maizels found that one in five unattached young people in employment felt either that club activity of any kind was unsuitable for them, preferring to follow their own interests without being organised, and to lead their social lives with one or two friends, or else they associated clubs with 'being too rough, too crowded, or offering restricted activities', or membership of the clubs they knew about was conditional on attending a church. Lapsed interest was, as indicated in other studies, found to be associated directly with criticisms of bad leadership and management, boring or 'dreary' activities, roughness and younger age of many other members. Courtship, again, was a reason offered by one in five for having left. Maizels also pointed out that as many as one in five said that they knew of no suitable club in their neighbourhood. (172)

While offering several reasons, other than perceptions of deficiencies in provision for non-participation these studies again serve to indicate the extent to which poor perceptions and opinions of provisions offered by youth services are factors influencing participation levels among young people in employment.

Crichton and Jones' study in Cardiff concluded, from a set of similar observations, that the 'educational flavour' of youth clubs sometimes made them unattractive for those who wanted to leave their school setting behind them, and that clubs were sometimes organised in such a way as to make it easier
for those with grammar school backgrounds and more social skills to use them.

This observation again points to the significance of social variables in attitudes towards provision and is compatible with the evidence of relationships between social class and attachment.

The study undertaken by Morse, of characteristics and activities of the unattached, found that this group of young people falls into three categories:

(i) those who have little time or use for an organised youth organisation because they were fully capable of filling their leisure time in other constructive ways.

(ii) those who rejected youth organisations because the services were so inadequate, and

(iii) those who scorned membership of any kind of organisation, who were usually unhappy and delinquent, and did not use their leisure time constructively. (175)

Morse observed that a large proportion of young people came into category (ii) and found that the main complaints about youth service provision were strikingly similar to those found in other studies; that it was often dirty and poverty-stricken in appearance, the proportion of 13-year-olds was too high, the facilities were poor, there were few activities, and the religious element in many church organisations tended to be forced onto people. Morse's study indicated, as did Jephcott's, that while some young people reject youth organisations because of their self-sufficiency and maturity, a very large proportion rejected them because of perceived inadequacies of the organisations themselves. (175)

Eggleston's study of the structure, functions and membership of the youth service provides further evidence supporting the complaints of young people about the values of youth organisations. Eggleston's attempt to construct
a profile of young people who had left youth provisions produced a picture of those young people who had found the values of the club incompatible with their own and had not been prepared to go along with the values of the club in order to join in the social activities. Eggleston suggested that large numbers of non-members in post-16 to 18 age range had had previous experiences of this type. (/76)

The studies already mentioned strongly indicated a tendency of young people to generalise in their perceptions of the characteristics of youth provision, despite its wide ranging and varied nature. The study of Goetschius and Tash, which was concerned with young people who were unattached to any form of youth provision, and were considered to be 'at risk', shows that among this group generalised negative perceptions of quite widely differentiated organisations often extended beyond youth provision to all educational, social and welfare services. (/77) In the case of these young people, a third explanation, compatible with Berger and Luckmann's social construction perspective of the inability of youth provision to attract their participation may be hypothesised: that of the alienation of the young person from the social system and all associated institutions which are perceived as representing a hostile and oppressive 'them'. Morse's study also showed that among the unattached a proportion of young people scorn youth provision and any question of participation in it. Both Morse and Goetschius and Tash (/78) showed that these attitudes of complete rejection could not be taken to indicate an absence of need for the type of opportunity which the youth services are intended to provide. On the contrary, the young people concerned were often those greatest in need, it was argued.

In the County of Surrey, in which the empirical work of the study reported in this thesis was undertaken, a small scale survey mounted in 1967 by the Youth Service of young factory workers employed in one company, and their views concerning youth provision, revealed a range of both positive and negative attitudes. (/79)
On the positive side, males saw youth organisations as helping with problems, providing companionship and giving something to do, and females saw them providing activities one could not otherwise do, inexpensive entertainment, help with problems, friendship and something to do. Negative attitudes did, however, reflect those apparent in the evidence produced by the larger scale studies. Males tended to doubt the leaders' real interest in young people, regarded the facilities as poor, the members as rough, and the activities themselves as uninteresting. Females regarded leaders as inadequate and out-of-date, the atmosphere as unwelcoming, and the participants as of an age younger than that from which they wished to draw their companions, as well as rough. The clubs themselves were regarded as too small, shutting too early, and often not available. There was again, however, no indication in the data of the balance between the positive and negative views.

Many similarly less sophisticated and less formal investigations of attitudes of people towards youth provision have been conducted in specific localities. These tend to support the findings of the more formal studies in their identification of the characteristics of youth provision causing dissatisfaction. They will not be reported in detail here.

Thus, while a number of the available studies reveal a variety of positive attitudes to youth provision among a proportion of the older teenagers, there is little evidence of the existence of widespread positive attitudes towards any particular aspects of provision among young people in the post-16 age range. The evidence of widespread negative attitudes in respect of particular characteristics of youth provision is, as demonstrated, strong. These attitudes certainly tend to suggest deficiencies of youth provision rather than its success in orientating young people towards adult society and its organisations.
That the causes of many of the identified dissatisfactions of the post-16 client population lie partially in the nature of the provisions themselves, and partially in the shaping influences of social forces on individuals perceiving them, is indicated by the degree of consistency in perceptions of differing social groups. This is also suggested in the results of the limited range of appraisals against educational criteria. Featuring in the evaluations of provision undertaken by Reed, and in those observations of the official Committees, chaired by Milson, Albemarle, and others, is the assertion that while some of the issues lie 'within the control' of the units themselves, others do not.

The evidence, drawn from a range of organisations and individuals with varied perspectives, featured several criticisms which appear compatible with those (according to the evidence of other studies) voiced by the clients. In other instances, however, the criticisms attributed by other studies to the client population, are not apparently linked with inadequacies where these are judged by observers' criteria. Reed, pointing out the difficulties of making generalisations, nevertheless summarises the judgements made on the basis of observations, thus:

'There are, of course, some generalisations which may be made. The Youth Service, as a whole, is making a real contribution to the physical development of its members. Boys and girls in the uniformed organisations are acquiring many skills and they do usually practise many socially desirable virtues. The programmes of the uniformed organisations, however, are inclined to be very stereotyped, and reveal some surprising gaps. They make no attempt to help their members to make adjustments in personal relationships with the opposite sex.... and - except in the pre-Service units - they lose three-quarters of their girls and nearly as many of their boys in early adolescence. The majority of boys and a large minority of girls join a club in their early 'teens but, if clubs in our city are typical of others, only half of them remain in membership more than twelve months. One reason, we think, is not far to seek -
these lapsed members have themselves given it to us: 'There was nothing
to do', 'It was a waste of time', 'I lost all interest' ....
There are clubs with excellently balanced programmes, but there are too
many clubs in which there does seem nothing to do, where membership is
far too loose, where no demands are made of members and no loyalties are
given. Once more the lack of purpose in the Youth Service becomes
apparent, and the need of trained leaders urgently evident. (180)

The study also observed little evidence of encouragement of, or opportunitie
for, young people to play a role in organisation, planning and running of
the organisation.

Jephcott undertook limited investigations of particular organisations in orde
to identify those features of some 'units' which appeared to deter the local
youngsters from joining them. Some organisations, they found, were definitel
setting out to cater for those at the early adolescent stage and were thus
dominated by the younger teenage group. While this emphasis was not striking
evident to the 'casual visitor', the researchers commented, 'it certainly wou
have been to the age-analysing eye of any sixteen-year-old casting round for
a possible set with whom to associate', (181) and the picture presented by
organisations on their 'ordinary' night was one of schoolboys and girls
rather than young workers.

In one area of the study in which participation was low and attitudes among
young people markedly negative, however, the researchers found that, in
their judgement, many of the units were well housed and well cared-for,
facilities were relatively good and programmes were of 'a good standard',
particularly in the uniformed organisations. While there were inevitable
exceptions to this, the researchers were led to conclude that low participati
did not appear to be primarily due to any inadequacy in the units, leaders,
premises, constitutions or programmes. Low participation was attributed,
rather, to social factors associated with the geographical area. (182)
In the other areas, however, the researchers found that the premises and equipment were frequently poor, and that the organisations, in their activities and educational approaches, had not 'kept abreast of the times'. In particular, it was noted that activities were frequently not exacting enough to stimulate effort, that the goals were often 'over-simple', and that organisations frequently failed to keep up with current educational practices, such as self-government. Insufficient attention to the induction of young people into organisations, to the provision of supervision and advice, and to interpersonal relationships was also noted. (103)

Bone and Ross's study, although reporting generally positive attitudes, was inconclusive on questions of the ability of provision to meet the needs of young people moving towards adulthood, and to contribute to growth task achievement in the population of young people under investigation here. It was not able, within the structure and methodology of the study, to obtain evidence to test the relationship between the ability of provision to foster personal growth and development and the positive views of young people.

The Albe_marle Report and The Youth Service Development Council's Report both concluded, from a synthesis of presented evidence, that there was some justification for the critical observations of young people, where educational criteria were applied. The problems of juvenility, of authoritarianism and lack of purpose were all identified and were clearly of particular significance in the reduction of the effectiveness of agencies to meet the developmental and growth task achievement needs of the young adult. The isolation of many forms of youth provision from the main 'structures' within which young people live and work, a criticism strongly voiced by Bazalgette elsewhere, (104) was also noted.
Some of the strengths of provision, indicated by the application of educational criteria to the observational findings of Reed and of Jephcott are reflected, to varying degrees, in the features more favourably viewed by young people, although the consistency and degree of reinforcement which occurs does not match that which occurs in the perceived areas of weaknesses.

Few of these studies, then, demonstrate effectiveness of youth organisations to meet the needs of post-16's generally. While providing substantial evidence of particular negative attitudes, they provide few insights into the balance of negative and positive opinion among young people, much of the data being qualitative. Bone and Ross's study was alone in indicating both quantitatively and qualitatively, predominantly positive perceptions of the value of these organisations and their leadership among young people, although the researchers themselves noted that it was not clear to what extent this was a result of distortion of responses produced by interviews in which young people were being asked to comment, in an official enquiry and to an older person, about youth provision. Clearly this could be said to apply in many of the other studies examined.

The studies attempting to evaluate provision against educational criteria are too few, too out-of-date and insufficiently analytical for clear conclusion to be drawn, although they are compatible to some degree in the issues identified with the views of the clients which, as has been seen, have been comparatively well researched. No studies have attempted directly by longitudinal study, to assess the extent to which the range of organisations produce development and therefore meet specific learning needs.

The principal Youth Services are intended to cater for young people up to and including the age of twenty, that is beyond the legal threshold of adulthood. Perceptions among young people of juvenility, restrictiveness, lack of
opportunities for self-organisation, etc., tends to indicate a failure on the part of youth organisations to provide, adequately, those opportunities for learning processes and experiences which serve to orientate young people towards adult society and which it is considered to be the responsibility and role of the youth services to provide. (185)

It is strongly suggested by the substantial evidence of low levels of participation, both in the general population of young people, and in the population with which this investigation is concerned, that the degree to which educational youth provision is able effectively to support learning and developmental processes in the young person who has left the full-time education and entered employment, is small.

To relate these issues to the model of growth tasks constructed by Wall, preceding arguments can be expressed in terms of the ability of provision to support growth task achievement in the relevant populations. Here, there is little indication in evidence of the degree to which youth services, or similar provisions, are significantly helping to meet the needs of participating young people to construct their social, philosophic, vocational, and sexual selves.

The problems indicated in respect of autonomy and self-determination can, it may be argued, be interpreted as failure to meet some needs important in the process of construction of the vocational and social selves.

Similarly, problems associated with the imposition of value systems can be interpreted as failure to meet some needs in the philosophic category, and problems over courtship serve to suggest deficiencies in the area of sexual growth tasks.
There is little evidence that perceptions of juvenility are related, solely, or predominantly to the maturation of the young people concerned, beyond the stage of needing any further youth provision, i.e., to and beyond achievement of their growth tasks, as Willmott and Leigh have tended to suggest. On the contrary, the evidence that the perception of juvenility is associated with the presence of too many young people in their earliest teenage years in the same organisation, the attitudes of the leaders, the inappropriateness of provision of those wishing to enter courtship and the lack of sophistication of the facilities, indicates that the root of the problem is more likely to lie within the specific characteristics of the provision than within its age-segregated nature, although clearly it must be recognised that there is considerable variation between young people themselves and that social factors are influential. The studies do suggest, however, that among a proportion of young people the maturation argument is upheld.

Just as evidence of the quality of provision gained by independent observation sheds light on some of the attitudes towards it held by its participants, so also does knowledge concerning the expressions and perceptions of young people of their own learning and developmental needs and priorities serve, to shed light on the relative signifigance of some of their recurring criticisms and assist in the interpretation of these.

Studies of needs in this and related areas are few, by virtue of the conceptual and methodological difficulties in needs identification. Most recent studies of perceived and expressed needs in young people have focused on populations continuing in full-time education, and have concentrated largely on needs in respect of formal education. Some American studies of colleges' effectiveness in meeting needs have adopted an approach, based on analysis of relationships between psychological lists of needs and relationships with some perceived satisfactions of college life.
The studies of both Bone and Ross and of Musgrove, attempted to investigate needs in less formalised educational situations. Both rejected the approach based on psychological lists of needs, focusing instead on young peoples' satisfaction and the activities to which these feelings were related:

'Psychological theories and lists of needs, whatever their theoretical status, are of little practical value in considering the effectiveness of services in meeting needs. This is because, as Goldthorpe and his colleagues argue in a different context, "What is in fact of major interest is the variation in the ways in which groups differently located in the social structure actually experience and attempt to meet the needs which at a different level of analysis may be attributed to them all".\(^{(187)}\)

Musgrove claimed that needs are felt in relation to particular institutions and 'the boy who goes to a youth club is unlikely to expect satisfaction of the needs which are met through work, or to feel frustrated if these latter needs are not met by the club. He may have a great need for achievement which the club affords little chance to satisfy but he will not feel disgruntled because he never expected it to do so.'\(^{(188)}\)

Musgrove's study of social needs and satisfactions of 367 fourteen to twenty-year-olds in the industrial North found, on the basis of a sentence completion test designed to identify needs, that boys and girls, club members and non-members, young workers and those at school all expected clubs to provide mainly 'expressive' activities, (i.e. activities whose 'primary orientation is not to a goal anticipated in the future, but the organisation of a 'flow' of gratifications.....'). Only 61 of members' statements referred to frustrations. Musgrove noted that both work and school were expected to be about equally expressive or instrumental in their functions, and that the youth club might be, for some, an important source of expressive satisfaction denied elsewhere.
'(The youth club) ..... is not valued for any training it may provide in intellectual or even physical skills; insofar as it is instrumental it is required to provide social training.'

The study further found that club members demanded from the clubs a sense of ease and informal security; group solidarity and friendship, sexual contact, escape from parents, training in social skills and opportunities to express opinions. Complaints were of 'undue pressure from the leaders to 'mix in' and 'conform'.

Musgrove identified a mismatch between perceptions held by members and leaders o functions of the club and the needs it should be meeting, a phenomenon also identified and explored by Eggleston. Leaders were found to lay considerable stress on instrumental moral purposes, 'but when they considered reality, they recognised that expressive purposes were predominant.' Criticisms among members were confined to aimlessness and lack of clearly defined purposes.

Bone and Ross, in their investigation of needs through examination of young peoples' experience in areas of their lives which seem to be related to their feelings of satisfaction, deduced,from a finding that interests, relationships with family and friends and the older generation were related to happiness or boredom, that interests and social ease featured strongly in the needs of young people, within the field of inquiry. It was also found that young people wanted from youth provision more responsibility, more interest-centred activity, and narrower age ranges.

Eppel and Eppel, in an analysis of attitudes to work, further education and leisure activities, of young workers at a County College, identified a range of needs on the basis of students' expressed interests, concerns, wishes and aspirations. Here, evidence was found of perceived needs for independence, adult status, achievement and a feeling of making progress, satisfactory social relationships and vocational guidance, among young people, reflecting.
the dual expressive and instrumental needs identified by Musgrove in the formal system.

So, in the context of youth clubs and organisations, the picture of needs, expressed and perceived, which emerges is primarily 'expressive' in nature in the terms employed by Musgrove. Where the limited evidence on patterns of expressed and perceived needs is considered, the areas of dissatisfaction among many young people which other studies have displayed, are closely matched. This analysis would seem to support the view that it is a persistent failure to meet the needs expressed and felt by the general population of young people which are associated with the provision of youth organisations.

In summary, the evidence seems to support the thesis that:

(i) Youth services and similar provisions fail to cater for a substantial proportion of young people in the early years of employment.

(ii) Many youth organisations are perceived by young people in the post-16 age range as inadequate to meet their needs, by virtue of its specific characteristics and quality, rather than by its age-segregated nature.

(iii) The specific perceptions are reflected in generalised negative attitudes towards youth provision among many young people in the post-16 age group.

(iv) These tend to transcend social categories, although social factors are influential in determining attitudes.

(v) Where assessments by young people of provisions are compared with assessments against educational criteria, some justification for negative attitudes is found, again indicating that social factors are not predominant.
Tentative hypotheses may, therefore, be constructed concerning reasons for the low participation of the post-16's, and particularly those in employment. It may be hypothesized that youth organisations and similar provisions are not proving effective in meeting their aims and purposes of orientation towards adulthood and providing continued education for the population of young people leaving school and entering employment at the earliest opportunit. It may further be hypothesized that ineffectiveness is associated primarily with features of juvenility, over-authoritarianism, and comparatively poor facilities and opportunities in many organisations. Generalised perceptions of deficiencies of this kind as characteristic of the whole genus of provision act to inhibit participation.

4.5 The quality and effectiveness of some minority forms of educational youth provision

4.5.1 National schemes and courses

The preceding section has indicated that studies focusing on youth activity and its evaluation have concentrated principally on participation in youth organisations. Other forms of educational youth activity, such as Community Service schemes, Duke of Edinburgh Award schemes, Company-based 'adjustment to industry' courses, etc., are either neglected, or deliberately omitted from the range of study because of the extra variables which they introduce.

Academic studies of the effectiveness of such provision are scarce. Studies which do exist tend to be descriptive reports of specific activities. These are often selected for study for their innovative features. By virtue of this, and of their specificity, they can shed little light on the extent to which these types of provision to meet, in wider terms, the educational needs of the national population.
Some schemes, available on a national basis, which have been evaluated systematically, in terms of their contribution to the development of young people in employment, are:

- Duke of Edinburgh Award
- Outward Bound
- Endeavour Training

UVP, in many cases, does not satisfy the criteria established for this study for educational youth provision, both by being non-voluntary and encompassing direct employment training. In some instances, however, the scheme is voluntary for employees, is not considered an essential part of employment training, and meets the criteria adopted for identification of 'educational youth provision' in this investigation.

Evaluations of the pilot programmes undertaken by NFER have indicated that the obvious failure of the programme to meet its targets of 6,000 per annum during the experimental period of three years did not, in the view of the researchers, in any way indicate failure of the programme as an experiment in that:

>'Those schemes which were launched constituted a wide and varied range of initiatives' and '..... those who did participate in UVP schemes - employers, tutors, organisers and trainees - were generally satisfied to have done so.'

>'The vast majority of trainees who participated in the pilot programme fell within the appropriate age range and would probably not have received any training were it not for UVP. ..... Whatever their background, it would appear that, for trainees, the UVP pilot programme provided an opportunity to develop, both in a personal sense and vocationally, as adult workers.'
The researchers claimed that UVP had succeeded in its task of presenting the young people with a range of learning experiences which they recognised as relevant both to their working and personal lives.

'It showed many who had previously 'failed' that learning could be enjoyable and that it could take place in different locations, (college and Company) and with different people (lecturers, 'bosses', fellow-workers and trainees, and members of the community). For most trainees, too, the relationship they had with their tutors was welcomed - it was no longer that of teacher/pupil but more a meeting of adults.'

It was, therefore, concluded by the researchers that the fact that young people recognised that they had gained from participation, together with the employers' interest in their achievements, could be considered to constitute success. Their reservations were that experimental programmes 'by their very nature' could colour the perceptions of those involved.

An important element of the UVP programme is a residential period which often constitutes a major part of the 'social and life skills' context of a scheme, and here the Youth and related services play a major part. Residential periods during the experimental period were provided by YMCA, Lindley Lodge, Endeavour Training, Brathay Hall Trust, and Outward Bound Trust, among others.

The evaluation of this aspect, though not detailed, produced the following comment from the researchers:

'What has emerged most clearly from the first three years of the pilot programme is that the residential element, wherever it is located and however long it lasts, is a valuable, important part of a UVP scheme.'

The enthusiasm and approval, they claimed, were almost unanimous, and many employers had considered the residential period to be the most valuable part of UVP, referring often to a marked increase in self-confidence, self-reliance,
and social awareness among the participants, and these views were reflected in those of the scheme organisers.

The Duke of Edinburgh's Award Schemes have been subject to limited evaluation, study again being rendered difficult by the diversity of the activities and their experimental nature.

Copisarow's (199) evaluative study of the scheme, based on interviews undertaken at all levels of administration, and a postal survey of 1,000 representative of 'Operating Authorities', 'User Unit' leaders, local Award Committees, adult helpers and current and past participants in the Scheme, in 1975, revealed that the Scheme was relatively effective in attracting the older age groups.

Forty-two per cent of participants (current) were aged 17, or over. The evidence revealed that the perception of Duke of Edinburgh Schemes as catering for the higher academic levels was an inaccurate one; educational attainment of participants was only slightly above those of all school leavers, and there was 'no significant relationship' between academic achievement and the awards.

The participation rate among groups of young people not attached to any form of organisation was considered to be good. Of 27,000 participants in employment, 5,000 belonged to no club.

The findings on participants were summarised by a claim that they refuted the 'image' of users as having higher than average academic qualifications, being primarily club-orientated people, or 'joiners', and those whose main interests lay in outdoor pursuits. The continuing predominance of those in attendance at school was, however, noted. This phenomenon, together with that of the drop-out rate of four out of seven each year, was attributed partially to the 'dramatic drop' in participants at the school leaving age which, it was observed, was:
'primarily because boys and girls leaving school seek an adult environment and do not usually want to continue activities which they associate with school or teachers. Moreover, these activities can most easily be pursued while at school, and are not often available elsewhere in the neighbourhood. Thus the scheme immediately loses some attraction and fails to retain the school-leaver.'

Interestingly, for the purposes of this study, one of the central proposals of the report was the placing of greater emphasis on continuing participation after School Leaving Age, and the recruitment of new entrants from among young working people. This thrust has been in evidence in recent years and is reflected in the publicity material for the Scheme.

Outward Bound Schemes

Outward Bound Schemes, constitute a distinctive form of educational youth provision, based not on organisational attachment, but on short courses catering principally for 16 to 19-year olds, mixed by occupational and social characteristics. In his 1958 study, Fletcher has noted, on the basis of empirical evidence collected from a range of survey and other investigations of Outward Bound Schools and their programmes, four major 'advantages' associated with participation in the programmes. These were, firstly, an 'all-round' improvement in physical fitness; secondly, an increase in self-confidence; thirdly, an acceleration of the process of maturing; and fourthly, an increase in ability to face and overcome problems and difficult situations. The studies revealed that, whatever the sponsors' objectives, a 'high or moderate degree of success in their achievement' was reported in 98.5 per cent of cases. In 4 per cent of the sample which came under pressure to participate and 60 per cent of the participants reported a keenness to take part and the teaching, organisation and facilities were all highly rated by participants. Results also revealed a firm belief among participants and sponsors that the influence of a single Outward Bound course was 'very persistent'. 
A study, also by Fletcher, designed to assess longer-term influences by follow-up several years after participation, confirmed that this belief in the enduring nature of the benefits of participation was borne out in the subsequent experience of those who had participated, to a large degree. (202)

Robert and White (203), in a study based on comparisons of the attitudes and activities of two groups, one prior to participation and one following participation, produced findings contrasting markedly with the four 'advantages' listed above. The study found no evidence that the courses fostered social competence and adjustment, but rather appeared to have some effect in making young people less content. An overall trend in the direction of a growth of interest in the activities around which the courses were centred, with a greater tendency to spend leisure in a group setting, was discerned. There was little evidence of any increased desire to rise to positions of responsibility and leadership at work or in the community. In general, little evidence was found of derivation of greater interest or satisfaction from the working lives or leisure lives of participants as a result of the course.

Endeavour Training Schemes

Endeavour Training Schemes are schemes of courses and group activities designed to provide a programme of training and informal education to equip young people for leadership and service at work and within the community. Brown, (204) in an investigation of Endeavour Training Schemes, reported the findings of a study group of HM Inspectors, which praised highly the personal qualities and skills of leadership, and noted in its observations of participant that both physical and social benefits seemed to accrue from participation. The assessments of the HM Inspectors' study group are summed up in their statement that:
'There is no doubt that Endeavour Training is making a valuable contribution to the Youth Service. This is especially so in that it enables young men from industry to develop latent personal qualities of which perhaps they were unaware or for which they did not feel the need. Through skilled leadership they have become more wholesome people and more aware of themselves and of the society in which they live.' (205)

The findings of Brown's own investigation led him to the conclusion that the apparent differences between trainees' expectations and experiences were often attributable to the novel features of the scheme and the consequent inability to perceive the system in advance, and that the changes produced in the participants were almost entirely affective in nature, and clear benefit were derived in this domain. (206)

4.5.2 'Social participation' models: issues and approaches

In Chapter I, the influences of the arguments for adoption of the 'community' approach in the work of the youth services, propounded in 'Youth and Community Work in the '70's' was briefly discussed.

The implementation of these often ill-defined approaches remains largely unevaluated. Indeed, the major criticism of the introduction of these approaches was, at the time of the report and subsequently, that there was little evidence that the needs of young people for a participant role in the 'active' society were a reality.

The introduction of these approaches has been strongly associated with the promotion in wider geographical and social contexts, of social participation among young people (207). In particular, the promotion of social participation among the young has occupied the time of numerous working groups and committees both of the Commission of European Communities and the Council of Europe during the 1970's.
Hi and Monks, introducing the papers of the colloquium on 'Adolescence and Youth in Prospect' in 1978, commented:

'Many contemporary efforts at the development of social programmes for the facilitation of adolescent development are attempts to substitute participation for preparation.

Unfortunately, their effects upon the development of adolescents who are growing up in varying contexts, are not well known and not much investigated, however critical they are both for scientific understanding and for policy making. (208)

There is little clear evidence concerning the extent to which approaches based on notions of 'critical involvement in the active society', match the realities of young adults' lives and their own perceptions of needs. Studies of small-scale schemes operating in specific localities, the majority of which have been characterised by descriptive evaluative comment, often of a superficial nature, shed little light.

The 'uneven fortunes' (209) of the Youth Councils, which operate nationally and are built on many of the principles of social participation and critical involvement of the young, provide little data concerning the realism of these approaches, since their operation and success is subject to the differing priorities of Local Authorities, which a recent survey indicates frequently afford low priority to this form of activity. (210)

Examples of uncertain, and often conflicting views concerning the issues of social participation among young people proliferate in the major reports of the 1970's.

The Youth Service Development Council's Report presented the view that the young had the energy and aspirations to secure social transformation but acknowledged that there was a danger of setting up a 'stereotyped image' of
young people as having one dominant feature - that of a desire for active social participation. Also acknowledged was the dearth of evidence to support the contention that this might be a popular demand. It was noted, in this context, that the evidence submitted to the enquiry by the TUC transmitted the view that the role of the Youth Service was to provide opportunities not only for constructive activity but also for experiment, adventure and for 'questioning conventional values and established ideas'.

Eggleston was more reserved in his assessment of the prevalence of desire for social participation, and its relationship with response to Youth Service provision, noting that:

'... implicit in the questions that are being raised in this overview of youth provision is the assumption that the members of the Youth Service are characterised by a pervasive radicalism and a desire to challenge'.

An investigation of the views of youth club members, of the social system and their position within it, forms a key part of Eggleston's study of the functions and operation of the Youth Service. The evidence led Eggleston to observe:

'... it is important to notice that our evidence does not support the sophisticated radicalism of young people that is often assumed to exist by many contemporary writers on the 'youth scene'. Whilst there is unquestionably a strong desire to 'change society' in fundamental ways by a number of young people, our evidence suggests that this is not a majority view, rather that it is probably confined to a politically-conscious and educated minority and is more likely to characterise the adult workers, particularly those engaged in community action projects, rather than the members. Our evidence suggests that the majority of members are well aware of the nature of contemporary society and are well disposed to accept it as it is. Most are content to find a meaningful place within it that is consistent with a satisfying self-image; to be able to make decisions within the present society rather than refashion it. It is this that we mean by 'counting for
something', rather than any capacity for social revolution. Indeed, our evidence showed that there was widespread respect for structure, ordered relationships and a stable framework of social organisation and a desire to maintain and develop them both within the club or organisation and the community.

The most radical position of the 'average' member seemed to be the desire for some redistribution of power in which he and others could share more readily in a largely unchanged society. Often he may not wish to exercise power, only to know that he could if he wished.' (213)

Bazalgette also points to the dangers of assumptions of the idealism, freshness and flexibility of young people, and their potential in promoting change. His experience, from an 'action' project involving young people at work, suggested that these assumptions, in some instances, hinder the development of young people by placing the responsibility for change with them, instead of with the adults who seek to influence them. (214)

The dearth of evidence concerning attitudes to social participation in a general sense may be attributed, partially, to the methodological difficulties which accompany any attempt to deal comprehensively with the many dimensions both of the concept and the associated activities. Some evidence has accumulated, however, in some areas of social participation which are of particular contemporary significance, including political awareness and involvement; worker participation and Trades Union involvement and participation in the processes and decisions of education and training.

A survey by McCann-Erickson International produced a scan of attitudes of young people in eleven European countries in these areas of social participation which may serve as an overview (215).

In respect of political awareness and involvement, the McCann-Erickson study
showed that involvement with current political systems by exercising voting power was generally high. The United Kingdom showed a percentage of 13 per cent of young people who would not vote, a result which was located roughly in the middle of the range. Over matters of social concern the survey revealed that the young today were neither particularly radical nor liberal, the keynote to their views on social issues being fairmindedness and support for freedom of choice. Over the specific issues of worker participation and Trades Union involvement, more consensus was found. Worker participation was favoured strongly by a majority in four European countries, and overall there was some degree of agreement with the principles of worker participation. Brown has demonstrated, with a sample of shipbuilding apprentices, that after a short period in the working environment, apprentices wanted workers to have a say in running their companies and the Trades Unions to have more power, showing some shift towards traditional 'working class' perspectives during their period in work. Venables, Simon, and others have demonstrated in their studies little interest among young people at work in participating directly in the activities of their own unions. A similar disparity between political attitudes and political action was also noted in the McCann-Erickson survey.

The McCann-Erickson survey produced 'considerable evidence' that anxieties about 'getting qualified and finding work' were among the biggest preoccupations of youth, and that the increased provision of jobs and training places was a popular demand among the young almost everywhere. It was also observed that one major area exciting widespread anger among young people was dissatisfaction with education. At another level, there has been growing evidence during the 1970's and into the 1980's of the desire of young people to participate in decisions about educational programmes in which they are involved.
In respect of young people at work, there is growing evidence that in vocational preparation programmes designed for those characterised by lower attainment levels on leaving school, participation in planning is welcomed and responded to.

If evidence concerning the needs of young people in this respect is lacking, even more so is the evidence of the effectiveness of programmes designed to meet these assumed needs. The evidence of the effectiveness is particularly significant in respect of young people in employment who would not, on the basis of Eggleston's observations, be expected to be found in, or to incorporate, the radical minority.

Questions of need are of fundamental importance in assessment of the effectiveness of provision in helping young people towards adulthood. The notion of need, in respect of orientation towards adulthood, however, is subject to shifts in educational values, and knowledge concerning 'need' in this area is very patchy. It is a clear area for hypothesis and investigation.

In general, few conclusions can be drawn concerning alternative forms of youth activity. The diversity of forms available, combined with the limited evidence in existence, preclude judgements of quality and effectiveness. Where there is evidence, this reflects some similarities in participation patterns with the 'mainstream' organisation-based provisions, albeit weakly. Some similarities in, for example, the limited ability of provisions to retain the upper age ranges are reflected in the participation patterns in Duke of Edinburgh Award Schemes. Similarly, the limited ability of provisions to attract and meet the needs of the 'lower attainers' and the less skilled is suggested in participation patterns both in Duke of Edinburgh Award Schemes and in UVP.

But the overriding similarity between organisation-based and other provision is the difficulty in constructing and applying appropriate criteria by which effectiveness may be assessed.

2. MINISTER OF EDUCATION SPECIAL COMMITTEE. The Youth Service in England and Wales, Cmnd. 929, HMSO, 1960, 9.


5. DEPARTMENT OF EDUCATION AND SCIENCE. Youth and Community Work in the 70's, HMSO, 1969, 167 - 172.


7. ibid., p.24.


9. See, for example, the estimate of the Secretary of the Scottish Study Conference of Voluntary Youth Organisations. FRIZELL, J.B. The Youth Service in Scotland, in LEICESTER, J.E. and FARNDALE, W.A.J. (Eds.) Trends in the Services for Youth, 1967, 67.


16. *ibid.*, 165.

17. WILLMOTT, P. 1966, 129.


34. BONE, M., and ROSS, E., 1972, 181.


38. WILLMOTT, P., 1966, 128 - 130.


40. JEPHcott, P. 1967, 80 - 81.

41. DEPARTMENT OF EDUCATION AND SCIENCE, Youth and Community Work in the 70's. 1969, 168 (Chapter I (F)).

42. JEPHcott, P. 1967, 165.

43. WILLMOTT, P. 1966, 128.

44. REED, B.H., 1950, 75.


47. See, for example, the observations of COCKRAM and BELOFF, 1978, 78, based on a synthesis of literature in the field.


60. BONE, M., and ROSS, E., 1972, 26 - 27.


64. BONE, M. and ROSS, E., 1972, 145.

65. FERGUSON, T. and CUNNISON, J., 1951, 158.

66. MINISTRY OF EDUCATION, 1960, 2, 170.


70. BONE, M., and ROSS, E., 1972, 28.


72. ibid., 68, 90.

73. MILSON, F., Youth at the Centre, 1961, 4.

74. FERGUSON, T. and CUNNISON, J., 1951, 104.

75. ibid., 14 - 15.

76. THOMAS, M., and PERRY, J., 1975, 57.

77. BONE, M., and ROSS, E., 1972, 25.

78. See DEPARTMENT OF EDUCATION AND SCIENCE Youth and Community Work in the 70's, 1969, 172; MORTON-WILLIAMS and FINCH, 1968, para. 299.


82. BONE, M., and ROSS, E., 1972, 52 - 53.


84. MINISTRY OF EDUCATION, 15 - 19, 1960, 2, 90. Results of the Social Survey undertaken by M. Harris for the Crowther Committee.

85. REED, B.H., 1950, 75.


88. MINISTRY OF EDUCATION, 15 - 18, 1960, 2, 88.

89. BONE, M. and ROSS, E., 1972, 75.
90. MINISTRY OF EDUCATION, 15 - 18, 1960, 2, 88.

91. BONE, M., and ROSS, E., 1972, 129.

92. ASHTON, D.N., and FIELD, D., 1976, 126.

93. ibid., 1976, 127.

94. BONE, M., and ROSS, E., 1972, 57.


96. BONE, M., and ROSS, E., 1972, 59.


98. BONE, M., and ROSS, E., 1972, 53.

99. VENABLES, E. The Young Worker at College, Faber and Faber, 1967.

100. SIMONS, M., Youth into Industry; A Study of Young People's attitudes to work at a large Midlands factory, National Youth Bureau, 1977.


103. JEPHCOTT, P., 1954, 139 - 140.

104. ibid., 73.


120. JEPHCOTT, P., 1954, 112.

121. ibid., 113.


123. JEPHCOTT, P., 1954, 90.


137. ibid., 121 - 122.

138. See, for example, VENABLES, E., Placement problems in part-time engineering courses in Intelligence and Motivation of Day Release Students, NFER, 1974.

139. See, for example, ASHTON, G.L., Involvement and examination success of day-release students by size of firm, British Journal of Industrial Relations, 3, 90 - 94.

140. See, for example, NAYC/BIRMINGHAM SETTLEMENT Industrial Youth Project, NAYC, 1968.

141. See, for example, ASHTON, D.N., and FIELD, D., 1976; FERGUSON and CUNNISON, 1951; GOETSCHIUS and TASH, 1967; MORSE, 1965; CARTER, 1966.

142. See, for example, CRONBACH, L.G., Educational Psychology, 2nd edition, Harcourt, Brace and World, Inc., 1963, Chapter 9.
143. See, for example, WALL, W.D., 1968, 69; CRONBACH, L.G., 1963, 113 - 114.


145. See, for example, CRONBACH, L.G., 1963, 121 - 122; WALL, W.D., 1968, 68.


148. CRONBACH, L.G., 1963, 435. For an alternative definition, also useful in this context, see SECORD, P.S. and BACKMAN, C.W., 1964, cited in BALL, S., 1977, p.111. 'an attitude refers to certain regularities of an individual's feelings, thoughts and predispositions to act towards some aspect of the environment.'

149. WALL, W.D., 1968, 60.


153. See, for example, the findings of BONE, M., and ROSS, E., 1972; WILLMOTT, P., 1966; DOUGLAS, et al., 1968; cited earlier in this Chapter, pp. 94 - 95.


156. DEPARTMENT OF EDUCATION AND SCIENCE, Youth and Community Work in the 70's, 1969, Ch.8.


160. ibid., 65.

161. DEPARTMENT OF EDUCATION AND SCIENCE, Youth and Community Work in the 70's, 1969, 31.


165. ibid., 76 - 82.

166. ibid., 79.

167. ibid., 76.

168. ibid., 79.

169. ibid., 79.


175. ibid., 219.


178. ibid., 120.


181. JEPHCOTT, P., 1954. 117.

182. ibid., 117.

183. ibid., 122 - 136.


185. See, for example, discussion of the aims and functions of the Youth Service in EGGLESTON, S.J., 1976, Ch:4.


189. ibid., 67.

190. ibid., 69.


194. ibid., 198.

195. ibid., 199.

196. ibid., 199 - 200.

197. ibid., 199 - 200.

198. ibid., 145.
199. COPISAROW, A., A Study of the Duke of Edinburgh's Award Scheme, Duke of Edinburgh Award Scheme, nd. (Based on research work undertaken in 1975).

200. ibid., 3.


205. ibid., 11.

206. ibid., 116.


209. CONSERVATIVE PARTY STUDY GROUP ON YOUTH POLICY. A Time for Youth, Community Affairs Department, Conservative Central Office, 1978.

210. DEPARTMENT OF EDUCATION AND SCIENCE, Youth and Community Work in the 70's, 1969, 81 - 82.

211. ibid., 30 - 31.

212. EGGLESTON, S.J., 1976, 66.

213. ibid., 200 - 201.


217. VENABLES, E., The Young Worker at College, Faber and Faber, 1967, 62.

CHAPTER V Research Design and Methodology

5.1 Research Design I: Development of Hypotheses

5.1.1 Identification of the research problem

5.1.2 Development of the research hypotheses.

5.2 Research Design II: Construction of Methodology

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5.2.2 Selection of the method of investigation

5.2.3 Selection of the research population and method of sampling

5.2.4 Geographical area selected for the study

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5.3.3 Hypothesis I - Proposed measures, forms of analysis, and question design

5.3.4 Hypothesis II - Proposed measures, forms of analysis, and question design
5.3.5 Hypothesis III - Proposed measures, forms of analysis, and question design

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5.4 THE METHOD-IN-USE

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5.4.2 The pilot study

5.4.3 Modifications to instruments and method of application indicated in the pilot study

5.4.4 The Main Survey: Participating factories and research sample achieved

5.4.5 The Main Survey: Application of the research instrument and processing of data.
5.1 RESEARCH DESIGN I: Development of Hypotheses

5.1.1 Identification of the research problem

The preceding review of literature reveals that, while the participation levels and patterns of the general population of young people is relatively well-researched, significant gaps exist in knowledge concerning the involvement in educational youth provision, of young people in the early years of employment, and the effectiveness of this provision in meeting their characteristic needs.

The literature review revealed a paucity of systematic study in the following areas:

(i) the estimation and comparison of participation levels and patterns of young people in different categories of employment

(ii) the identification of social and demographic factors influencing levels and patterns of participation among young people in the early years of employment

(iii) the estimation of participation in the range of schemes and activities which are not based primarily on organisational attachment

(iv) the assessment of the characteristic educational needs and interests of young people in the early years of employment in areas beyond the vocational or vocationally-related

(v) the systematic evaluation, against educational criteria, of the effectiveness of different forms of educational youth provision in meeting the needs of young people in the early years of employment.
characteristics of the population of young people entering work at the earliest opportunity, is not a manifestation of persistent undervaluing of the social and educational significance of the research problems described. The population which is located principally in the manual and technical occupational bands, between the ages of 16 and 20, was the main target towards which the youth and related services were directed at their inception, and in respect of item (iv), Wall (1) and Eppel (2) observed, as early as the 1950's, in connection with their respective studies of young workers, that the perceived educational needs and interests of young people in employment were in 'dire need of investigation'.

It may be surmised that the lack of systematic investigation may be partially attributed to the difficulties in sampling adequately the population of young people in employment.

The first four areas were chosen as priorities for investigation within the geographical area selected for the study, and with the target groups comprised of those in the 16 to 20 age range in the manual and technical occupations, as the main bands entered by those leaving school at the earliest leaving age. The goals set for the study derived from these four priority areas, (See Chapter I, para.12).

5.1.2 Development of the Research Hypotheses I to IV

The series of hypotheses relating to -

(i) levels of participation in educational youth provision
(ii) factors influencing the levels of participation
(iii) the expressed educational needs of young people in employment

was developed.

(ii) and (iii) took the form of exploratory hypotheses, designed to scan and clarify possible and apparent relationships in their respective fields of investigation.
Prototype hypotheses were constructed on the basis of:

- the synthesis of previous research evidence, obtained through the literature review.
- continuing discussions prior to and during the period of the research, with those professionally involved in the education of young people in employment.
- preliminary discussions in the field of the research problems with group of young people (N = 120) with characteristics similar to those in proposed target group, organised within the liberal studies timetable of a Technical College.

Neave has commented on the use of the last type of activity in the process of 'hypothesis-generating' and its particular appropriateness in the earlier stages of more formal types of educational and social research (3).

The 'prototype' hypotheses thus constructed were refined throughout the preliminary and pilot stages of the project.

The hypotheses, following refinement and modification were, at the outset of the main study, as shown in Chapter I, pp. 13 - 14.

5.2 RESEARCH DESIGN II: Construction of Methodology

5.2.1 Stages of the Research

The purpose and value of preliminary work in developing and refining hypotheses derived from the literature, and the necessity of at least one pilot trial for testing of research instruments, procedure and further refinement of hypotheses, have been stressed by Oppenheim (4), Moser and Kalton (5), and Bailey (6).
A three stage design was adopted for the study, as follows:

I An EXPLORATORY stage leading to the development of hypotheses, and design of methods and instruments.

II A PILOT stage, involving trial of methods and instruments, leading to refinement of hypothesised instruments.

III A MAIN STUDY, involving collection and completion of data pertaining to the research hypotheses.

5.2.2 Selection of the method of investigation

The next step in the research design was to select the most effective means of refining and testing the research hypotheses within the constraints of time and resources placed upon the study.

Each hypothesis was considered in terms of the alternative methods available. B S Phillips has classified the principal methods of data collection into:

(i) Those which emphasise observation (interview/questionnaire survey; analysis of documents; participant or non-participant observation)

(ii) Those which emphasise experimentation (experiment; simulation).

The methods appropriate for this type and field of research are clearly in the observational category. The survey method and variations on participant and non-participant observation, each combined with the selective analysis of documentation, are the methods which most immediately suggest themselves in the investigation of educational participation among young people.

The weaknesses and strengths of these alternative approaches have been examined, both in general terms by e.g. Phillips and, with reference to the young person entering employment, by Neave. 
Consideration of advantages and disadvantages of available methods led to selection of the survey method for all four hypotheses, in both the pilot and main stages of the study.

The strengths of participant observation both in discovering attitudes, needs and patterns of involvement in certain fields of social activity (8) offering deeper analysis and closer relationships between the researcher and his subjects, have been demonstrated in practice with a research population of young workers, by Willis (9). The survey method which relies on the individual's own perceptions and assessments of his own attitudes, and of his activities at specific times, provides data whose reliability may be in doubt. In the case of this study, however, participant and non-participant observation, in respect of the hypotheses, were ruled out since this would require fieldwork which was far in excess of that for which time and resources was available and would be extremely difficult to implement in practical terms with the sizeable sample necessary for adequate investigation of the hypothesised relationships.

The reduction of the reliability of data secured by survey means may be attributed, in many cases, by limitations on the ability or willingness of respondents to answer questions 'accurately' or 'truthfully'. It has been noted that in the case of needs-identification there are likely to be substantial gaps between expressed needs and those which direct the individual's behaviour (10). In the explorations of educational needs incorporated in this study, the use of alternative observational methods was again ruled out as impracticable within the wider frame of the research, and care was accordingly taken to distinguish between expressed and actual need in Hypothesis IV and in associated analyses.
Observational methods were, however, adopted to a limited extent in the preliminary work. The advantages of the use of observation in supporting and exploratory work has been stressed by Phillips (11). Its strengths in assisting the development of theory and in the construction of interview schedules commended its use in the early stages of this investigation.

5.2.3 Selection of the research population and method of sampling

In the initial stages of the development of the research design, it had been intended, if possible, to test the hypotheses with a representative sample of young workers in one geographical region. Since studies have shown little regional variation in patterns and attitudes in youth participation (12) it was considered that this would produce results of some generalisability. The advantages and disadvantages of available sampling alternatives were considered, and are summarised in Table 5.1. The plan for a representative sample was discarded in favour of a sample representative of young employees in a number of selected manufacturing companies (Type 5). The companies were to be selected to provide a population of young workers sufficiently large to be assumed to reflect the characteristics of the total population of young employees in the target categories in the manufacturing companies in the selected region, if not to be representative of them. The approximate population size required was estimated to be 400 - 500. Although the generalisability of the study is substantially reduced, the problems described, for example, by Maizels in attempting to construct a representative sample of young workers by Method I are thereby circumnavigated. (See Table 5.1).

The study was therefore designed to test the existence of characteristics and relationships linked with educational youth participation, hypothesised on the basis of previous findings, in a sample of young employees of a selection of employing organisations in the selected geographical area.
Table 5.1
Some alternative methods of obtaining a research sample of the population of young people employed at the specified levels in manufacturing industries in the Guildford area.

1. RANDOM SAMPLING (MULTI-STAGE)
   Multistage sampling by
   (i) random sampling from sampling frame of factories in the area under investigation.
   (ii) random sampling of sub-population of young workers in the factories selected through sampling procedure (i).
   Either may be stratified in order to improve representation in terms of defining characteristics.

   ADVANTAGES
   Produces sample which may be assumed adequately representative of the target group population.
   High reliability of results

   DISADVANTAGES
   (i) Sampling frame of factories difficult to construct (Moser and Kalton).
   (ii) Non response/non-cooperation from selected factories likely to be so great that representativeness of selected sample could not be assumed on respondent's sample (Maizels).
   (iii) Time consuming and demanding on resources.

2. PROBABILITY SAMPLING USING QUOTAS
   Sampling of N factories, whose cooperation has previously been secured to fill predetermined 'quotas' of respondents with the defining characteristics of the target population groups.
   (Quotas would, e.g. be constructed to reflect the balance of entry into different levels of occupation/apprenticeship in area).
   Either: (i) 100% sampling or (ii) percentage sampling would be acceptable.

   Sample easily attainable.
   Respondents' sample likely to approximate to selected sample if appropriate data collection methods adopted.

   Produces sample whose representativeness is uncertain and cannot be assumed.
   Reliability of results pertaining to population therefore low.

3. CLUSTER SAMPLING
   Sampling by
   (i) Classification of factories in terms of types and/or numbers of employees.
   (ii) Selection of clusters within each class of factory.
   (iii) Random (stratified) sampling of sub-population of young workers in factories in selected clusters.
   Ideally (i) and (ii) should be random procedures.

   Produces sample which may be considered representative of target group population, if (i) and (ii) random.
   High reliability of results given randomness and approximation of respondents to selected sample.

   (i) Difficulty in securing cooperation of factories randomly selected.
   (ii) As in 1, (i) and (ii) above.

4. SAMPLING BY SCREENING
   Sample constructed by
   (i) 100% sample of households in geographical area of study, in order to locate population of young people with required characteristics.
   (ii) Random (stratified) sample of population of young people identified.

   Produces sample which may be assumed to be representative of the population.
   Respondents' sample likely to approximate to selected sample if appropriate data collection methods adopted.

   High reliability of results.

   Requires substantial fieldwork team.

5. RANDOM (PROBABILITY) SAMPLING WITHIN PRESELECTED UNITS
   Sampling by
   (i) selection (non-random) of factories whose cooperation has been secured, and which employ collectively a population of young workers reflecting the required range of characteristics in adequate proportions.
   (ii) sampling of sub-population in pre-selected units, either by (a) 100% sample, or (b) percentage sample, stratified if desired.

   Sample attainable within limited time-span and limited resources.
   Adequate respondents sample ensured.

   Sample reliably representative of the population in selected factories.

   Non-representative of population of young workers in the area of study. Therefore sacrifices generalisability of results to the wider population.

   Conclusions restricted to sub-population of young workers in the selected factories.
A sample design based on stratification by

(i) age
(ii) occupational level

was selected. Age and occupational level were chosen because

- these were major independent variables of analysis in the study
- they allowed stratification to take place in advance of the survey without substantial investigations taking place.

5.2.4 Geographical area selected for the study

The area surrounding Guildford (see Chapter I, p 10) was selected for reasons of

(a) the existence of the required research population
(b) the existence of links between local employing organisations and the University, which facilitated access to the research population
(c) the existence, in the area, of the range of provisions under investigation. (Table 5.2).

5.2.5 Selection of research instruments and methods of application

In investigating patterns and levels of involvement in organised and other activity (Hypotheses I and II) three alternative methods for surveying the sample were considered in terms of their advantages and disadvantages

- structured interview
- distribution of questionnaires for self-completion
- diary completion
Table 5.2  Estimated number of registered youth organisations in the selected area of study, available to young people in the research population

<table>
<thead>
<tr>
<th>Type of Organisation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth clubs</td>
<td>75</td>
</tr>
<tr>
<td>Single activity/specialist groups</td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td>115</td>
</tr>
<tr>
<td>Political</td>
<td>1</td>
</tr>
<tr>
<td>Interest</td>
<td>30</td>
</tr>
<tr>
<td>Social Service</td>
<td>1</td>
</tr>
<tr>
<td>Uniformed*</td>
<td>87</td>
</tr>
<tr>
<td>Church Clubs</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>373</td>
</tr>
</tbody>
</table>

*excluding Scouts and Guides for the younger (pre-16) age groups but including Venture Scouts and Ranger Guides.

Unregistered organisations include the full range of sports clubs; Student Union organisations; political clubs; industry-based clubs; unregistered specialist groups.
The distribution of self-completion questionnaires was ruled out because of the low response rate associated with this method, and because of the complexity required in questions to obtain the data necessary to test the hypotheses (although the advantages of removal of interview bias, reduced fieldwork time and possibility of greater sample were recognised). While diary methods are considered to be more reliable methods of investigating patterns of leisure involvement, this approach was rejected since the type of information required for testing the hypotheses would need long-term recording by a substantial number of young people, with its attendant problems in maintaining and monitoring diary completion, and in obtaining comparability with data on past youth participation (prior to the period of investigation).

The method selected was the structured interview schedule which, although time-consuming in terms of fieldwork and subject to interviewer bias, offered the best opportunities for collection of both qualitative and quantitative material required, in the form necessary for the detailed exploration of the hypothesised phenomena.

For Hypotheses III and IV, the alternatives of questionnaire and interview schedule were again considered. In view of the greater importance in investigating perceptions and attitudes, of removal of interviewer bias, it was decided that self-completion sections would be included, where appropriate, with the interview schedule; this was considered to be a method which, overall, would allow both for qualitative and quantitative exploration of attitudes and perceptions.

For the collection of contextual data concerning the population from which the sample was drawn, and the working environment within which they were employed, a method based on focused interview of company personnel with an overview of training and development of young people, supplemented by collection of documentation, was selected.
5.2.6 Determination of the sample size

The main factors which were considered in determining the desired sample size were, firstly, the practical research constraints, and secondly, the relative importance of the demonstration of substantive and of statistical significance in the results.

While a small sampling fraction would be appropriate for the degree of statistical precision required in this type of investigation \(^{(13)}\), small sampling fractions would have the disadvantage of producing very small samples in many of the participating factories. These samples would be insufficiently large for any conclusions to be drawn about the populations within those units, if individual analysis were to become appropriate, (e.g. in the case of indicated differences between small and large companies). A smaller sample also places limitations on the analysis which can be undertaken on sub-samples with, e.g. particular occupational or particular educational characteristics. Clearly, in this research, a sample size which produced an adequate sub-sample of young people with attachments to the types of provision under investigation, was essential.

It was considered, on the latter grounds, that a large sampling fraction was desirable. The possibility of 100% sampling was considered and ruled out. It was discerned, in preliminary and pilot work, that the willingness of employers to co-operate was adversely affected by requests for this level of sampling. It seemed that the prospect of all young employees being removed from their work for interview was, in many cases, regarded as unacceptable, whereas the prospect of a proportion, (albeit a high proportion) being similarly removed, was not.

A 70% sample was decided on, giving on an estimated population of 400, an estimated selected sample size of 280. In terms of error, it was calculated
that this would give on an estimate of 30% attachment to educational youth provision in the research population, an error of less than 1 per cent.

5.2.7 The research timetable

The timetable constructed for the empirical elements of the research was as follows:

- **January - September, 1977**: Preliminary work. Visits, discussions, literature survey.
- **September - November, 1977**: Construction of pilot research instrument.
- **November, 1977**: Pilot study in one factory.
- **March - April, 1978**: Modification of research instruments and development of coding system.
- **April, 1978 - April, 1979**: Main study in eleven factories.
- **April, 1979 - January, 1980**: Preparation of questionnaire material for analysis.

5.3 RESEARCH DESIGN III: Proposed Measures, and Forms of Analysis; Construction of the Interview Schedule

5.3.1 Structure of the interview schedule

The Interview Schedule was constructed to provide data in the form necessary for the testing of Hypotheses I - IV. Measures, tests, and forms of analyses which were to be used were determined in advance. Questions for the Interview Schedule were then developed to obtain basic data in the form and detail required for the appropriate scales and other instruments of measurement to be constructed, and the necessary tests undertaken. The final version of the Interview Schedule appears in Appendix C.
The schedule was designed in four sections. The first of these was devoted to collection of personal data on the respondents. The second section was centred on the organised out-of-work activities participated in by respondents. Attitudes towards, and perceptions of, educational youth provision were featured in the third section. The fourth section was devoted to the expressed needs and attitudes of respondents in respect of participation in the life of industry and the community.

Appendix D shows the relationships between questions and hypotheses. In addition to those questions designed to collect data required directly by the hypotheses, a small number of questions was included to provide data relating to additional variables which had been indicated to be of significance in other investigations, or in the preliminary stages of this inquiry, and which provided possible bases for extension of the set of hypotheses, for parallel or subsequent study. Such variables included, for example, those associated with the distinction in levels of youth participation between rural and non-rural areas, and with the relationships between youth participation and attitudes to school.

5.3.2 Forms of statistical analysis selected for the research: an overview

Statistics and modes of analysis adopted in the research were of four types:

(i) descriptive statistics and one-way frequency distribution analysis
(ii) joint frequency distribution analysis between two variables
(iii) bivariate correlation analysis
   (a) the contingency coefficient of association between two variables
   (b) Kendall rank-order correlation coefficient
   (c) the Pearson correlation coefficient.
(iv) factor analysis.
(i) **descriptive statistics and one-way frequency distribution analysis**

Descriptive statistics were used in this research to identify basic characteristics of the distribution and variability of variables preceding examination of associations between them. One-way frequency distribution analysis is used to produce
- simple 'raw' frequencies of cases falling into each category of the variables under analysis
- relative frequencies of the same.

Descriptive summary statistics describing the characteristics of the distribution used, are
- mode
- range
- maximum and minimum
- mean
- standard deviation

where appropriate to the data and forms of analysis required.

(ii) **joint frequency distribution analysis between two variables**

The main component of joint frequency distribution analysis is the display of the distribution of cases by their position on two variables. Raw frequencies and relative frequencies of cases in each position were used.

Joint frequency distributions may be summarised by measures of association between pairs of variables. The principal summary statistic adopted here was the contingency coefficient, tested for significance by $\chi^2$, where appropriate.
(iii) **bivariate correlation analysis**

Bivariate correlation analysis provides a single summary statistic (a coefficient) describing the strength of association between two variables.

The summary statistics used in this research were:

(a) The contingency coefficient
(b) The Kendall rank-order coefficient
(c) The zero-order product moment coefficient (Pearson coefficient).

(a) The contingency coefficient

The contingency coefficient is a measure of the extent of association or relation between two sets of attributes. It is uniquely useful when only nominal scale information about one or both sets of attributes is available. To use the contingency coefficient it is not necessary to assume underlying continuity for the various categories used to measure either or both sets of attributes.

Calculation of contingency coefficients was undertaken using SPSS Subprogram CROSSTABS.

The formula used in the SPSS is

\[ C = \left[ \frac{\chi^2}{\chi^2 + N} \right] \]

The significance test adopted was \( \chi^2 \), also computed under the SPSS Subprogram CROSSTABS, using the formula

\[ \chi^2 = \sum \left[ \frac{f_{oi} - f_{ei}}{f_{ei}} \right]^2 \]

where \( f_{oi} \) equals the observed frequency in each cell, and \( f_{ei} \) equals the expected frequency, calculated as

\[ f_{ei} = \left[ \frac{C_i \cdot r_i}{N} \right] \]

where \( C_i \) is the frequency in a respective column marginal, \( r_i \) is the frequency in a respective row marginal, and \( N \) stands for total number of valid cases.
Yates' correction is applied for 2 X 2 contingency tables.

(b) The Kendall rank correlation coefficient $\tau$ is a standard coefficient based on the amount of agreement between two sets of ordinal rankings. Kendall's $\tau$ was adopted in this research in preference to the Spearman coefficient, the Kendall coefficient being more appropriately used where the data contains a large number of tied ranks (although each coefficient has a correction for ties.) The programme adopted for computation of $\tau$ was the SPSS Subprogram NONPAR CORR Option 5, which uses the formula

$$\tau = \frac{S}{\sqrt{\frac{1}{2}N(N-1) - T_X} \sqrt{\frac{1}{2}N(N-1) - T_Y}}$$

where $T_X = \frac{1}{2} t(t - 1)$, where $t$ is the number of tied observations in each group of ties of the $X$ variable, and where $T_Y$ is the same quantity for the $Y$ variable. The significance of tau is determined in the SPSS Program by comparing tau to a normal distribution with a standard deviation equal to $\left[\frac{4N + 10}{\sqrt{9N(N-1)}}\right]^{1/2}$. The 'pairwise deletion' option for treatment of missing data was used.

(c) Zero-order product-moment correlation coefficients

This coefficient measures the amount of spread about the linear least-squares equation, and is appropriately adopted when both variables are at least interval scales. The SPSS Sub-program PEARSONCORR was adopted for calculation of Pearson correlation coefficients, which uses the formula:

$$r = \frac{\sum_{i=1}^{N} X_i Y_i - (\sum_{i=1}^{N} X_i)(\sum_{i=1}^{N} Y_i)/N}{\left[\sum_{i=1}^{N} X_i^2 - (\sum_{i=1}^{N} X_i)^2/N\right] \left[\sum_{i=1}^{N} Y_i^2 - (\sum_{i=1}^{N} Y_i)^2/N\right]^{1/2}}$$

Significance tests are derived from the use of Student's $t$ with $N - 2$ degrees of freedom for the computed quantity:

$$r \left[\frac{N - 2}{1 - r^2}\right]^{1/2}$$

The 'pairwise deletion' option for missing data was used.
Factor analysis

Given an array of correlation coefficients for a set of variables, factor-analytic techniques may be used to ascertain whether some underlying pattern of relationships exists such that the data may be "reduced" to a smaller set of factors or components accounting for the observed interrelations in the data. The three principal applications of factor analysis, classified as exploratory uses, confirmatory uses, and uses in the construction of indices were represented in this research.

Factor analytic techniques were adopted in respect of Hypothesis III in order to discern any patterns of relationship in the data from a large number of attitudinal variables. Type R-factor analysis was used and SPSS Sub Program FACTOR adopted for computation. Principal component analysis was undertaken, the method of factoring being principal factoring with iteration (PA2). The rotational method selected was the VARIMAX method.

Composite indices representing the theoretical dimensions revealed by the factor analysis may be constructed from the terminal solution. These were required in this research for the testing of associations with other variables of the research (See p336).

The construction of each factor scale/index required information and (i) the mean and standard derivation of each variable, (ii) the factor score matrix. Where factor score matrix is as follows:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Factor 1</th>
<th>Factor 2</th>
<th>Factor n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable 1</td>
<td>$f_{11}$</td>
<td>$f_{21}$</td>
<td>$f_{n1}$</td>
</tr>
<tr>
<td>2</td>
<td>$f_{12}$</td>
<td>$f_{22}$</td>
<td>$f_{n2}$</td>
</tr>
<tr>
<td>3</td>
<td>$f_{13}$</td>
<td>$f_{23}$</td>
<td>$f_{n3}$</td>
</tr>
<tr>
<td>4</td>
<td>$f_{14}$</td>
<td>$f_{24}$</td>
<td>$f_{n4}$</td>
</tr>
<tr>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>N</td>
<td>$f_{1N}$</td>
<td>$f_{2N}$</td>
<td>$f_{nN}$</td>
</tr>
</tbody>
</table>
the best estimate of Factor 1 will be given by

\[ F_1 = f_{11} \left( \text{Var.1} - \bar{X}_1 \right) / SD_1 + f_{12} \left( \text{Var.2} - \bar{X}_2 \right) / SD_2 + \ldots + f_{1n} \left( \text{Var.N} - \bar{X}_N \right) / SD_N \]

where means and standard deviations of \( \text{Var.}_i = \bar{X}_i \) and \( SD_i \)

\[ F_2 = f_{21} \left( \text{Var.1} - \bar{X}_1 \right) / SD_1 + f_{22} \left( \text{Var.2} - \bar{X}_2 \right) / SD_2 + \ldots + f_{2n} \left( \text{Var.N} - \bar{X}_N \right) / SD_N \]

etcetera.

**Use of Coefficient Alpha**

'Alpha' is the label given to the coefficient which measures the reliability of a test or item battery in the sense of internal consistency\(^{15}\). Special use of coefficient alpha in the construction of attitude scales and similar measuring instruments is described by A K McKennell. A test is perfectly reliable if individuals obtain exactly the same score on it on two separate occasions.

A split-half method of estimating reliability is frequently used in such tests, because of the practical difficulties of the test-retest method. Alpha is directly related to the split-half method of estimating reliability. Cronbach, 1951, showed that alpha is the mean of all possible split-half coefficients.

In the research the special version of the formula for alpha developed by McKennell \(^{16}\) for the construction of tests with maximum reliability using the minimum number of items, has been adopted for testing and maximising reliability of the composite indices constructed from factor analytic fractions

\[ \text{Alpha} = \frac{\sum_{i} \hat{r}_{ij}}{1 + (n - 1) \hat{r}_{ij}} \]

Where \( n \) = number of separate items in the test

\( \hat{r}_{ij} \) = the average of all the inter-item correlations

alpha is reliability of the score obtained by summing the scores on the separate items.
This is an approximate form, which McKennell has shown in empirical trials gives a very close approximate to the full formula.

\[
\text{Alpha} = \frac{n}{n-1} \left(1 - \frac{\sum V_i}{V_t}\right)
\]

Where \( V_i \) is the variance of item scores after weighting

\( V_t \) is the variance of test scores.

The formula shows that the reliability of a test depends on its internal consistency (\( \bar{r}_{ij} \)) and its length (\( n \)). Values of \( \bar{r}_{ij} \) rarely exceed 0.5.

Since response errors in single items are random they tend to cancel out, and the total score obtained by adding the scores on successive items tends increasingly to be determined by the common factor running through the items, therefore total score can be made more reliable by increasing the number of items that enter into it. The value of alpha which should be arrived at in social survey research is not clearly defined and depends on the nature of the problem under investigation and the use to which results may be put. McKennell stated that where special care has been taken in the construction of the scale, alpha is usually above 0.70 \(^{17}\). This was adopted as an appropriate lower limit in this research.

5.3.3 HYPOTHESIS I: Proposed measures, forms of analysis and question design

MEASURES:

(i) Level of participation

Three measures were adopted for level of participation in respect of Hypothesis I

(a) number of current organisational attachments.

(b) frequency of attendance.

(c) total number of organisational attachments.

These measures of level of participation were restricted to those forms of activities for which the notion of numbers of attachments and the notion of frequency of attendance makes sense.
(ii) Proportion of purposeful 'out-of-work' activity undertaken through youth provision

The measure devised was a three-point index indicating respondents' perceptions of the proportion of the time they spent on various 'out-of-work' activities which was channelled through organised educational youth provision. 'Purposeful' activity was considered to be those forms of activity which could be located within Veness's typology of 'out-of-work' activity of young school leavers: (18)

- Non-participant entertainment
- Sport
- Constructive/gardening
- Expressive
- Playing (e.g., collecting)
- Music
- Study and Reading
- Social
- Club Membership
- Work (e.g. domestic, etc.)

The extent of involvement in those types of activity which could be considered 'purposeful' in the above sense was therefore measured by self-ratings, on the index, in respect of simplified groupings of purposeful out-of-work activities.

PRINCIPAL FORMS OF ANALYSIS INTENDED

The principal forms of analysis selected for investigation of Hypothesis I are shown in Table 5.3
Table 5.3 PRINCIPAL FORMS OF ANALYSIS INTENDED

(i) Frequency distribution of respondents with differing numbers of current organisational attachments:
   - youth organisations
   - other organisations
   - all organisations.

(ii) Frequency distribution of respondents in different frequency ranges of attendance:
   - youth organisations
   - other organisations
   - all organisations

(iii) Frequency distribution of respondents with differing numbers of total attachments.

(iv) Proportions engaging in alternative forms of youth provision.

(v) Frequency distributions of respondents' estimates of proportion of time spent on different categories of purposeful 'out-of-work' activity through youth organisations.

QUESTION DESIGN

The questions designed to provide data for these analyses, and supporting data relevant to the hypotheses, are shown in Appendix D. Detailed comments on key features of questions, including their source, sources of item pools, etc., are given in Appendix E.

In the case of questions 15, 16, 19, 22, 23, it is considered that the rationale for the question design needs no further clarification in respect of Hypothesis I. Amplification is required in the following cases:
Questions 17, 18:

Factory-based provision associated with sports and social clubs, and Student Union activities/organisations were each treated separately from other forms of organisation. Preliminary work had indicated that the organisation of activity within these two forms of provision was substantially different from that in most forms of provision available in the community, as were participation patterns in these forms of provision. The design of a composite question to deal adequately with all forms of organisation would have been over-complicated. It was, therefore, decided to separate questions concerning participation in these two forms of organised provision from those questions concerning participation in other forms of organised provision.

In addition, it was considered important to be able to distinguish between participation in forms of organisation available in the three distinct environments within which young people in employment experience social learning,

i.e. workplace
   college
   community.

Questions 17 and 18 were constructed in order that data was recorded and coded according to the forms of activity offered by the organisation.

A simple classification was constructed by examination of broad groupings of organisations identified in previous studies, such as that of Bone and Ross. For the sake of clarity in the questionnaire, only five categories were used:

social
   entertainment
   sports
   interest/hobby
   uniformed/social service
In the case of the sections dealing with Students' Union/Sports and Social Club activities, the classification used was limited to the

social
sports
interest
entertainment

since, in the event of any recognised uniformed/social service groups being attached to or based in Students' Union or 'sports and social' clubs, these would, in the vast majority of cases, be primarily affiliated to their parent community organisations rather than to the factory/Union in question, and would more appropriately be recorded in that section.

The former classification was also adopted in the case of Question 22.

HYPOTHESIS II: Proposed measures, forms of analysis, and question design

(a) Educational level may be defined in a variety of ways. In previous studies it has been defined variously in terms of school leaving age, qualifications and the level of Further Education being undertaken.

The main measures adopted for this research were:

(i) Educational level by qualifications obtained at school

The set of qualifications obtained at school was used in preference to qualifications obtained up to the time of the research since, in the latter case, the number of qualifications would be strongly related to the length of time available to the young person to undertake further study beyond the school leaving age, i.e. to his age.

The five-point scale originally proposed was based on number of qualifications obtained, studied for, or number obtained at 'pass' level. This was subsequently modified, following the pilot study, to the five-point scale shown
in Table 5.5, taking into account gradings achieved and working on the seven point scale (Table 5.4) which provides a means of assessing equivalence between CSE and 'O' Level gradings. In the absence of a generally accepted scale for educational level in terms of school examination attainments, that constructed was considered to be the most appropriate for the purposes of the research, circumventing difficulties of attaching equal values to examinations undertaken, regardless of levels of attainment in them, and providing better continuity, and adequate differentiation between substantially different levels of achievement.

(ii) The level of vocational preparation undertaken, as reflected by occupational level was used as the basis for a second measure. For most of the research population the education and training received in respect of work preparation is the principal component of systematic continued learning experienced. The levels of vocational preparation within the research population may be classified by the occupational level with which they are associated. For the purposes of this study these are operator level, craft apprentice level and technician apprentice level. The levels were considered to form an ordinal scale providing an alternative measure of educational level.

(iii) Previous studies have indicated a relationship between the number and types of the young person's interests and his educational performance. The number of purposeful interests (i.e. interests falling within the Veness classification, regularly undertaken) was used as a further measure of educational level. While this could not be used alone as a measure, taken in conjunction with the principal measures, it has a function as an indicator.

(iv) Highest level to which respondent has studied

The highest level to which the respondent has studied, is an alternate
Table 5.4 'EQUIVALENCE' OF GRADES ASSUMED FOR CONSTRUCTION OF THE INDEX OF EDUCATIONAL LEVEL BY QUALIFICATIONS OBTAINED AT SCHOOL (U = UNCLASSIFIED)

<table>
<thead>
<tr>
<th>'O' Level</th>
<th>CSE</th>
<th>Scale based on notional continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
</tbody>
</table>

Table 5.5 INDEX OF EDUCATIONAL LEVEL BY QUALIFICATIONS OBTAINED AT SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>No examinations taken/unclassified results only</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No examinations taken/unclassified results only</td>
</tr>
<tr>
<td>1</td>
<td>1 CSE grades 4, 5</td>
</tr>
<tr>
<td></td>
<td>&lt; 3 CSE grades 1, 2, 3 classified or equivalent</td>
</tr>
<tr>
<td>2</td>
<td>3 CSE grades 1, 2, 3 classified or equivalent</td>
</tr>
<tr>
<td></td>
<td>&lt; 5 'O' Level grades 1, 2, 3 or equivalent</td>
</tr>
<tr>
<td>3</td>
<td>5 'O' Level grades 1, 2, 3 or equivalent</td>
</tr>
<tr>
<td></td>
<td>&lt; 1 'A' Level grades 1, 2, 3 or equivalent</td>
</tr>
<tr>
<td>4</td>
<td>1 'A' Level grade 1, 2, 3 or equivalent</td>
</tr>
</tbody>
</table>
measure which, again, is a useful indicator if taken in conjunction with other measures. It gives higher ratings than the measure based on qualifications, to those who have completed a course of study but who have obtained unclassified results, or who have not taken the examination for some reason.

(v) **School Leaving Age** in years is a further measure which may be adopted, again, as an indicator to be used in conjunction with other measures of educational level. Although a frequently-used measure in other contexts, (e.g. adult education), it is a poor one in this context since the majority of young people in the research population continue with their education on a part-time basis, following leaving school at the earliest leaving age in order to obtain apprenticeships, whose normal entry age is 16. Similarly, age of leaving school is less significant as an indicator of educational level than extent of educational continuation beyond the minimum leaving age.

(b). **Social Class**

The measure of social class selected was based on classification by father's occupation, using David Nelson's seven-point classification of occupation. Where social class is to be used as an ordinal scale, David Nelson's classification was considered to be a more appropriate basis than that of the Registrar General's scale.

(c) **Age**

Age was measured in complete years from date of birth.

(d) **Levels of total participation in youth organisations**

The measures selected were:

- total number of attachments to youth organisations.
- total number of 'organisation-years' of attachment, \( \sum_{i=1}^{n} X_i \) where \( X_i \) is the total number of years attached to organisation \( i \) and \( n \) is the total number of organisations participated in).
<table>
<thead>
<tr>
<th><strong>HYPOTHESIS II (a): PRINCIPAL FORMS OF ANALYSIS REQUIRED</strong></th>
<th><strong>MEASURE OF EDUCATIONAL LEVEL OF RESPONDENTS</strong></th>
<th><strong>FORM OF ANALYSIS</strong></th>
<th><strong>STATISTIC/TEST OF SIGNIFICANCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Educational level of qualifications obtained at school.</td>
<td>(a) number of current youth organisational attachments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Number of purposeful interests.</td>
<td>(b) total number of youth organisational attachments (past and present)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Highest level to which the respondent studied.</td>
<td>(c) total number of youth organisational years.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. School Leaving Age.</td>
<td>(d) participation in alternative forms of educational youth provision.</td>
<td>Descriptive statistics: Chi-squared.</td>
</tr>
<tr>
<td></td>
<td><strong>HYPOTHESIS II (b):</strong></td>
<td><strong>MEASURE OF SOCIAL CLASS OF RESPONDENTS</strong></td>
<td><strong>FORM OF ANALYSIS</strong></td>
</tr>
<tr>
<td></td>
<td>Social Class</td>
<td>Bivariate correlation analysis: Social class with level of participation.</td>
<td>Kendall correlation coefficient:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(a) number of current youth organisational attachments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) as above</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) as above</td>
<td>Descriptive statistics: Chi-squared.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) as above</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>HYPOTHESIS II (c):</strong></td>
<td><strong>MEASURE OF AGE OF RESPONDENTS</strong></td>
<td><strong>FORM OF ANALYSIS</strong></td>
</tr>
<tr>
<td></td>
<td>Age</td>
<td>Bivariate correlation analysis: Age with level of participation</td>
<td>Kendall correlation coefficient:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(a) number of current youth organisational attachments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) as above</td>
<td>Contingency coefficient: Chi-squared.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) as above</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) as above</td>
<td></td>
</tr>
</tbody>
</table>
PRINCIPAL FORMS OF ANALYSIS

The principal forms of analyses selected for investigation of Hypothesis II (a) to (c) are shown in Table 5.6.

The questions designed to provide direct data for these analyses and supporting data relevant to the hypotheses, are shown in Appendix D.

In the case of questions 2, 3, 6, 8, 16, 14, 17, 18, 24, and 41, it is considered that the rationale for the question design needs no further clarification. Amplification is required in the cases of:

Questions 20 and 22: These questions were designed to provide, inter alia, the required data on number of years of attachment in youth organisations previously and currently participated in which, when totalled for each respondent, provide the measure of total youth organisation-years of attachment.

HYPOTHESIS III: Proposed Measures, Forms of Analysis and Question Design

The methods selected to investigate perceptions of respondents of the features of educational youth provision were based principally on instruments designed to indicate the extent to which respondents identified themselves with, or aligned themselves with, statements concerning the relevant features.

INSTRUMENTS OF MEASUREMENT

The proposed instruments for measurement of perceptions were:

(i) Five-point dichotomised rating scales of the semantic-differential type, designed to indicate the degree of identification of respondents with statements giving descriptions of members' characteristics.

(ii) Five-point dichotomised rating scales of the semantic-differential type, designed to indicate degree of identification of respondents
with statements giving descriptions of leaders' characteristics.

(iii) Five-point rating scales of the 'Lickert-type' designed to indicate degree of agreement with statements concerning the features of educational youth organisations.

(iv) Indices based on the factor analytic solution, designed to represent the theoretical dimensions underlying relationships in the data collected under (iii).

Considerations of reliability and validity

The five-point rating scales of the type adopted under (i), (ii) and (iii) are by themselves known to be low in reliability and subject to variations on test-retest and similar reliability tests. In this research, use of the scales produced for (i) and (ii) has therefore been limited to the provision of supporting and illuminative data on the frequency distributions of the recorded perceptions of respondents.

Under (iii), where the scales were subsequently used to obtain a factor analytic solution and set of indices based upon that solution, the alpha coefficients of reliability were computed and used both to produce the optimum number of items for the indices and to estimate their reliability.

The means by which the item pool was generated, through the research review and preliminary investigations, produced confidence in the validity of the items included in the pool from which the indices were constructed.

Forms of analysis selected for the investigation of Hypothesis III are shown in Table 5.7. Additional data relevant contextually to the investigations for Hypothesis III is that pertaining to participation of respondents in alternative forms of provision and the characteristics of those alternative
### Table 5.7

**HYPOTHESIS III: PRINCIPAL FORMS OF ANALYSIS REQUIRED**

<table>
<thead>
<tr>
<th>MEASURES OF PERCEPTION</th>
<th>FORM OF ANALYSIS</th>
<th>STATISTICS/TESTS OF SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ratings on semantic differential scales for members' characteristics.</td>
<td>Frequency distributions of ratings.</td>
<td>Mean; mode</td>
</tr>
<tr>
<td>2. Ratings on semantic differential scales for leaders' characteristics.</td>
<td>Bivariate correlation analysis with levels of participation. (a) number of current youth organizational attachments. (b) total number of youth organizational attachments. (c) total number of youth organization years.</td>
<td>Pearson correlation coefficient. Students 't' (N-2 df)</td>
</tr>
<tr>
<td>3. Ratings on Lickert-type items concerning the characteristics of youth organisations.</td>
<td>Factor Analysis Bivariate correlation analysis of factor score indices. (a) (b) as above (c)</td>
<td>Rotated factor solution. Kendall correlation coefficient Test: See page 202</td>
</tr>
</tbody>
</table>
forms; perceptions of the ideal forms of provision in terms of age range, form of organisation, etc.; reasons for leaving organisations; reasons for preference (or otherwise) of commercial provision, over youth provision, etc.

QUESTION DESIGN

The questions designed to provide direct data for these analyses, and supporting data relevant to this hypothesis, are shown in Appendix D. In the case of questions 17, 18, 22, and 24, it is considered that the rationale for the question design needs no further clarification. Amplification is required in the following cases:-

Questions 27 to 30: The wording of these questions was constructed in such a way as to convey to respondents that it was youth groups and organisations, in the general sense in which they had earlier been considered, which were the subject of the question. Bone and Ross encountered difficulties in respondents' interpretations of terms such as 'youth club', which revealed a tendency to identify the term solely with the local youth club of the general, social type. The wording used in this question was introduced in an attempt to reduce the possibilities of the occurrence of this type of misinterpretation.

Questions 27 and 28:
Both an open question and a closed question relating to respondents' perceptions of members' characteristics were included in the pilot in order to compare the utility of those two question forms in obtaining the required data.

Open questions have disadvantages for the less articulate and those less able to order their thoughts rapidly. Structured questions, on the other hand, have the risks of limiting and 'forcing' responses inappropriately. Both questions, however, have their particular strengths, the open type making
more extensive exploration and unanticipated insights possible, the structured helping to focus thoughts. Both forms of question were retained in the main study (See pp 432 - 433).

**Question 30**: The item pools for this question were compiled to reflect the range of issues and features indicated as important in preliminary, pilot and literature review work.

**Question 31**: Bone and Ross explored the question of preference of young people for commercial provision through a simple question presented in general terms, as follows:

'In general would you expect to enjoy yourself more or less at a commercially run place than at one of the other kinds of clubs and places we were talking about?

Why would you expect to enjoy an evening at a commercially run place?'

Their report observed that this was a crude question which produced little in the way of usable results. In particular, it seemed likely that the comparison made by young people was between the 'undifferentiated' type of youth club and the purely social forms of commercial provision exemplified in the preamble to the question.

The significance of the 'competition' between youth provision and commercial provision in attracting the participation of young people in their leisure time was indicated in the literature review and in the preliminary work of the study. Question 31 was, therefore, designed to explore this point. It attempted to overcome some of the problems experienced by Bone and Ross by subdividing 'commercial provision' into the main forms of provision available in the commercial sector, and comparing these specific forms with forms of youth organisations offering similar types of activities, in terms of their attraction to young people, as reflected by expressed preferences.
The forms indicated by previous literature as the principal components of commercial provision available to, and used by the age group, were the forms selected for and specified in the question.

Even in this sharpened form, however, it was recognised that the data would clearly need to be accompanied with data on the interests of the young person before any conclusions could be drawn, since these individual characteristics would be of considerable importance in determining whether a young person found a particular form of commercial provision more attractive than youth provision and in many cases would override the commercial/non-commercial distinction.

HYPOTHESIS IV: Proposed Measures, Forms of Analysis and Question Design

MEASURES:
Bone and Ross discussed some difficulties in the investigation of needs of young people, noting that 'lists of needs' built on psychological theories were of little application in the type of investigation in which they were engaged. Expressed needs, too, tend to be of very limited use as indicators of those needs which, in reality, shape and direct an individual's behaviour. Bone and Ross finally selected those apparent satisfactions and dissatisfactions as indicators of need which are appropriately and feasibly investigated.

In this research it had been decided to adopt the degree of importance attached by the research population to activities commonly considered to be required to meet the assumed needs of young people as the principal indicators of educational needs. This decision was reflected in the construction of the hypothesis.

Importance attached to activities

A three-point rating scale was designed to indicate respondents' perceptions of the relative importance of a set of items describing experiences commonly
considered to be desirable and worthwhile components of a young adult's education.

The broad differentiation produced by a three-point scale was considered adequate. A finer instrument was considered unnecessary since the data was required, principally, to obtain an ordering of items in terms of their perceived relative importance.

Attitudes to social participation

A crude index, based on attitudes to social participation within selected social institutions and systems, was designed.

The institutions and systems selected were those offering significant opportunities for social participation to the young adult, as follows:

1. THE TRADES UNIONS
2. THE POLITICAL SYSTEM
3. THE LOCAL 'COMMUNITY'
4. THE EMPLOYING ORGANISATIONS
5. THE EDUCATIONAL/TRAINING SYSTEMS
6. YOUTH AND COMMUNITY ORGANISATIONS.

A set of three statements reflecting different 'stances' in respect of social participation was prepared for each of the six categories above. (24)

Scores were attached to each statement, as follows:

- Statements indicating apathetic or negative attitudes scored 0
- Statements indicating passively positive attitudes scored 1
- Statements indicating actively positive attitudes scored 2

The index was the set of all values produced by addition of the scores of all possible sets of statements obtainable by selection of one statement from each category.
The formula for an individual's score on the index was

\[ \sum_{i=1}^{6} S_i \]

where \( i \) = the number of the category of statement \\
and \( S \) = the score of the selected statement in that category.

The measure so constructed was essentially a 'blunt instrument' for initial explorations in an area previously unexplored.

PRINCIPAL FORMS OF ANALYSIS

The principal forms of analysis selected are summarised in Table 5.8.

QUESTION DESIGN

The questions designed to provide direct data for these analyses, and supporting data relevant to this hypothesis, are shown in Appendix D. It is, again, considered that the rationale of the question design needs no further clarification, except in the following cases

Question 32 was designed to obtain ratings of importance, using an item pool based on relevant literature, and the exploratory work undertaken in the early stages of the research (See p.452).

Question 39 was designed to provide the data for calculation of scores on the social participation index, as described above.

The questions concerning current and previous activities, and intentions concerning specific 'social participation' activities with in the six selected institutions and systems, were included to provide supporting data enabling broad comparisons to be made between the actual actions, interests and intentions of respondents and their general sympathies and attitudes.
Table 5.8

HYPOTHESIS IV: PRINCIPAL FORMS OF ANALYSIS REQUIRED

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>FORM OF ANALYSIS REQUIRED</th>
<th>STATISTICS/TESTS OF SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rating of importance attached to different forms of educational activity.</td>
<td>Frequency distribution of ratings.</td>
<td>Descriptive statistics.</td>
</tr>
<tr>
<td>2. Index of attitudes to social participation:</td>
<td>Frequency distribution of item scores.</td>
<td></td>
</tr>
<tr>
<td>- individual item scores</td>
<td>Frequency distribution of index scores.</td>
<td>$\chi^2$</td>
</tr>
<tr>
<td>- index scores.</td>
<td>Total frequencies of ratings of EXPRESSIVE and INSTRUMENTAL items.</td>
<td></td>
</tr>
</tbody>
</table>
5.4 The Method-in-use

5.4.1 Preliminary investigations were undertaken through:

- literature search
- informal interviews with those professionally involved with young people in the target group
  e.g. Further Education teachers, personnel managers, Youth and Community Officers, etc.
- informal interviews with those involved in relevant research studies
- a series of group discussions with 120 young people in the occupational categories under investigation, in the local Technical College (built into timetable).
- experimentation with alternative forms of question design with selected groups.

The knowledge gained through this initial exploratory work was used in the construction of the research design and in the pilot instrument.

5.4.2 Pilot Study

Purpose of the pilot study

The pilot study was undertaken in order to:-

(a) gain experience of practical implementation of the research design method, and to assess its appropriateness.
(b) test the interview schedule in order to identify weaknesses, and to adapt the structure and refine the forms of questions accordingly.
(c) assist the development of the coding scheme by identifying sets of alternative responses
(d) undertake preliminary testing of hypotheses in a context and with a sample similar to that to be used in the main investigation, in order to
ascertain whether refinement or reconstruction of the hypotheses should be undertaken in preparation for the main study.

The sample size of the pilot study was, of necessity, small. The reliability of findings relating to the research hypotheses was correspondingly low and pertained only to the population of young workers under investigation in the selected company. Results were, therefore, taken to indicate issues and identify problem areas at this stage, rather than to predict the ultimate results.

Selection of Company

Difficulties were anticipated in approaching companies to take part in a project which would involve them in loss of work time. The orientation of the project towards the personal and social education of young adults at work was expected to produce less enthusiasm amongst employers than one concerned with job-related education and training. On this basis, it was decided that in both the pilot and main stage of the project, companies should be selected from among those with existing University links, in order to overcome the potential problems of unwillingness to cooperate.

The anticipated difficulty in gaining cooperation also suggested that one company should be selected for the pilot study and should lie outside, but nearby, the immediate geographical area selected for the research to avoid limiting the 'field' of companies available for the main investigation.

Selection Criteria

(a) That the company should be drawn from the manufacturing sector.
(b) That the factory should have between forty and one-hundred-and-twenty young employees in the research categories, aged between 16 and 20 years.
(c) That a proportion of 16 to 20-year-olds should be employed at apprentice (craft and technician) level, and a proportion at operator level, in order to obtain a sample balanced in type of young employee under investigation.

(d) That the factory should preferably have a sports and social club to allow the section of the questionnaire pertaining to this form of provision to be tested.

Factory P, on the outskirts of Greater London, was approached on the basis of a recommendation from the Industrial Training Research Unit, University of London, and the Industrial Liaison Bureau of the University of Surrey. It was found to satisfy the criteria above, and was selected as a possible base for the pilot studies.

**Approach**

An approach was made to the company by preliminary letter, together with an outline of the proposed project. (Appendix G).

An interview was arranged with the personnel manager responsible for training. A provisional agreement was made to undertake the pilot fieldwork in the plant. A formal letter of request followed, giving an estimate of time required for interviewing, and other facilities required for the research. Official agreement to the pilot project was obtained.

Field work was arranged to take place during November, 1977.

**Description of the Factory**

The factory was one of five major works of a large Company manufacturing electronic components in the United Kingdom.

Staff employed: Sixty-eight 16 to 20-year-olds at apprentice (craft and technician) level and operator level were employed in the factory. Other young people in the 16 to 20 age range employed at the works were non-manual staff and undergraduate apprentices.
Young apprentices and operators worked in the following sections:

**Tube Division:** concerned with the production of valve products and their repair.

**Electron Optical Devices Division:** concerned with the production of image intensifiers and fibraoptics.

**Electronic Assemblies Division:** concerned with the design and manufacture of circuit modules.

**The Engineering Centre:** provide design and manufacturing services for specialist equipment for Company's factories in the United Kingdom.

**Signetics:** involved in testing in particular kinds of integrated circuits.

### Training and Further Education Provision for Young Employees

1. **Apprenticeships:**

Apprenticeships (indentured) of four years duration were available to school leavers of 16 to 18 years of age. The apprenticeship agreement committed the Company to provide training and graded experience to enable the apprentice to reach the high level of skill required by the Company. Apprenticeships were of two kinds: CRAFT apprenticeships and TECHNICIAN apprenticeships. The craft apprenticeship led to skilled craftsmen status, which is that of the tool-maker, instrument-maker, electrician and sheet metal worker, machinist, etc. The technician apprenticeship led to technician status, the work done by a trained technician involving decision-making on manufacturing processes using a wide range of manufacturing skills, diagnosing and solving problems/organising work of others and communicating technical information. Training at both craft and technician level is undertaken in the works-based training school for the first year, and in a variety of departments in a factory in the remaining three years. All apprentices undertook technical
college courses on day release, leading to a variety of qualifications.

2. **Junior Operator Training**

General operators undertook a short period of training, lasting several weeks, on the job under the supervision of the section supervisor. Most operators were employed on assembly work in the tube division and in the electronic assemblies division.

**Informal interviews**

Information about educational opportunities offered to the young people by the Company, and the attitudes of those professionally involved in the supervision and training of young employees, was gained through:

(a) focused interview with the personnel manager (training).

(b) subsequent informal discussions with training officers and instructors at the field work stage of the project.

(c) printed material provided by the firms.

Interview material was, in the case of (a), taken down in note form during the interview, with selected verbatim quotes, and subsequently transferred to a card index. Information and impressions gained from (b) were noted at the end of each day's fieldwork. These were, therefore, less accurate in content and more subjective in interpretation.

**Selection of sample of young employees**

A 45% sample of apprentices and operators, stratified by year of apprenticesh and category of employment, was designed in order to give a sample size large enough to discern, at least, patterns in the responses. In practice limitations were placed on the selection by:
(a) absences due to sickness and attendance at Technical College (combined with limitation on time for study).

(b) 'piecework' nature of the work of some operators. (The selection of operators was limited to the four available).

(c) small population numbers in some cells, after stratification.

Table 5.9 Total numbers of apprentices and operators based at Factory P.

<table>
<thead>
<tr>
<th></th>
<th>Apprentices</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Technician</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
</tr>
<tr>
<td>Apprentices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craft Apprentices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>33</td>
<td>11</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Operators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERALL TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.10 The survey sample achieved:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technician</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Apprentices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craft</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Apprentices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

The total sample size was 30. Therefore a 44% sample was achieved.
The following arrangements were made for conducting the research interview:

(i) a room was requested in which the interviews could be conducted privately. This was considered to be important in view of the influences on responses of the presence of others.

(ii) attempts were made to put the interviewees at their ease. There was a certain apprehension among the young people about being interviewed by someone from a university, and many clearly expected to be subjected to tests. They were informed that the purpose of the exercise was to find out their views concerning certain matters of interest to them, that there were no 'right or wrong' answers, and that all responses were completely confidential. This, combined with an informal interviewing arrangement, (the interviewer did not sit behind a desk) appeared to achieve the objective of putting the majority of the interviewees at their ease.

(iii) attempts were made to complete the interviews within three-quarters-of-an-hour. It was found that the length of the interview schedule was such that many of the interviews were a little rushed. Many of the interviewees wanted to talk at far greater length about matters not always relevant to the research, and ways had to be found to steer respondents back to the questionnaire, and to keep the discussion moving fairly rapidly. At the end of the interviews the respondents were given the self-completion sections to complete, these having been referred to and explained at the appropriate point in the course of the interview.
By beginning the next interview while this was being undertaken (in a separate room) it was found that interviews could be kept within three-quarters to one hour in length. This was important in view of the need for tight timetabling in the factories under study. By proceeding in this way it was possible to complete the interviewing in four full working days.

It was found that in a number of cases poor question wording was questioned by the respondents. In explaining the intention of the question further, care had to be taken not to influence the answer. It became clear at an early stage that young people were interpreting the term 'youth organisation' as 'youth club' in its more limited sense, (as Bone and Ross had found in their study). Attempts were made to explain clearly to the interviewees the wider sense in which the term was being used.

There was a high level of cooperation from the respondents. There were no refusals, and the interviewer considered that a high level of confidence could be placed in the accuracy of the answers. The nature of the questions were such that young people were asked to talk in some detail about their activities, interests, and opinions. The ease with which this detailed information was elicited indicated that, although a certain degree of exaggeration may have been taking place, the answers were straightforward and honest. (27)

Processing of research data:

Three hundred and seventeen variables in the questionnaire data were coded for computer analysis.

1) Simple pre-coding of alternative fixed responses to questionnaire items was used in the majority of cases.

2) Post-coding of categories of response was used in the case of open-ended questions. Post-coding was undertaken by grouping responses which
were similar in content, either according to a predetermined or standard model, or according to a model obtained by inspection and classification of the whole range of response. In the cases of types of organisations participated in, and the degree of preparation for adult life afforded by different educative agencies, for example, the models were obtained by inspection. In the case of educational level, the model was predetermined.

3) Coding of additional variables: These were variables computed from the basic data for the purposes of analysis:

   e.g. indices, scales, composite variables, summated variables.

5.4.3 Modifications to instruments and method of application indicated in the pilot study

Changes indicated by the Pilot Study:

The purpose of the pilot study (see p. 223) was:

(a) to assess the appropriateness of research method and gain experience of its practical implementation

The research method adopted was considered to be satisfactory in respect of mode of approach to the firm.

In respect of selection of the sample, stratification by year of training did not produce the age stratification required, since several young people delayed before beginning their apprenticeships. Also, in the case of junior operators with manual training, this instrument of stratification could not be employed.

The methods of data collection were considered satisfactory, and appropriate to the types of analysis subsequently required.
(b) to test the interview schedule in order to identify weaknesses, and to adapt the structure and refine the forms of questions accordingly.

The following points arose:

(i) The self-completion sections, it has been seen, were administered, printed on separate sheets, at the end of the interview and not, as originally intended, at the point in the interview schedule at which they appeared. The removal of these sections from the printed interview schedule in the main study was considered. This was rejected since:

- it was thought desirable to retain the responses within their relevant 'blocks' of data, for the purposes of coding and analysis.
- the practice, adopted in the pilot, of introducing the self-completion sections in their context, i.e. at the point in the printed schedule at which they occurred, followed by detailed explanation at the end, was successful in preparing the respondent for the self-completion exercise and served, apparently, to alleviate anxiety.

The self-completion sections were, therefore, retained at their original location within the printed interview schedule and administered as separate sheets at the end of the interview, the respondent having been advised of this at the appropriate point in the interview. Data recorded in the self-completion sheets was entered, at the coding stage, in the coding columns of the section of the interview schedule to which they belonged.

(ii) Amendments to the interview schedule

A total of 35 amendments, including refinements, rewording, additions and deletions, were made to the interview schedule, following the pilot study \(^{(28)}\). The pilot survey proved to be of particular value in the editing and refinements of the many item pools.
(a) In the case of Question 20, it was anticipated that three current attachments involving regular attendance would be the maximum held by any individual. In the pilot study it emerged that respondents held greater numbers of attachments, many of them in adult social organisations, etc. It was decided not to extend the number of spaces and therefore variables of analysis to accommodate the occasional incidences of large numbers of organisations of all types, since the purpose of the question was to collect full details of the youth organisations to which the respondents were attached. Priority was therefore given to entering details of youth organisations in spaces provided, although the practice of questioning respondents about all organisations was retained as a means of checking earlier descriptions or categorisations, (e.g. some organisations described as 'non-youth' were subsequently revealed to be catering for the 'young adult' within the 18 to 25 age range. In no case did the attachments to youth organisations exceed the number of three allowed for in the questionnaire.

(b) One question was inserted (Question 33) in order to obtain supporting data which would enable the youth education agencies to be located among other agencies with a significant role in the preparation for adulthood of young people, in terms of their perceived efficacy.

(iii) To assist with development of coding scheme

A limited number of variables was pre-coded in the pilot. A coding scheme was designed after data collection to enable the values of variables which were 'codeable' to be recorded in a form appropriate to subsequent analyses and computations. Variable values, in coded form, were recorded in the left hand columns of facing sheets throughout the questionnaire. In the pilot, coding systems were assigned to variable values in those questions which were not pre-coded, as the analysis proceeded.
The coding scheme thus described was found to be satisfactory, except in the following cases:

(a) The variables were not numbered in the coding columns of the interview schedule in the pilot. This was found to create difficulties since questionnaires could not be used for direct card punching and errors were difficult to trace.

(b) It was found that some of the open-ended questions which were uncoded would have been more easily analysed if a coding system, based on a 'typology' of types of responses, had been constructed.

(c) In questions such as 17 and 18, in which a range of alternative responses were offered for selection, the coding system necessarily only accommodated a limited number of responses, determined by the maximum number of responses which (it was thought) might reasonably be expected. In some cases these numbers were exceeded. In these cases the respondent was asked to indicate which three, for example, of the responses were most important. In the ensuing analysis, therefore, care was taken to present all results arising from those questions as, e.g. 'the number of respondents listing X among the three main reasons for Y'.

In the schedule for the main study:

- variables were numbered in coding columns (see Interview Schedule, Appendix
- coding systems were developed for many of the open-ended questions, based on typologies of response (using experience gained in the pilot of the likely range of responses).
- in some cases the number of variables was extended to afford greater opportunity for multiple responses, as far as was practicable.
the coding scheme adopted for the pilot study was reviewed and reconstructed for main study. The ranges of responses to the main study schedule were pre-coded in coding notes, and in some cases on the schedule, prior to gathering of data. 

(iv) To undertake preliminary testing of hypotheses, to ascertain whether refinements or reconstructions were necessary, and to obtain an indication of the patterns emerging in the results.

The results of the pilot study indicated, in the case of all four hypotheses, that relationships of the kinds hypothesised existed, albeit at low significance levels.

5.4.4 The Main Survey: participating factories and the research sample achieved

Selection of factories:

Selection was undertaken at two levels.

Companies were selected, initially, followed by a selection of the factories of those companies from which the survey sample was to be drawn.

Factories in the geographical area selected for the study were, as in the pilot (and for the same reasons), selected from those companies with existing University links in order that problems of unwillingness to participate, such as potential withdrawal, etc., be reduced to a minimum.

Selection criteria:

(a) that companies should be drawn from the manufacturing sector of industry.

(b) they should have one or more factories in the area of the study.

(c) that at least one such factory should have young people in employment in the target groups with which the study is concerned.
(A number of six young people in the required categories was the minimum decided upon in order that a reasonable contribution to the sample could be obtained from each factory visited. In practice, medium or large-sized factories were selected).

(d) That factories should, collectively, provide samples of both apprentices and operators sufficiently large for required analyses involving the variables of occupational level.

Ten companies with factories in the geographical area of the study were selected from a list of companies provided by the University of Surrey's Bureau of Industrial Liaison. They were approached, as in the pilot study, with a preliminary letter to a named contact in the local factory, together with an outline of the proposed project. An interview was arranged with the person with overall responsibility for the education, welfare and training of young employees. According to the size and organisation of the company and plant, this role of the person with this responsibility varied between personnel manager, training manager, works director, etc. During these initial interviews a request for fieldwork was made, informally. An interview, based on focussed questions, was also conducted at this time in order to compile contextual data of the type discussed on pp

Of the ten companies approached, nine agreed, initially, to participate in the survey. The tenth firm was revealed to have only one or two young people currently in employment in the categories covered by the research. One company subsequently withdrew because of pressure of work in the local factory, caused by staff shortages.

One of the companies had two factories meeting the selection criteria in the area of the study and two subsidiary companies, recently taken over, each with a factory in the area of the study. Permission to involve the latter
two factories was obtained independently of the parent company on recommendatio
The total number of factories in the final selection was, therefore, eleven.

Subsequently, with permission from the appropriate participating factories,
the training centre (Guildford & District Engineering Training Association)
was approached for permission for fieldwork to be undertaken with any first
year apprentices of the participating factories who were placed there for
one year 'off-the-job' training. As in the case of the companies, an initial
interview was held with the training supervisor of the Centre, based on
focused questions, in order to obtain contextual information relevant to
the research.

Descriptions of the participating factories are given on pp. 238 - 253.
Factory A

NATURE OF BUSINESS:
Manufacturing camshafts for automotive, mains and generating industries.

TOTAL NUMBER OF EMPLOYEES (including administrative, clerical, etc.) - 419.

NUMBER OF EMPLOYEES IN THE RESEARCH CATEGORIES:
- Technician apprentices: 4
- Craft apprentices: 21
- Operators: 30

LOCATION: Split between two sites in a rural area.

SELECTION OF YOUNG EMPLOYEES:

Apprentices: No qualifications were required for craft apprentice positions. Three good (Grade 2 or 3) CSE results were required as the minimum qualification level for technician apprentices. In practice, it was claimed, the qualification level of applicants had been steadily rising in recent years, and the Company was now able to 'take the cream'. In addition to qualifications, the Company was concerned that all entrants should have a 'rounded' basic education, and personal qualities both of leadership and of ability to cooperate.

Junior Operators: Junior operators were employed mainly on general labouring and packing duties. No qualifications were required or preferred for this work.

EDUCATION AND TRAINING:

Apprentices received off-the-job training in the Guildford and District Engineering Training Association Centre (GADETA) and were subsequently trained in the Company to ITB programmes. Further Education was received through day-release to local Colleges of Further Education, for CGLI Craft Studies courses or Technician Certificate courses, as appropriate.
Operators were offered day-release for Further Education to undertake the earlier stages of Craft Studies courses. Few, it was observed, participated in these opportunities.

The majority of young employees were reported to stay with the Company for the duration of training and continued with the Company subsequently.

Special education and training programmes: Induction training was given to all new employees. An experimental scheme had been introduced to give temporary employment experience to unemployed school leavers, and a work experience scheme had been offered to local schools. These initiatives were not considered to have been successful by the Training Manager in view of the apparently poor motivation of the participants.

OTHER PROVISION:
A sports and social club and associated recreational and social facilities were available on site.
Factory B

NATURE OF BUSINESS:
Manufacturing commercial aircraft.

TOTAL NUMBER OF EMPLOYEES: - 3910

NUMBER OF EMPLOYEES IN THE RESEARCH CATEGORIES:  
Technician apprentices 27  
Craft apprentices 139  
Operators 24  
190

LOCATION: In a semi-rural area close to a small town.

SELECTION OF YOUNG EMPLOYEES:

Apprentices: Preferred qualifications for entry to craft apprentice positions were CSE results in a 'balanced' set of subjects. For technician apprentice positions, three CSEs with Grade 2 or 3 results were the qualifications required. In addition to qualifications, qualities of a generally 'rounded' education, motivation and integrity were desired and, in the case of technician apprentices, the added capacities of adaptability and ability to cope with freedom were desired.

Operators in the 16 to 20 age range were involved principally in general labouring, packing and machine operating. No qualifications or preferred qualities were specified for operator posts.

Trainees were a special category of young worker, either in the process of being upgraded from operator to apprentice positions, or taken into apprentice positions under temporary schemes of, e.g. the EITB.

EDUCATION AND TRAINING:

Apprentices received off-the-job training in their first year, in the Company's Apprentice Training School on the site. Subsequently they were trained to ITB programmes on-the-job within the factory. Further Education was received
through day release to local Colleges of Further Education, for CGLI Craft Studies courses or Technician Certificate courses, as appropriate.

Operators received a six-month systematic training comprising 'on-the-job' and 'off-the-job' elements. Opportunities of release for attendance in Further Education courses were offered to all junior operators, but participation was low.

It was reported that the majority of young employees stayed with the Company for the duration of training and continued with the Company subsequently.

Special education/training programmes: Work experience had been offered to local schools. 'Adjustment to Industry' residential courses were offered to selected apprentices.

OTHER PROVISION
A sports and social club with associated facilities was available on site. A branch of the Royal Aeronautical Society was available for apprentices and participated in predominantly by those of technician level. Opportunities for activities designed to help the physically and mentally handicapped were provided and encouraged.

Pastoral care and welfare support was provided for young employees.
Factory C

NATURE OF BUSINESS:
Manufacturing fire engines, municipal vehicles and a limited number of other specialised vehicles.

TOTAL NUMBER OF EMPLOYEES: - 805

NUMBER OF EMPLOYEES IN THE RESEARCH CATEGORIES:
- Technician apprentices 9
- Craft apprentices 19
- Operators 16
  44

LOCATION: On an industrial estate in a large town.

SELECTION OF YOUNG EMPLOYEES:

Apprentices: Preferred qualifications for entry to craft apprentice position were CSE results at Grades 2 and 3 in three or more subjects. For entry to technician apprentice positions, preferred qualifications were good CSE results or 'O' Level at Grade 1, 2 or 3 in a range of subjects.

Operators in the 16 to 20 age range were involved principally in operating semi-automatic machines. No qualifications were required.

EDUCATION AND TRAINING:

Apprentices received off-the-job training in the first year at the Guildford and District Engineering Training Association Centre. Subsequently training was given 'on-the-job' within the Company, based on ITB programmes. Further Education was received through day-release to local Colleges of Further Education for CGLI Craft Studies courses or Technician Certificate courses, as appropriate.
Operators received little or no systematic training and release for further education was not given.

OTHER PROVISION: An active sports and social organisation, with facilities on site, was available.

Special interest activities, involving preservation and maintenance of old fire engines, were available, participated in predominantly by young employees.

Pastoral care and welfare support was available to young people.
Factory D

NATURE OF BUSINESS:
Manufacturing pharmaceutical products.

TOTAL NUMBER OF EMPLOYEES - 184

NUMBER OF EMPLOYEES IN THE RESEARCH CATEGORIES: Operators 11

LOCATION: Small industrial estate on the outskirts of large town.

SELECTION OF YOUNG EMPLOYEES:
Junior operators were involved principally in inspecting tablets for imperfections, and in general labouring and packing work. No qualifications were required or preferred, but qualities of cleanliness and manual dexterity were required in those undertaking inspection work, and general social acceptability was considered necessary in all.

EDUCATION AND TRAINING:
Little or no systematic training was received by junior operators, and no release for further education was offered or given.

Special education/training provision: One half-day of 'induction training' was given to all new employees.

OTHER PROVISION:
A limited range of sports and social activities and facilities was available.
Factory E

NATURE OF BUSINESS:
Designing and manufacturing liquid filters and pipeline expansion joints,
for industry.

TOTAL NUMBER OF EMPLOYEES: 486

TOTAL NUMBER OF EMPLOYEES IN THE RESEARCH CATEGORIES:
- Technician apprentices: 5
- Craft apprentices: 13
- Operators: 9

LOCATION: Rural site.

SELECTION OF YOUNG EMPLOYEES:
Preferred qualifications for entry to craft apprentice positions were CSE results in a balanced set of subjects. For entry to technician apprentice positions, preferred qualifications were 3 or 4 CSEs with Grade 2 or 3 results.

Junior operators were involved principally in semi-skilled work in this factory and preferred entry qualifications were similar to those for craft apprentices.

EDUCATION AND TRAINING:
Apprentices received 'off-the-job' training in their first year, at the Guildford and District Engineering Training Association Centre, and subsequent training in the Company was based on ITB programmes. Further Education was received through day-release to local Colleges of Further Education, for CGLI Craft Studies courses or Technician Certificate courses, as appropriate. The Company had closed its own training school, based on site, in the recent past.
Operators received systematic training over a period of two years, and received day-release to attend the initial parts of City and Guilds Craft Studies courses at local Colleges of Further Education.

A problem of qualified workers leaving the Company because of limited opportunities for career progression was noted by the Training Manager.

OTHER PROVISION:
Sports and social activities and facilities were available on site and the involvement of young people in running of activities was encouraged. Participation of young employees in schemes, such as Outward Bound and Duke of Edinburgh's Award was also supported.
Factory F

NATURE OF BUSINESS:
Manufacturing glass fibre products, including chopped strand mat, yarn-based cloth and tissue, rovings, tyres.

TOTAL NUMBER OF EMPLOYEES: - 370

TOTAL NUMBER OF YOUNG EMPLOYEES IN THE RESEARCH CATEGORIES:
Operators 12

LOCATION: On an industrial estate in a small town.

SELECTION OF YOUNG EMPLOYEES:
Junior operators were involved in operating a variety of semi-automatic machines and involved in general labouring duties.

No required or preferred entry qualifications were specified beyond a 'willingness to do the job' and a minimum degree of 'employability' and social acceptability. The Company had previously operated an apprentice scheme. Difficulties had been encountered in retaining apprentices and the scheme was, at the time of the investigation, in temporary abeyance.

EDUCATION AND TRAINING:
No systematic training was received by junior operators, other than that of working for a short period under close supervision. Release for Further Education was not offered to junior operators.

OTHER PROVISION:
Sports and social activities and facilities were available on site. Active pastoral care and welfare support was available to young people, particular attention being given to this responsibility by the Personnel Manager.
Factory G1

NATURE OF BUSINESS:

TOTAL NUMBER OF EMPLOYEES - 200

TOTAL NUMBER OF YOUNG EMPLOYEES IN THE RESEARCH CATEGORIES:

<table>
<thead>
<tr>
<th>Craft apprentices</th>
<th>Operators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>13</td>
</tr>
</tbody>
</table>

LOCATION: On an industrial estate in a large town.

SELECTION OF YOUNG EMPLOYEES:
Preferred qualifications for entry to Crafts Apprentice positions were CSE results in a balanced set of subjects.

Junior Operators were involved in applying plastic coatings to objects by immersing them in vats, using semi-automatic machines. The job was considered to be an unpleasant one; no required or preferred qualifications or qualities were specified, beyond those of a willingness to do the work and a minimum level of employability.

In Factory G1, as in all companies in the 'G' group, young people with mental and/or learning handicaps were sometimes selected for reasons of apparent greater adaptability to the restricted nature of the work.

EDUCATION AND TRAINING:
Apprentices received one year 'off-the-job' training in Guildford and District Engineering Training Association Centre. Subsequent Company-based training was undertaken on-the-job to ITB programmes. All apprentices received day-release to undertake the appropriate CGLI or Technician Certificate courses at local Colleges of Further Education.
Operators received little or no systematic education or training, other than a short initial period of work under close supervision.

Other educational and training provisions Work experience had been offered to local schools for fifth year leavers.

OTHER PROVISION:
Sports and social activities and facilities were available on site.
Factory G2.

NATURE OF BUSINESS:
Designing and manufacturing plastic mouldings, e.g. pushchair handgrips, children's boots, medical mouldings, etc.

TOTAL NUMBER OF EMPLOYEES: 140

TOTAL NUMBER OF YOUNG EMPLOYEES IN THE RESEARCH CATEGORIES:
- Craft apprentices: 4
- Operators: 5

LOCATION: On an industrial estate near a small town.

SELECTION OF YOUNG EMPLOYEES:
Preferred qualifications for Craft Apprentice positions were CSE results in a balanced set of subjects.

Junior operators were involved either in operating semi-automatic machines, or in general labouring duties. No required or preferred qualifications or qualities were specified, beyond the willingness to undertake the work and a minimum level of employability. Both physically and mentally handicapped young people were frequently recruited.

EDUCATION AND TRAINING:
Apprentices received first year 'off-the-job' training at the Guildford and District Engineering Training Association Centre. Subsequent Company-based training was undertaken on-the-job, according to special factory requirements. Day-release was given for attendance at the local Colleges of Further Education for CGLI Craft Studies courses. Little or no systematic training was received by Operators, beyond a short initial period of working under close supervision.

OTHER PROVISION: Limited sports and social activities were available. No special facilities were available on site.
Factory G3

NATURE OF BUSINESS:
Designing and manufacturing plastic goods by extrusion and injection moulding, e.g. reinforced plastic hose, steering wheels.

TOTAL NUMBER OF EMPLOYEES: - 430
TOTAL NUMBER OF YOUNG EMPLOYEES IN THE RESEARCH CATEGORIES:
- Technician apprentices 3
- Craft apprentices 2
- Operators 6

LOCATION: On an industrial estate on the outskirts of a large town.

SELECTION OF YOUNG EMPLOYEES:
Preferred qualifications for entry to Craft Apprentice positions were CSE results in a balanced set of subjects. For technician apprentices required qualifications were a minimum of 3 CSE results at Grades 2 or 3.

Junior Operators were involved in operation of a variety of semi-automatic machines. No preferred qualifications or qualities were specified.

Some difficulty in retaining apprentices during the period of their training was observed by the Training Manager.

EDUCATION AND TRAINING:
Apprentices received first year 'off-the-job' training at the Guildford and District Engineering Training Association Centre. Subsequent Company-based training was undertaken 'on-the-job', to ITB programmes. Further Education was received through day-release to local Colleges of Further Education, for C&LI Craft Studies courses or Technician Certificate courses, as appropriate.

Operators received systematic training of 3 to 6 months duration, based on ITB operator training programmes.

OTHER PROVISION: Sports and social activities and facilities were available on site.
Factory G4

NATURE OF BUSINESS:
Designing and manufacturing precision mouldings and plastic components.

TOTAL NUMBER OF EMPLOYEES: - 144

TOTAL NUMBER OF YOUNG EMPLOYEES IN THE RESEARCH CATEGORIES:

- Technician apprentices) 7
- Craft apprentices
- Operators 1
- 8

LOCATION: Rural area, near small village.

SELECTION OF YOUNG EMPLOYEES:
Difficulties in recruitment in a rural area distant from population centres were experienced in this factory. No preferred qualifications were specified for Craft Apprentices. The minimum of three CSEs with Grade 3, or above, for entry to Technicians Certificate courses was adopted for Technician Apprentices. No preferred qualifications were specified for Operators, beyond a minimum level of employability.

EDUCATION AND TRAINING:
Apprentices received first year 'off-the-job' training at the Guildford and District Engineering Training Association Centre. Subsequent Company-based training was undertaken 'on-the-job' to meet the specific needs of the factory. Day-release was granted for attendance at local Colleges of Further Education for CGLI Craft Studies courses or Technician Certificate courses, as appropriate. Operators received little or no systematic training, beyond a short initial period of working under close supervision. No educational release was offered or granted to junior operators.

OTHER PROVISION: Limited sports and social activities were available. No special facilities were available on site.
Factory H

NATURE OF BUSINESS:
Manufacturing precision machinery, assembly prototype and production components for industry.

TOTAL NUMBER OF EMPLOYEES: 220

TOTAL NUMBER OF YOUNG EMPLOYEES IN THE RESEARCH CATEGORIES:
- Technician apprentices: 5
- Craft apprentices: 15

LOCATION: Industrial estate in a town.

SELECTION OF YOUNG EMPLOYEES:
Preferred qualifications for Craft Apprentices were CSE results in a balanced set of subjects. Minimum qualifications for Technician Apprentices were three CSEs with Grades 2 or 3. A progressive 'upgrading' during recent years in the qualifications presented by applicants was noted by the Training Manage

EDUCATION AND TRAINING:
Apprentices received first year 'off-the-job' training at the Guildford and District Engineering Training Association Centre. Subsequent training was undertaken 'on-the-job' and based on ITB training programmes. Release was given for attendance in CGLI Craft Studies courses or Technician Certificate courses in local Colleges of Further Education, as appropriate.

Special education and training provision: A short period of induction training was received by all new apprentices.

OTHER PROVISION
Sports and social activities and facilities were available. The participation of young employees in the planning and running of the sports and social programmes was encouraged.
Selection of samples of young employees:

A 70 per cent sample, stratified by age and level of employment, was constructed in factories, A, C, D, E, F, G1 to G4, and H. In firm 'B' a 35 per cent stratified sample was constructed.

The selection was made randomly on the basis of lists provided by the companies of employees in the selected factories (including those engaged in 'off-the-job' training at the training centre), with details both of age and category of employment. The sample selected and the actual sample of respondents achieved, are shown in Tables 5.11 and 5.12.

The respondents' sample was 92 per cent of the selected sample; the achievement of a 'complete respondents' sample was prevented principally by:

- sickness
- unavailability because of production shifts, etc.
- appearance on the provided lists of names of employees who were no longer employed in the works.

Where possible, young people who were unavailable because of shifts, etc., were interviewed at alternatively arranged times. In many cases, however, this was not possible. Similarly, in the case of sickness, interviews were arranged for another time. In some cases, however, firms were reluctant for the disruption caused by interviewing to extend beyond the agreed period.

A breakdown of the sample by age and level of employment in each factory is given in Table 5.12.

5.4.5 The Main Survey: Application of the research instruments and processing of data

INTERVIEWING:

In all firms and in the Training Centre a separate room for interviewing was requested and obtained.
<table>
<thead>
<tr>
<th>FACTORY</th>
<th>POPULATION ON THE RESEARCH CATEGORIES</th>
<th>NUMBER SELECTED FOR INTERVIEW (SELECTED SAMPLE)</th>
<th>NUMBER INTERVIEWED (RESPONDENTS' SAMPLE) (% of pop.)</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>30</td>
<td>21</td>
<td>21</td>
<td>(70)</td>
</tr>
<tr>
<td>B</td>
<td>190</td>
<td>64</td>
<td>58</td>
<td>(34)</td>
</tr>
<tr>
<td>C</td>
<td>44</td>
<td>32</td>
<td>30</td>
<td>(72)</td>
</tr>
<tr>
<td>D</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>(72)</td>
</tr>
<tr>
<td>E</td>
<td>27</td>
<td>19</td>
<td>16</td>
<td>(59)</td>
</tr>
<tr>
<td>F</td>
<td>12</td>
<td>8</td>
<td>8</td>
<td>(67)</td>
</tr>
<tr>
<td>G1</td>
<td>13</td>
<td>10</td>
<td>9</td>
<td>(69)</td>
</tr>
<tr>
<td>G2</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>(77)</td>
</tr>
<tr>
<td>G3</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>(67)</td>
</tr>
<tr>
<td>G4</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>(63)</td>
</tr>
<tr>
<td>H</td>
<td>20</td>
<td>15</td>
<td>14</td>
<td>(70)</td>
</tr>
<tr>
<td></td>
<td><strong>370</strong></td>
<td><strong>195</strong></td>
<td><strong>180</strong></td>
<td></td>
</tr>
</tbody>
</table>

Fifteen of those selected for interview were unable to be interviewed for the following reasons:

Unavailable because of working arrangements 3 (Operators)
Absent (holidays/sickness) 9
Had left (lists supplied by factory out of date) 3
TABLE 5.12 RESEARCH POPULATION AND SAMPLE OBTAINED IN THE PARTICIPATING FACTORIES, BY OCCUPATIONAL CATEGORIES

<table>
<thead>
<tr>
<th>Factory</th>
<th>RESEARCH POPULATION</th>
<th>SAMPLE OBTAINED</th>
<th>WEIGHTED SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Operators</td>
<td>Craft apprentices</td>
<td>Technician apprentices</td>
</tr>
<tr>
<td>Factory A</td>
<td>5) 30</td>
<td>14) 21</td>
<td>14) 21</td>
</tr>
<tr>
<td>Factory B</td>
<td>24) 190</td>
<td>42) 58</td>
<td>84) 116</td>
</tr>
<tr>
<td>Factory C</td>
<td>16) 44</td>
<td>12) 30</td>
<td>12) 30</td>
</tr>
<tr>
<td>Factory D</td>
<td>9) 27</td>
<td>8) 16</td>
<td>8) 16</td>
</tr>
<tr>
<td>Factory E</td>
<td>9) 27</td>
<td>8) 16</td>
<td>8) 16</td>
</tr>
<tr>
<td>Factory F</td>
<td>12) 8</td>
<td>8) 16</td>
<td>8) 16</td>
</tr>
<tr>
<td>Factory G</td>
<td>11) 36</td>
<td>6) 25</td>
<td>6) 25</td>
</tr>
<tr>
<td>Factory H</td>
<td>15) 20</td>
<td>11) 14</td>
<td>11) 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G1</th>
<th>G2</th>
<th>G3</th>
<th>G4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operators</td>
<td>11</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Craft apprentices</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Technician apprentices</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operators</th>
<th>Craft apprentices</th>
<th>Technician apprentices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factory H</td>
<td>15) 20</td>
<td>11) 14</td>
</tr>
<tr>
<td>Factory H</td>
<td>5) 3</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTALS 370 180 238
Table 5.13 OCCUPATIONAL CATEGORY BY AGE (ACTUAL SAMPLE) FOR EACH PARTICIPATING FACTORY

<table>
<thead>
<tr>
<th>Factory A</th>
<th>Factory B</th>
<th>Factory C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Operator</td>
<td>Craft apprentice</td>
</tr>
<tr>
<td>16</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factory D</th>
<th>Factory E</th>
<th>Factory F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Operator</td>
<td>Craft apprentice</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>17</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>20</td>
<td>4</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factory G₁, G₂, G₃, G₄</th>
<th>Factory H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Operator</td>
</tr>
<tr>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>4</td>
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<tr>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>
The interviewing arrangement adopted in the pilot study was again used. The only changes in the interviewing approach were small changes in wording, in explanation and clarification of questions, in prompting, etc., that had been indicated by the pilot to be more effective in evoking responses with the minimum of bias.

Responses to open questions were noted verbatim, where particularly significant, otherwise main points were noted in a shorthand form, and transferred to record sheets subsequently. Tape recording was ruled out as impracticable:

(i) in view of the length and complexity of the interview
(ii) the fact that the bulk of the data was able to be recorded quantitively, the qualitative data being illuminative, rather than central to the research analysis.
(iii) the potentially inhibiting effect of tape recording on the responses of the young people being interviewed.

As in the pilot, few problems were encountered in the interviewing process. Only one respondent was so reluctant and hostile that it was difficult to complete the interview.

In factory G2, several young people were interviewed who had been described in the informal interview with the personnel manager as 'backward'. The interviews in two of those cases had to be concluded without self-completion sections, and in two other cases the more complex questions were omitted. In two of these cases a supportive supervisor sat in at the request of the youngsters, intervening only to clarify and explain questions.

There was a question of whether the data from these interviewees should be included in the final analysis. It was ultimately included with unanswered, or clearly misunderstood questions appropriately coded. The decision for the inclusion of these respondents was based on the argument that they represented a type of young employee in unskilled work in the factory in question, and
that the sample would therefore have been rendered unrepresentative if they had been excluded.

In the majority of cases the interview was completed without difficulty on the part of the researcher or respondent, and the same high degree of cooperation obtained as in the pilot study. As before, the interview process indicated to the researcher that a high degree of confidence could be placed in the responses. The intensity of the questionnaire made it difficult for false responses to be maintained in the follow-up questions and they were quickly revealed in the few cases in which they occurred.

CODING AND ANALYSIS:
The coding system for the 329 variables, evolved from that produced in the pilot stages, was applied. Some problems were encountered both in completing the questionnaire and in subsequent coding of data.

The most significant of these were as follows:

1) Identification of those items which should be entered and coded as educational youth provision in the terms adopted for the study.

Although most items which fitted the criteria were easily identifiable, a problem was encountered in distinguishing between those organisations whose principal aims were commercial, and those whose principal aims were geared to youth development, from the respondents' descriptions, e.g. in cases of junior clubs within tennis clubs, golf clubs, etc., it was not clear whether these should be considered to be classified as organised youth provision or as 'other forms of organised out-of-work activity', as would be a junior club attached to, say, a commercial ten-pin bowling alley. Similarly, how should a junior dancing club provided in a Local Authority leisure centre be classified, against a junior dancing club attached to a commercial ballroom?
A judgement had to be made here by the interviewer concerning the likely aims of the organisation. Where a particular classification was made it was used consistently throughout.

On the whole, youth provisions of Community Leisure Centres run by the public services were considered to meet the criteria, as were youth sections of organisations constituted and run by members of the public for non-commercial purposes.

2) Some problems were encountered in classification of responses where typologies had been adopted for the purposes of analyses, e.g. classification of organisations into 'types':

   Angling clubs: These were classified as sports organisations, although could have been entered as specialist interest/hobby.

   Church clubs: Where these were principally social in activities, entered under social; where concerned with religious study and activities, under interest.

   Red Cross and St.John's Ambulance: Entered under 'uniformed' and 'social service', rather than interest.

3) Classification of responses to open questions concerning:
   - preference for commercial/youth provision
   - reasons for joining/staying in organisations.

These required a degree of interpretation leading to the selection of closest responses by the fieldworker.

4) The classification of responses to Question 33 concerning effectiveness of agencies in helping young people to adjust to the transition to adulthood also required a high degree of interpretation by the fieldworker.
ANALYSIS:

The coded and prepared data was submitted to the forms of analysis detailed in pp 205-222.

The results of these analyses are reported in Chapters VI to IX.


10. PHILLIPS, B.S., 1971, 162.

11. ibid., 160.


13. See the discussion of MOSER, C.A., and GALTON, G., 1971, 146 - 152, concerning the relationships between sampling fractions and precision of the sample results.


17. ibid., p.4.

18. VENESS, T., School Leavers, Methuen & Co. 1968, 111 - 112.

19. In assessing equivalence of examination grades, the Seven-point scale originally designed to assimilate CSE and GCE grades for the new 16+ examinations was used as the basis. In construction of the index of educational levels, the threshold of five graded 'O' level results for point of the index was adopted for the reasons given. Subsequently, it was considered that four graded 'O' level results might more appropriately have been adopted, since this level of attainment is frequently cited as the minimum for entry to many occupations and to professional/technical education. See SCHOOLS COUNCIL for construction of a similar index.


21. David Nelson's classification of occupations by Skill Levels appears in Appendix F. The appropriateness of ordering 'Social Classes' into ordinal scales is a matter over which there is continuing dispute. In this context it was considered appropriate to construct an ordinal scale of social class, since use of nominal categories for the purposes of analysis would not have revealed the directions of association with the key participation variables (except by inspection).

The two divisions of Class III in the Registrar-General's classification introduce difficulties in respect of its use as an ordinal scale. The more finely differentiated classification of David Nelson was considered to be more appropriately adopted for use as an ordinal scale in these analyses.


23. ibid., 207 - 208.

24. Similar indices based on summation of scores from selected statements reflecting differing social attitudes and orientations have been used by MARTIN, R., and FRYER, R.H., The Deferential Worker in BULMER, M., (Ed.), 1975.

25. Populations of young employees in the research categories numbering below forty would not produce a large enough pilot sample, unless a very large proportion was taken. Above 120, the sample would be a significantly smaller proportion of the population than that planned for the main study.
26. It had originally been the intention of the researcher that the self-completion section should be completed within the period of the interview. In practice this was found to extend the interview to over one hour in length, which was considered unacceptably long by Company personnel responsible for releasing the interviewees from their work.


28. Detailed notes on the amendments made are available in supplementary documents, held in the Department of Adult Education, University of Surrey.

29. The Coding Scheme adopted is available in a supplementary document held in the Department of Adult Education, University of Surrey.
RESULTS

CHAPTERS VI - IX
NOTE ON THE USE OF STATISTICS:

The size of sample from which the survey data was obtained was \( n = 180 \).
The size of the weighted 'base', where weightings shown in Table 5.11 were applied to the survey data, was \( N = 238 \). In the analysis of survey data results were computed both on the unweighted and on the weighted bases. The weighted findings are reported in these Chapters. These findings may be extended to the population from which the sample was drawn, by virtue of the representativeness of the base. (')

Where tests of significance are applied in the statistical analyses, significance, where it occurs, is reported at the 0.05, 0.01 and 0.001 levels in the text. The 0.05 level was adopted as the level at which results would be considered statistically significant, in this investigation.
CHAPTER VI: PERSONAL, SOCIAL AND EDUCATIONAL CHARACTERISTICS OF THE SAMPLE OF YOUNG EMPLOYEES AND LEVELS OF PARTICIPATION IN EDUCATIONAL YOUTH PROVISION

6.1 Characteristics of the Sample

6.1.1 Personal and social characteristics

6.1.2 Educational characteristics

6.1.3 Associations between personal, social and educational characteristics

6.2 Participation in Educational Youth Provision (Hypothesis I)

6.2.1 Levels of current attachment to youth and other organisations

6.2.2 Levels of attachment by type of organisation

6.2.3 Extent of participation in organised youth activity, in comparison with that in other forms of organised activity

6.2.4 Summary of results pertaining to Hypothesis I
6.1 Characteristics of the Sample

6.1.1 Personal and social characteristics

AGE:

The age distribution in the sample is shown in Table 6.1. The modal age was 19 years, 35.7 per cent of the sample being in this age band. The small proportion of the sample lying in the 16 year age band may be accounted for by the fact that the majority of young people do not enter employment until well into their seventeenth year, following the 1973 Raising of the School Leaving Age. The small proportion in the twenty year band may be accounted for by the omission of some of those who were out of their apprenticeship 'time' and therefore excluded from the research population.

The set of age distributions in the samples drawn from each participating factory were shown in Table 5.13 revealing wide variations between the factories. The variations may be attributed to changes in selection levels during the four recruitment years represented in the sample, and to different distributions of apprentice and operator posts. It may be noted that those companies employing operators exclusively had age distributions more heavily weighted towards the upper end of the scale, reflecting the reluctance of many companies to take 16 year olds directly into factory-based operator posts.
### Table 6.1
AGE DISTRIBUTION OF THE SAMPLE (N = 238)  
(Age in years)

<table>
<thead>
<tr>
<th>Age</th>
<th>% of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>13.0</td>
</tr>
<tr>
<td>17</td>
<td>22.3</td>
</tr>
<tr>
<td>18</td>
<td>23.5</td>
</tr>
<tr>
<td>19</td>
<td>35.7</td>
</tr>
<tr>
<td>20</td>
<td>5.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Table 6.2
SEX DISTRIBUTION OF THE SAMPLE (N = 238)

<table>
<thead>
<tr>
<th>Sex</th>
<th>% of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>94.5</td>
</tr>
<tr>
<td>Female</td>
<td>5.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Table 6.3
OCCUPATIONAL DISTRIBUTION OF THE SAMPLE (N = 238)

<table>
<thead>
<tr>
<th>Occupational level</th>
<th>% of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operators</td>
<td>26.9</td>
</tr>
<tr>
<td>Craft Apprentices</td>
<td>56.7</td>
</tr>
<tr>
<td>Technician</td>
<td>16.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0</td>
</tr>
</tbody>
</table>
SEX:
The sex distribution of the sample is shown in Table 6.2. The sample was predominantly male (94.5 per cent). The entire sample was unmarried and 93.3 per cent were resident in their parents' home.

OCCUPATIONAL LEVEL:
The distribution of the sample between the occupational levels represented in the research population is shown in Table 6.3. Slightly more than half of the sample, 56.7 per cent, were in the craft apprentice category, 16.4 per cent were in the technician apprentice category, and 26.9 per cent were in the operator category.

The job currently held by the young person was his or her first job in 63.9 per cent of cases (See Table 6.4).

<table>
<thead>
<tr>
<th>Number of jobs held</th>
<th>Percentage of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>63.9</td>
</tr>
<tr>
<td>2</td>
<td>27.7</td>
</tr>
<tr>
<td>3</td>
<td>5.9</td>
</tr>
<tr>
<td>4</td>
<td>0.8</td>
</tr>
<tr>
<td>5</td>
<td>1.3</td>
</tr>
<tr>
<td>6</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Only a small proportion (8.4 per cent) of the sample had held more than two jobs, indicating a fairly high degree of job stability.
SOCIAL CLASS:

The social class distribution of the sample is shown in Table 6.5. The modal category was that with father's occupation in the 'Skilled Worker' group, while only 1.3 per cent of the sample was in the higher professional category and 15.5 per cent of the sample was in the lower professional categories, in terms of father's occupation. This is an expected proportion for young people entering traditionally working-class forms of employment. Just over one-half of the sample were children of highly skilled, skilled and moderately skilled workers, as would be expected in the sample consisting mainly of apprentices. Only 12.6 per cent were from families in which the fathers followed less skilled or unskilled occupations.

<table>
<thead>
<tr>
<th>Occupational Group of Father</th>
<th>Social Class</th>
<th>% of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher professional and administrative work</td>
<td>I</td>
<td>1.3</td>
</tr>
<tr>
<td>Lower professional, technical and executive work</td>
<td>II</td>
<td>15.5</td>
</tr>
<tr>
<td>Highly skilled workers</td>
<td>III</td>
<td>18.1</td>
</tr>
<tr>
<td>Skilled workers</td>
<td>IV</td>
<td>26.5</td>
</tr>
<tr>
<td>Moderately skilled workers</td>
<td>V</td>
<td>23.9</td>
</tr>
<tr>
<td>Semi-skilled workers</td>
<td>VI</td>
<td>6.7</td>
</tr>
<tr>
<td>Unskilled workers</td>
<td>VII</td>
<td>5.9</td>
</tr>
<tr>
<td>Not classifiable</td>
<td></td>
<td>2.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
6.1.2 Educational characteristics

EDUCATIONAL LEVEL:
The distribution of the sample on the points of the index of educational level based on qualification is shown in Table 6.6. Nine per cent of the sample had obtained no classified qualifications at school. In the large majority which had obtained classified qualifications, 23.1 per cent had attained a total of fewer than three CSE subjects with Grade 1, 2, or 3 results. More than half of the sample (57.7 per cent) held between a minimum of three CSE subjects at Grades 1, 2 and 3, and a maximum of five 'O' level subjects at Grades 1, 2 and 3. More than five 'O' level results were held by 10.3 per cent of the sample. A small number had followed 'A' level courses, but none had achieved classified results in 'A' level examinations.

TYPE OF SCHOOL ATTENDED, AND SCHOOL LEAVING AGE:
The proportions of the sample which had attended different types of school are shown in Table 6.8. Comprehensive schools had been attended by 68.9 per cent of the sample. Of the 28.1 per cent which had attended selective state schools, only 3 per cent had received their schooling on the 'grammar' side of the divide.

As would be expected for this research population, only a very small proportion (5.5 per cent) of the sample had continued their schooling beyond the age of 16. The reasons given for leaving school, in most cases, are presented in Table 6.9. The reasons most commonly ranked first suggested that positive orientations towards employment, rather than negative feelings towards school, underpinned decisions to leave. The prospect, or anticipation, of obtaining the type of job required, the desire to get out to work and to earn money and to continue education in a different sort of college featured, in that order, as the principal reasons which were ranked first. However, the reason most commonly ranked second was that of dislike of school. The two findings taken together indicated that positive orientations to work combined, in some cases, with an underlying dislike of school, were associated with the decision to leave at the earliest leaving age.
Table 6.6 DISTRIBUTION OF EDUCATIONAL LEVEL OF THE SAMPLE (BY QUALIFICATIONS OBTAINED AT SCHOOL) (N = 234)

<table>
<thead>
<tr>
<th>Index point</th>
<th>Description</th>
<th>% of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No classified qualifications obtained</td>
<td>9.0</td>
</tr>
<tr>
<td>1</td>
<td>&lt; 3 CSE Grades 1, 2, 3</td>
<td>23.1</td>
</tr>
<tr>
<td>2</td>
<td>( \geq 3 ) CSE Grades 1, 2, 3 &lt; 5 'O' Grades 1, 2, 3</td>
<td>57.7</td>
</tr>
<tr>
<td>3</td>
<td>( \geq 5 ) 'O' Grades 1, 2, 3 &lt; 1 'A' Grade 1, 2, 3</td>
<td>10.3</td>
</tr>
<tr>
<td>4</td>
<td>( \geq 1 ) 'A' Grade 1, 2, 3</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100.1</td>
</tr>
</tbody>
</table>

Table 6.7 DISTRIBUTION OF SAMPLE BY HIGHEST LEVEL OF EXAMINATION TAKEN WHILE AT SCHOOL (N = 238)

<table>
<thead>
<tr>
<th>Highest level of examination taken</th>
<th>% of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7.6</td>
</tr>
<tr>
<td>1</td>
<td>39.1</td>
</tr>
<tr>
<td>2</td>
<td>52.5</td>
</tr>
<tr>
<td>3</td>
<td>0.8</td>
</tr>
</tbody>
</table>

* Public examinations

Table 6.8 PERCENTAGE OF SAMPLE ATTENDING EACH TYPE OF SCHOOL (N = 238)

<table>
<thead>
<tr>
<th>Type of School</th>
<th>% of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Modern</td>
<td>27.3</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>68.9</td>
</tr>
<tr>
<td>State Grammar</td>
<td>0.8</td>
</tr>
<tr>
<td>Independent/Direct Grant</td>
<td>1.7</td>
</tr>
<tr>
<td>Other (special schools)</td>
<td>1.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0</td>
</tr>
<tr>
<td>Work reasons</td>
<td>Percentage of sample mentioning reason</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>1. Disliked school</td>
<td>19.1</td>
</tr>
<tr>
<td>2. Wanted to get out to work.</td>
<td>25.2</td>
</tr>
<tr>
<td>3. Wanted to be independent.</td>
<td>8.8</td>
</tr>
<tr>
<td>4. Parents wanted him/her to leave.</td>
<td>0.9</td>
</tr>
<tr>
<td>5. Not good enough at academic work to stay.</td>
<td>5.5</td>
</tr>
<tr>
<td>6. Expected to have a better chance obtaining desired job.</td>
<td>33.2</td>
</tr>
<tr>
<td>7. Most of friends were leaving.</td>
<td>2.1</td>
</tr>
<tr>
<td>8. Couldn't stay after 16 years of age.</td>
<td>3.4</td>
</tr>
<tr>
<td>9. Wanted to continue education in a different sort of college.</td>
<td>12.6</td>
</tr>
<tr>
<td>10. Had got as much from school as he/she wanted.</td>
<td>15.2</td>
</tr>
<tr>
<td>11. Wanted to earn money.</td>
<td>26.1</td>
</tr>
<tr>
<td>12. Other reason.</td>
<td>8.8</td>
</tr>
</tbody>
</table>
FURTHER EDUCATION:

Table 6.10 shows the extent and nature of current and past involvement in Further Education, (1) of the sample. Current involvement in a formal course of some kind was reported by 83.5 per cent of the sample. Of those few who had completed courses in the past, 100 per cent were studying currently. The majority were undertaking courses leading to the awards of the City and Guilds of London Institute, as would be expected from the occupational characteristic of the sample, City and Guilds Craft Studies being the standard course for craft apprentices, and in the absence of widely established courses for operators, often the destination of operators who receive educational release. A small proportion of those currently taking City and Guilds Courses were involved in those leading to Technicians' Certificates, which had not yet been fully phased out at the time of data collection.

A total of 18.4 per cent were studying either for Technicians Certificates of the Technician Education Council, or for Ordinary National Certificates. (The latter were also being phased out at the time of data collection). Contextual discussions (see p 236) with training managers in the participating factories revealed that the disparity between the numbers of craft apprentices and technician apprentices in the sample, and the numbers of craft and technician level courses being undertaken may be attributed to the placement policies of the colleges. These often used, as a main criterion of placement (with the agreement of the employing company), the colleges assessment of ability and potential, rather than the current occupational 'label' of the student, where this indicated that a higher level course could successfully be undertaken. Consequently young people classed as craft apprentices by their company were sometimes found to be undertaking Technicians Certificate Courses at college. It will be noted that 2.5 per cent of the sample were currently, or had in the past, undertaken non-examination courses of the types traditionally termed
'non-vocational'; for example, French Language, Pottery, Cookery, Radio Amateurs courses, etc., were mentioned in this context.

CENTRE OF STUDY:
Colleges of Further Education were attended by 96.4 per cent of the sub-sample of participants in formal courses after leaving school, for whom a result was recorded \(^3\). Adult Education Institutes had been attended by 3.1 per cent of this sub-sample (Table 6.11).

MODE:
The percentage of the sub-sample of Further Education participants currently receiving day release for attendance at part-time day courses was 96.4 per cent, 44.4 per cent taking part-time day courses involving additional evening attendance. The percentage currently following evening courses was 8.2 per cent. Some of these were pursuing additional modules for TEC Courses, by separate evening attendance. These young people were all employed by Factory B which encouraged study for additional modules among those considered to be able to tackle a higher study load.

NON-PARTICIPANTS IN FURTHER EDUCATION:
Of the 17.2 per cent of the sample who had undertaken no formal course since leaving school, more than one-half (58.5 per cent) claimed never to have given consideration to participation in Further Education courses, main reasons being lack of interest in undertaking any further study. Of those who had considered taking Further Education \((N = 17)\), almost one-half gave the absence of opportunity for release from work to attend educational courses as the reason for non-participation.

PARTICIPANTS' INTENTIONS TOWARDS FURTHER STUDY:
Table 6.14 shows the percentages of participants in Further Education with different intentions towards the continuation of studying after completion of their present course. In 69.3 per cent of cases, an intention to continue studying immediately after completion of the present course was reported. A substantial proportion of those in the first year of a 3 to 4 year course were unable to comment on their intentions on completion. These predominate in the 10.9 per cent in the 'Don't know' category.
Table 6.10 PERCENTAGE OF SAMPLE INVOLVED, CURRENTLY OR IN THE PAST, IN FURTHER EDUCATION COURSES, BY TYPE OF AWARD (N = 196)

<table>
<thead>
<tr>
<th>Type of Award</th>
<th>% of sample still studying</th>
<th>% of sample having withdrawn from a course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of sample having completed a course</td>
<td></td>
</tr>
<tr>
<td>Non-examination</td>
<td>0.8</td>
<td>1.7</td>
</tr>
<tr>
<td>TEC Certificate</td>
<td>-</td>
<td>15.5</td>
</tr>
<tr>
<td>CSE</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>'O' Level GCE</td>
<td>1.7</td>
<td>1.7</td>
</tr>
<tr>
<td>'A' level GCE</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ONC/D</td>
<td>0.8</td>
<td>2.9</td>
</tr>
<tr>
<td>HNC/D</td>
<td>-</td>
<td>0.8</td>
</tr>
<tr>
<td>City and Guilds</td>
<td>0.8</td>
<td>60.1</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>0.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4.1</td>
<td>83.5</td>
</tr>
</tbody>
</table>

Table 6.11 PERCENTAGE OF FURTHER EDUCATION PARTICIPANTS ATTENDING ALTERNATIVE CENTRES OF STUDY (N = 195*)

<table>
<thead>
<tr>
<th>Centre of Study</th>
<th>% of participants**</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Further Education</td>
<td>96.4</td>
</tr>
<tr>
<td>Correspondence Institute</td>
<td>0.5</td>
</tr>
<tr>
<td>Adult Education Institute</td>
<td>3.1</td>
</tr>
<tr>
<td>University/Polytechnic</td>
<td>2.0</td>
</tr>
<tr>
<td>Other</td>
<td>0.5</td>
</tr>
</tbody>
</table>

*NOTE: one missing value was recorded.

** Several participants had attended two different centres of study. The column total therefore exceeds 100%.
<table>
<thead>
<tr>
<th>Mode of Participation</th>
<th>% of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time courses taken in past</td>
<td>1.5</td>
</tr>
<tr>
<td>Full-time courses taken at present</td>
<td>-</td>
</tr>
<tr>
<td>Sandwich courses taken in past</td>
<td>-</td>
</tr>
<tr>
<td>Sandwich courses taken at present</td>
<td>-</td>
</tr>
<tr>
<td>Part-time day courses taken in past</td>
<td>3.1</td>
</tr>
<tr>
<td>Part-time day courses taken at present</td>
<td>52.0</td>
</tr>
<tr>
<td>Part-time day/evening courses taken in past</td>
<td>-</td>
</tr>
<tr>
<td>Part-time day/evening courses taken at present</td>
<td>44.4</td>
</tr>
<tr>
<td>Part-time evening courses taken in past</td>
<td>3.1</td>
</tr>
<tr>
<td>Part-time evening courses taken at present</td>
<td>8.2</td>
</tr>
</tbody>
</table>

*NOTE: Several participants had engaged in two courses of differing modes. The column total therefore exceeds 100%.*
Table 6.13  STATED REASONS FOR NON-PARTICIPATION AMONG THOSE CLAIMING TO HAVE CONSIDERED FURTHER EDUCATION  (N = 17)  

<table>
<thead>
<tr>
<th>Reason for non-participation</th>
<th>Approximate % of sample*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitable course not available</td>
<td>18</td>
</tr>
<tr>
<td>Fed up with study</td>
<td>6</td>
</tr>
<tr>
<td>Not enough time</td>
<td>12</td>
</tr>
<tr>
<td>No opportunities for day release</td>
<td>47</td>
</tr>
<tr>
<td>Didn't think I would be able to cope</td>
<td>-</td>
</tr>
<tr>
<td>Was not allowed to do it</td>
<td>24</td>
</tr>
<tr>
<td>Couldn't afford it</td>
<td>-</td>
</tr>
<tr>
<td>Other/Don't Know</td>
<td>47</td>
</tr>
</tbody>
</table>

* NOTE: Two reasons were given by several respondents. Therefore the column total exceeds 100%.

---

Table 6.14  PERCENTAGE OF PARTICIPANTS IN FURTHER EDUCATION EXPRESSING VARIOUS INTENTIONS TOWARDS FURTHER STUDY  (N = 192) 

<table>
<thead>
<tr>
<th>Percentage of Further Education participants (current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intending to continue studying immediately after present course</td>
</tr>
<tr>
<td>Give up studying after completion of present course</td>
</tr>
<tr>
<td>Continue studying after break</td>
</tr>
<tr>
<td>Don't know</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
INTERESTS:

Items presented as interests were selected by application of the criteria described in Chapter V, p206, 210. Interests meeting these criteria were identified and described 98.3 per cent of the sample. The modal number of interests named was two (38.2 per cent of the sample). More than two interests were named by 40.0 per cent (See Table 6.15).

The picture presented by the quantitative data and by the qualitative features of the interview was one of 'activeness' in the sample as a whole. The assignment of activities mentioned, to the classes of the Veness classification revealed that those most frequently named (unweighted sample (\(^*)\)) were placed in the sports, social and constructive categories. (See Table 6.16).

<table>
<thead>
<tr>
<th>Number of interests mentioned</th>
<th>% of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1.7</td>
</tr>
<tr>
<td>1 interest</td>
<td>20.2</td>
</tr>
<tr>
<td>2 interests</td>
<td>38.2</td>
</tr>
<tr>
<td>3 interests</td>
<td>28.2</td>
</tr>
<tr>
<td>4 interests</td>
<td>9.7</td>
</tr>
<tr>
<td>5 interests</td>
<td>1.7</td>
</tr>
<tr>
<td>6 interests</td>
<td>0.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.1</td>
</tr>
</tbody>
</table>
Table 6.16 EXPRESSED INTERESTS:

(i) Raw frequencies of interests mentioned by Veness category (unweighted).

(ii) Number of distinct activities mentioned within each Veness category.

<table>
<thead>
<tr>
<th>Category of interest/ activity</th>
<th>(i) Number of times mentioned</th>
<th>(ii) Number of activities in category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Work</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>2 Study and Reading</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>3 Sport</td>
<td>200</td>
<td>35</td>
</tr>
<tr>
<td>4 Non-participant entertainment</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>5 Constructive and gardening</td>
<td>62</td>
<td>20</td>
</tr>
<tr>
<td>6 Expressive and interpretive</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>7 Play (e.g. collecting)</td>
<td>45</td>
<td>15</td>
</tr>
<tr>
<td>8 Music</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>9 Social</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>10 Club Membership</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

NOTE: Classification: Veness (adapted from Reeves Slater (1947) and M Stewart (1952))
6.1.3 Associations between personal, social and educational characteristics

Kendall correlation coefficients were calculated and significance tests applied for all possible bivariate distributions of personal, social and educational variables, in order to identify significant associations between variables of importance in interpretation and discussion of the research findings concerning educational participation. The results are summarised in Table 6.17.

(i) AGE was found to be

(a) positively associated with the school leaving age, at the 0.001 significance level.

(b) positively associated with the social class index at 0.001 significance level.

Result (a) can be accounted for partially by the fact that the youngest members of the sample (i.e. those in the 16 age band) were necessarily those who had left school at the earliest leaving age, while those above the age of 16 necessarily included the later leavers. It is, therefore, able to signify little in respect of associations between educational characteristics and age.

Result (b) was an interesting and unexpected finding. Since age reflected period of recruitment, particularly in the case of apprenticeships in which 16 years is the usual entry age, the result suggests that those in the sample who had been recruited recently tended to be from higher social classes, in terms of father's occupation, than those recruited three or four years earlier.

The result was statistically highly significant. A possible explanation for this is the increasing incidence of difficulty among young people, over the period in question, of obtaining suitable and appropriate employment, the accompanying increased competitiveness for apprenticeships and other junior posts and the effects of progressive 'disqualification' of young people
Table 6.17 ASSOCIATIONS BETWEEN SELECTED PERSONAL, SOCIAL AND EDUCATIONAL CHARACTERISTICS (EXCLUDING SEX)

(Kendall correlation coefficients)

<table>
<thead>
<tr>
<th></th>
<th>Age</th>
<th>Occupational level</th>
<th>School leaving age</th>
<th>Educational level</th>
<th>Number of interests</th>
<th>Social Class Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>1</td>
<td>0.0290 (0.304)</td>
<td>0.2016 (0.001)</td>
<td>-0.0386 (0.246)</td>
<td>0.0060 (0.456)</td>
<td>0.1890 (0.001)</td>
</tr>
<tr>
<td></td>
<td>N = 238</td>
<td>N = 238</td>
<td>N = 234</td>
<td>N = 238</td>
<td>N = 238</td>
<td>N = 238</td>
</tr>
<tr>
<td>Occupational level</td>
<td>1</td>
<td>0.0800 (0.098)</td>
<td>0.5670 (0.001)</td>
<td>0.0779 (0.086)</td>
<td>-0.1156 (0.019)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 238</td>
<td>N = 234</td>
<td>N = 238</td>
<td>N = 233</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School leaving age</td>
<td>1</td>
<td>0.0802 (0.092)</td>
<td>0.0158 (0.394)</td>
<td>0.0027 (0.481)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 234</td>
<td>N = 238</td>
<td>N = 234</td>
<td>N = 234</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational* level (by qualifications achieved at school)</td>
<td>1</td>
<td>0.0407 (0.236)</td>
<td></td>
<td>-0.1395 (0.006)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N = 234</td>
<td>N = 229</td>
<td></td>
</tr>
<tr>
<td>Number of interests</td>
<td>1</td>
<td></td>
<td></td>
<td>-0.0436 (0.208)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N = 233</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

* NOTE: The probabilities obtained on application of statistical tests of significance are given in brackets after each coefficient.
from entry to desired levels of occupations as qualification requirements increase with increasing supply.

(ii) OCCUPATIONAL LEVEL:

Occupational level \(^{(s)}\) was found to be

(a) positively associated with the index of educational level, at the 0.001 significance level.

(b) negatively associated with the index of social class, at the 0.05 significance level.

Result (a) can be considered to reflect in the sample the higher qualifications required for entry to the higher levels of occupation.

(iii) EDUCATIONAL LEVEL (BY QUALIFICATIONS ATTAINED AT SCHOOL):

The index of educational level was negatively associated with the index of social class at the 0.01 significance level, reflecting, in the survey sample, the strong and well-established association between educational level and social class in the general population.

Educational level, where measured in terms of school leaving age and number of purposeful interests, showed no significant associations, other than the spurious associations of school leaving age with age, already reported.

(iv) SEX:

The sub-sample of women was so small, and so distributed, that statistical measures of association such as \(\chi^2\) were not appropriately applied \(^{(s)}\).

The cross-tabulations of sex with age, occupational level, educational level by qualifications achieved at school, stated numbers of purposeful interests, and social class are shown in Tables 6.18 to 6.22. By inspection, it can be seen that the entire female sub-sample was engaged in operator-level jobs (Table 6.19), and was distributed towards the lower end of the educational scale (Table 6.20), the modal educational level
### Table 6.19 DISTRIBUTION OF OCCUPATIONAL LEVEL BY SEX (PERCENTAGES) (N = 238)

<table>
<thead>
<tr>
<th>Occupational level</th>
<th>Operators</th>
<th>Craft Apprentices</th>
<th>Technician Apprentices</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>21.4</td>
<td>56.7</td>
<td>16.4</td>
<td>94.5</td>
</tr>
<tr>
<td>Female</td>
<td>5.5</td>
<td>0.0</td>
<td>0.0</td>
<td>5.5</td>
</tr>
<tr>
<td>Column</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>Total</td>
<td>26.9</td>
<td>56.7</td>
<td>16.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Table 6.20 DISTRIBUTION OF EDUCATIONAL LEVEL BY SEX (PERCENTAGES) (N = 238)

<table>
<thead>
<tr>
<th>Educational level by qualifications achieved at school</th>
<th>No classified qualifications</th>
<th>&lt; 3 CSE's Grades 1,2,3</th>
<th>≥ 3 CSE's &lt; 5 'O's Grades 1,2,3</th>
<th>≥ 5 'O's</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>6.0</td>
<td>22.2</td>
<td>56.0</td>
<td>10.3</td>
<td>94.4</td>
</tr>
<tr>
<td>Female</td>
<td>3.0</td>
<td>0.9</td>
<td>1.7</td>
<td>0.0</td>
<td>5.6</td>
</tr>
<tr>
<td>Column</td>
<td>Total</td>
<td>9.0</td>
<td>23.1</td>
<td>57.7</td>
<td>10.3</td>
</tr>
</tbody>
</table>
Table 6.21 DISTRIBUTION OF NUMBER OF PURPOSEFUL INTERESTS BY SEX (PERCENTAGES) (N = 238)

<table>
<thead>
<tr>
<th>Sex</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1.7</td>
<td>17.2</td>
<td>37.4</td>
<td>26.5</td>
<td>9.7</td>
<td>1.7</td>
<td>0.4</td>
<td>94.6</td>
</tr>
<tr>
<td>Female</td>
<td>0.0</td>
<td>2.9</td>
<td>0.8</td>
<td>1.7</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>5.4</td>
</tr>
<tr>
<td>Column</td>
<td>1.7</td>
<td>20.2</td>
<td>38.2</td>
<td>28.2</td>
<td>9.7</td>
<td>1.7</td>
<td>0.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 6.22 DISTRIBUTION OF SOCIAL CLASS (DAVID NELSON'S CLASSIFICATION) BY SEX (PERCENTAGES) (N = 238)

<table>
<thead>
<tr>
<th>Social Class</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1.3</td>
<td>15.9</td>
<td>17.2</td>
<td>26.6</td>
<td>22.3</td>
<td>6.0</td>
<td>5.2</td>
<td>94.5</td>
</tr>
<tr>
<td>Female</td>
<td>0.0</td>
<td>0.0</td>
<td>1.3</td>
<td>0.4</td>
<td>2.1</td>
<td>0.9</td>
<td>0.9</td>
<td>5.5</td>
</tr>
<tr>
<td>Column</td>
<td>1.3</td>
<td>15.9</td>
<td>18.5</td>
<td>27.0</td>
<td>24.5</td>
<td>6.9</td>
<td>6.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
being 'zero' (no qualifications achieved at school) in comparison with a modal level of two (≥3 CSE's < 5 'O's) for the sub-sample of males.

The modal social class position for the female sub-sample was five, (father's occupation of moderately skilled worker) in comparison with four (father's occupation of skilled worker) for males.

The age distribution in the female sub-sample was similar to that in the male sub-sample.

The differences in job status and educational attainment of the sub-sample of young female employees relative to their male counterparts were such that associations with differences in sex were strongly suggested. (7)

6.2 Participation in Educational Youth Provision (Hypothesis I)

6.2.1 Levels of current attachment to youth and other organisations. (8)

The level of current participation was measured in terms of

(a) numbers of organisational attachments

(b) frequency of attendance

The proportions of the sample holding different numbers of current attachments in organisations of all kinds is shown in Table 6.23.

<table>
<thead>
<tr>
<th>Form of organisation</th>
<th>Number of organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth organisations</td>
<td>0 1 2 3 4 5 6+</td>
</tr>
<tr>
<td>71.4 21.8 5.0 1.7</td>
<td>- - - - -</td>
</tr>
<tr>
<td>Other organisations</td>
<td>25.6 39.9 18.1 12.6 2.9 0.8 -</td>
</tr>
<tr>
<td>15.5 31.9 29.8 16.8 5.0 0.4 0.4</td>
<td></td>
</tr>
</tbody>
</table>
While general organisational attachment was high, 84.5 per cent of the sample having at least one attachment, attachment to those organisations classified as 'youth' organisations (Standard error < 3.5%) was held by only 28.5 per cent.

The maximum number of youth organisations to which any of the respondents was attached was three. One attachment only was held by the largest proportion of the sample. Where attachments in organisations of all types were considered, the highest number of attachments held was seven. One attachment was, again, held by the largest proportion of the sample. Seventy-six point two per cent of youth participants held only one youth attachment, 53.5 per cent of non-youth participants holding only one non-youth attachment. A proportion of 22.1 per cent of total organisational attachments in the sample were attachments to youth organisations.

In the case of the null hypothesis of no difference between the expected proportion of youth and other attachments -

\[ \text{Expected proportion (p)} = 0.5 \text{ (50%)} \]

\[ \text{Standard error (σ)} < 0.04 \]

Therefore \( p \pm 0.36 < 0.62; > 0.38 \).

Since the actual proportion of 22 per cent did not lie within three standard errors of the expected proportion, the null hypothesis was therefore rejected at the 0.01 level of significance and the alternative hypothesis that the proportion of current attachments is low in comparison with that in other forms of attachment, accepted. The operational research hypothesis that level of participation in educational youth provision will be low in comparison with that in other forms of organised out of work activity could, therefore, be accepted in respect of the means of level of participation based on numbers of current attachments.
The distribution of the sample over different frequency ranges of attachment is shown in Table 6.24. The frequency measure of attachment was useful principally in respect of clarification of participants' actual involvement. By inspection it can be seen that similar proportions of participants occurred in each frequency band both for youth and other forms of organisation. It is of interest that although the number of participants holding attachments to more than one non-youth organisation was substantially greater than that holding attachments to more than one youth organisation, the frequencies of attendance were broadly comparable between the two groups.
<table>
<thead>
<tr>
<th>Type of organisation</th>
<th>&lt;1/month</th>
<th>1-4/month</th>
<th>5-8/month</th>
<th>9-12/month</th>
<th>13-16/month</th>
<th>17 plus/month</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of sample</td>
<td>% of participants</td>
<td>% of sample</td>
<td>% of participants</td>
<td>% of sample</td>
<td>% of participants</td>
</tr>
<tr>
<td>YOUTH ORGANISATIONS</td>
<td>2.5 (N = 68)</td>
<td>8.4 (N = 68)</td>
<td>8.0 (N = 68)</td>
<td>5.0 (N = 68)</td>
<td>2.1 (N = 68)</td>
<td>0.4 (N = 68)</td>
</tr>
<tr>
<td>OTHER ORGANISATIONS</td>
<td>3.8 (N = 176)</td>
<td>23.1 (N = 176)</td>
<td>14.8 (N = 176)</td>
<td>8.8 (N = 176)</td>
<td>6.3 (N = 176)</td>
<td>10.5 (N = 176)</td>
</tr>
<tr>
<td>ALL ORGANISATIONS</td>
<td>4.6 (N = 200)</td>
<td>25.6 (N = 200)</td>
<td>12.7 (N = 200)</td>
<td>15.2 (N = 200)</td>
<td>11.8 (N = 200)</td>
<td>14.3 (N = 200)</td>
</tr>
</tbody>
</table>

*One missing value was recorded.*
6.2.2 Levels of attachment by type of organisation

The breakdown of attachment, by type of organisation (as defined in Chapter V, p. 208), is shown in Table 6.25.

Only 2.1 per cent of the sample participated in any educational activities associated with the Students' Union at the Colleges of Further Education attended.

All instances of participation were in the 'entertainment' category of activity. Works-based sports and social provision attracted a higher participation level, 31.9 per cent being involved in general activities. Only 7.9 per cent of these participated in activities provided for young employees.

Contextual data obtained on the provisions made by the participating factories revealed that very few of the activities provided by any of the factories were specifically directed towards young people, and in most cases no special provision, for young people, of a continuing nature was available. Therefore the very low involvement is primarily accounted for by the lack of provision.

Community-based organisations attracted the current participation of 71.9 per cent of the sample. Fifty-four point four per cent of these were attached to sports organisations of all kinds. Eight-point-two per cent were attached to youth sports organisations. Interest-centred organisations attracted the current participation of 15.7 per cent. Only 2.3 per cent were attached to interest-centred organisations designed specifically for young people.

Of those attached to community-based organisations, 5.3 per cent were attached to entertainment organisations. Of these only one was attached to an organisation catering specifically for youth. Four-point-one per cent
Table 6.25 PERCENTAGES OF PARTICIPANTS HOLDING VARIOUS NUMBERS OF ATTACHMENTS BY TYPES OF ORGANISATION

<table>
<thead>
<tr>
<th>College-based Activities (N * = 5)</th>
<th>Works-based Sports and Social Club Activities (N = 76)</th>
<th>Community-based Organisations (N = 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - - - - (4) (5) - -</td>
<td>7.9 55.3 - - - 25.0 - 10.5</td>
<td>7.6 40.4 2.3 11.1 1.2 4.1 4.1 25.7</td>
</tr>
<tr>
<td>2 - -</td>
<td>-</td>
<td>11.8</td>
</tr>
<tr>
<td>3 -</td>
<td>1.3</td>
<td>-</td>
</tr>
<tr>
<td>Total %</td>
<td>7.9 67.1 - - 25.0 - 11.8</td>
<td>8.2 54.4 2.3 15.7 1.2 5.3 4.1 4.1 28.0</td>
</tr>
</tbody>
</table>

* N was too small for percentage appropriately to be used.

Y = Youth Organisations
All = All Organisations
were attached to uniformed organisations, all of these being attachments to uniformed organisations for youth. Sixty-five per cent were attached to social organisations, incorporating 28 per cent attached to youth social organisations.

The picture, therefore, is one of comparatively low levels of involvement in the youth orientated forms of all types of organisation, relative to levels of involvement in the general, or adult orientated forms, in all cases except that of the uniformed type of organisation. Clearly, it would be expected that the bulk of the attachment to uniformed organisations would be to youth organisations, since this is a form of provision traditionally, or characteristically, associated with young people.

Most respondents were attached to one organisation only in each category in which they participated. However, it is interesting to note that of the participants in community-based sports organisations, 25.8 per cent were attached to more than one sports organisation, and of those attached to community-based social organisations, 15.4 per cent belonged to more than one social organisation. Of participants in works-based sports clubs, 19.6 per cent were attached to more than one organisation and of those attached to community-based interest groups, 29.3 per cent had more than one attachment. In the case of community-based interest and sports organisations, therefore, more than one-quarter of participants were attached to more than one organisation of that type.

Question 20 produced more detailed data concerning attachment to youth organisations by type of organisation and age range. The predominance of sports and social organisations was again demonstrated, a total of 72.6 per cent of attachments falling into these categories.
### Table 6.26 PERCENTAGES OF TOTAL NUMBER OF YOUTH ATTACHMENTS (N = 88) OCCURRING IN EACH ORGANISATION TYPE AND AGE RANGE

<table>
<thead>
<tr>
<th>Type of organisation</th>
<th>'Teenage' range</th>
<th>'Young Adult' range</th>
<th>'Youth' range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of sample</td>
<td>% of sample</td>
<td>% of sample</td>
</tr>
<tr>
<td>SPORTS CLUBS/TEAMS</td>
<td>23.8</td>
<td>3.4</td>
<td>3.4</td>
</tr>
<tr>
<td>SOCIAL CLUBS (including Casual Sports)</td>
<td>38.6</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>HOBBIES CLUBS AND GROUPS</td>
<td>-</td>
<td>-</td>
<td>2.3</td>
</tr>
<tr>
<td>STUDENTS' UNION CLUBS AND GROUPS</td>
<td>1.1</td>
<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>UNIFORMED ORGANISATIONS</td>
<td>5.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>RELIGIOUS ORGANISATIONS AND GROUPS</td>
<td>4.5</td>
<td>2.3</td>
<td>-</td>
</tr>
<tr>
<td>COMMUNITY/SOCIAL SERVICE ORGANISATIONS</td>
<td>-</td>
<td>2.3</td>
<td>-</td>
</tr>
<tr>
<td>POLITICAL ORGANISATIONS</td>
<td>-</td>
<td>2.3</td>
<td>-</td>
</tr>
<tr>
<td>SPECTATOR CLUBS</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CULTURAL/STUDY GROUPS</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ENTERTAINMENT CLUBS</td>
<td>2.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>'OUTDOOR PURSUITS' CLUBS AND GROUPS</td>
<td>2.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>OTHER</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>78.3</td>
<td>16.0</td>
<td>5.7</td>
</tr>
</tbody>
</table>
No 'hobbies' groups, spectator clubs nor cultural or study groups were mentioned, and 'community/social service' and 'political' types of organisation each held 2.3 per cent of the total attachments - a point of importance in discussions of 'social participation' data, (pp 374 - 378). Religious and uniformed organisations held the bulk of the remaining attachments.

The attachments were principally to organisations which were classified as 'teenage' in age range, from information about age characteristics of participants supplied by the respondents. Only 16.0 per cent of attachments were to organisations classified as 'young adult' in age range, approximately two thirds of these attachments being in interest-centred organisations, in contrast with attachments to organisations catering for the teenage age range, in which the main foci were the general, social and casual sport types of organisations.

The difficulties which occurred in classification of organisations were outlined in Chapter V. Several discrepancies were noted between the original classifications given by respondents in terms of age range and type of organisation, and those given by the fieldworker following the more detailed questioning on individual attachments. In most cases, these discrepancies were resolved during the course of the interview.

6.2.2 Levels of total attachments

NUMBERS OF PREVIOUS AND CURRENT ATTACHMENTS:

Proportions of sample holding different total numbers of attachments (the sum of previous and current attachments) are shown in Table 6.27.
Table 6.27 PERCENTAGES OF SAMPLE HOLDING DIFFERENT NUMBERS OF TOTAL ATTACHMENTS (YOUTH AND ALL ORGANISATIONS) (N = 238)

<table>
<thead>
<tr>
<th>Numbers of Attachments</th>
<th>ALL ORGANISATIONS % of Sample</th>
<th>YOUTH ORGANISATIONS % of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3.4</td>
<td>11.8</td>
</tr>
<tr>
<td>1</td>
<td>8.4</td>
<td>32.4</td>
</tr>
<tr>
<td>2</td>
<td>16.0</td>
<td>24.8</td>
</tr>
<tr>
<td>3</td>
<td>28.2</td>
<td>20.2</td>
</tr>
<tr>
<td>4</td>
<td>18.9</td>
<td>6.7</td>
</tr>
<tr>
<td>5</td>
<td>13.0</td>
<td>1.7</td>
</tr>
<tr>
<td>6</td>
<td>6.3</td>
<td>2.5</td>
</tr>
<tr>
<td>7</td>
<td>2.5</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>1.7</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>1.7</td>
<td>-</td>
</tr>
</tbody>
</table>

The percentages of attachments occurring in each category of organisation (Youth and Other) were as follows:

<table>
<thead>
<tr>
<th>Percentage of total attachments</th>
<th>Percentage of previous attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth organisations</td>
<td>55.1</td>
</tr>
<tr>
<td>Other organisations</td>
<td>44.9</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

[In both cases the actual proportions in youth organisations were significantly greater than those in other organisations, at the 0.05 level, since the actual proportions lay outside two standard errors of the proportions which would be expected in the case of 'no difference']
The finding that, since the ages of 11 to 12 years, 88.2 per cent of the sample had at some time been attached to a youth organisation reinforced earlier findings of Bone and Ross and of Willmott concerning the success of youth organisations, despite the low 'current' participation rates in attracting the participation of the vast majority of the population of young people at some time during their adolescent years. (10)

The evidence of a predominance of youth attachments over other attachments in the total number of current and previous attachments held, despite higher current participation in non-youth organisations, reflected the high incidence of participation in youth organisations at some time in the past.

Those who had never participated in a youth organisation, in the past or currently, accounted for 11.8 per cent of the sample. Only 3.4 per cent had never participated in any sort of organisation, youth, general or adult.

Table 6.28 presents the proportions of the sub-sample with different total participation levels in youth organisations who have at some time participated in alternative forms of educational youth provision. (11)

Ten-point-seven per cent of non-participants in youth organisations had participated in Duke of Edinburgh Award Schemes and Outward Bound Schemes; 1.3 per cent of the sample, therefore, had participated in these forms of provision alone.

Twenty-eight-point-six per cent of non-participants in youth organisations had participated in Courses and Exchanges, indicating that only 3.4 per cent of the sample had participated in these forms of provision alone.
Table 6.28 Participation in Alternative Provision of Those Holding Different Participation Levels (Total) in Youth Organisations

<table>
<thead>
<tr>
<th></th>
<th>Of those holding no attachment to youth organisations (N = 28)</th>
<th>Of those holding 1 - 2 attachments to youth organisations (N = 136)</th>
<th>Of those holding 3 - 4 attachments to youth organisations (N = 64)</th>
<th>Of those holding attachments to youth organisations (N = 238)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duke of Edinburgh Award/Outward Bound Schemes (N = 46)</td>
<td>10.7</td>
<td>20.6</td>
<td>20.3</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>(1.3)</td>
<td>(11.8)</td>
<td>(5.5)</td>
<td>(0.8)</td>
</tr>
<tr>
<td>Courses/Exchanges (youth) (N = 79)</td>
<td>28.6</td>
<td>31.6</td>
<td>39.1</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>(3.4)</td>
<td>(18.1)</td>
<td>(10.5)</td>
<td>(1.3)</td>
</tr>
<tr>
<td>Community Service (on an institutional basis) (N = 94)</td>
<td>39.3</td>
<td>37.5</td>
<td>42.2</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>(4.6)</td>
<td>(21.4)</td>
<td>(11.3)</td>
<td>(1.3)</td>
</tr>
<tr>
<td>Community Service (on an individual basis) (N = 62)</td>
<td>7.1</td>
<td>25.0</td>
<td>39.1</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>(0.8)</td>
<td>(14.3)</td>
<td>(10.5)</td>
<td>(0.4)</td>
</tr>
</tbody>
</table>

*NOTE: Percentages of total sample N = 238 given in brackets.*
Table 6.29  PERCENTAGES OF SAMPLE WITH PAST OR CURRENT INVOLVEMENT IN ALTERNATIVE FORMS OF EDUCATIONAL YOUTH AND OTHER ORGANISED PROVISION  (N = 238)

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL SCHEMES</td>
<td>20.5</td>
</tr>
<tr>
<td>Duke of Edinburgh</td>
<td>18.4</td>
</tr>
<tr>
<td>Outward Bound</td>
<td>2.1</td>
</tr>
<tr>
<td>COURSES/EXCHANGES</td>
<td>33.2</td>
</tr>
<tr>
<td><strong>Most recently attended course:</strong></td>
<td></td>
</tr>
<tr>
<td>Outdoor pursuits courses</td>
<td>4.2</td>
</tr>
<tr>
<td>Training Courses of uniformed organisations</td>
<td>4.6</td>
</tr>
<tr>
<td>Courses leading to sports awards</td>
<td>5.5</td>
</tr>
<tr>
<td>'Survival', and similar courses</td>
<td>2.1</td>
</tr>
<tr>
<td>Coaching Courses for Sports</td>
<td>5.5</td>
</tr>
<tr>
<td>Interest-centred Courses</td>
<td>3.8</td>
</tr>
<tr>
<td>Adjustment to Industry Courses</td>
<td>0.4</td>
</tr>
<tr>
<td>Leadership Training Courses</td>
<td>0.4</td>
</tr>
<tr>
<td>Overseas exchanges</td>
<td>0.4</td>
</tr>
<tr>
<td>COMMUNITY SERVICE (Individual)</td>
<td>26.1</td>
</tr>
<tr>
<td>COMMUNITY SERVICE (Institutional)</td>
<td>39.5</td>
</tr>
</tbody>
</table>
Thirty-nine point three percent of non-participants in youth organisations had participated in Community Service undertaken on an institutional basis, revealing that 4.6 per cent of the sample had participated in only these forms of provision.

Seven point one per cent of non-participants in youth organisations had participated in Community Service undertaken on an individual basis, revealing that only 0.8 percent of the sample had participated in only these forms of provision.

Lower proportions of the sub-sample holding no previous or current youth attachments had participated in each type of alternative youth provision, the largest differences being recorded in the Duke of Edinburgh/Outward Bound Scheme participation and individual Community Service. Higher proportions of those with a one to two attachments participated in all forms.

Construction of a new variable, taking non-zero values only where at least one form of alternative provision had been engaged in, revealed that 50 per cent of those with no previous or current attachment to youth organisations had at some time been attached to some form of alternative youth provision. The total proportion of the sample which had participated in educational youth provision at some time was, therefore, shown to be 94.1 per cent.

However, it should be noted that in the case of 'courses/exchanges' and both forms of Community Service, the age orientation of the provision was frequently difficult to determine, and the above figure is therefore likely to be an over-estimate, including some provision primarily orientated to age ranges outside those specified in the criteria for educational youth provision (p4-5).
TOTAL NUMBER OF YOUTH ORGANISATION YEARS

Measures of participation levels in terms of total number of years of attachment to youth organisations (or youth-organisation years) were adopted as alternatives to the measure of total number of organisational attachments, See Chapter V; p.212.

The largest number of years of attachment to youth organisations represented in the sample was 15½ to 16½. The smallest number of youth-organisation years was less than one-half (six months). The modal value was 1½ - 2½ youth-organisation years of attachment. The distribution is shown in Table 6.30. A total of 58.7 per cent of the sample had 4½ years, or under, total years of attachment.

<table>
<thead>
<tr>
<th>Total number of years of attachment</th>
<th>Percentage of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>11.8</td>
</tr>
<tr>
<td>&lt; 6 months</td>
<td>0.8</td>
</tr>
<tr>
<td>1</td>
<td>8.4</td>
</tr>
<tr>
<td>2</td>
<td>14.8</td>
</tr>
<tr>
<td>3</td>
<td>11.4</td>
</tr>
<tr>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>6</td>
<td>9.3</td>
</tr>
<tr>
<td>7</td>
<td>5.9</td>
</tr>
<tr>
<td>8</td>
<td>4.6</td>
</tr>
<tr>
<td>9</td>
<td>2.1</td>
</tr>
<tr>
<td>10</td>
<td>0.9</td>
</tr>
<tr>
<td>11</td>
<td>1.3</td>
</tr>
<tr>
<td>12</td>
<td>3.4</td>
</tr>
<tr>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>1.3</td>
</tr>
<tr>
<td>16</td>
<td>0.4</td>
</tr>
</tbody>
</table>

* One missing value was recorded
The results are consistent with the finding that 69.0 per cent of the sample had a total of two or less youth attachments.

6.2.3 Extent of participation in organised youth activity, in comparison with that in other forms of organised activity

The data obtained from Question 15, in which respondents were asked to make statements about the extent of their involvement in different forms of purposeful out of work activity \(^{(12)}\), in terms of the frequency with which the activity was engaged in, and also to estimate the proportions of their involvement which were channelled through organised provision, is summarised in its weighted form in Table 6.31.

For any given category, more than 79 per cent of those involved reported that the proportion of their involvement which took place through or in youth organisations, was nil.

In the 'entertainment' category of activities, 20.3 per cent of those engaged in these type of activities, undertook the activities through youth organisation. A majority of just under two-thirds of these reported that less than half of their involvement was channelled through youth organisations. In the category covering hobbies and interests, only 4.7 per cent of those who engaged themselves in activities of this type undertook their activities through youth organisations. In approximately one-half of these cases, less than half of their total involvement was reported to be channelled through youth organisations, although the raw frequencies here were too small for any significance to be attached to their distribution.

In the 'social' group, 16.9 per cent of those involved undertook activities through youth organisations. In the overwhelming majority (82.5 per cent) of these cases, less than one-half of their involvement was channelled through youth organisations. In the 'sports' group, however, the proportion claiming th one-half or less of their involvement was so channelled, was only 51.5 per ce
<table>
<thead>
<tr>
<th>Perceived frequency of involvement (%) ( (N = 238) )</th>
<th>Person/group with whom most commonly undertaken* (adjusted % of participants)</th>
<th>Percentage channelling any part of involvement through organised youth provision</th>
<th>Percentage channelling different proportions of involvement through organised youth provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>Sometimes</td>
<td>Seldom</td>
<td>Never</td>
</tr>
<tr>
<td>1. Entertainment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sports &amp; Outdoor Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Courses, Studying, Educational Activities, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Hobbies and Interests, other than Sports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Home Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Social Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Other (please specify).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Where sum > 238, equal ratings given by respondents to two items.

**One missing value was recorded.

NOTE: (i) The question concerning the extent to which activity was undertaken through youth organisations (Columns 11 - 15) was only applicable in Categories of Activity 1, 2, 3, 4 and 6.

(11) \( \sigma \) = Standard error.
The pattern of involvement in 'out-of-work' activity revealed by this exercise had some interesting features. The predominance of entertainment, social and sports activities among those activities claimed to be undertaken often, was compatible with the predominance of attachment to organisations of these types revealed in the previous analysis. In probing responses, the picture which was presented by the male apprentices in particular, was one of a highly active life outside work, with little time spent at home beyond that necessary for the bodily functions of eating and sleeping. While some exaggeration may be expected, the active nature of the social lives of boys at work has also been revealed, by methods other than recording of self-perceptions in the studies of, for example, Ashton and Willis. Few respondents claimed to participate regularly, in home activities which could be classed as 'purposeful' in the terms adopted in the study.

Hobbies and interests featured strongly, in contrast with the pattern of organisational attachment, in which hobbies and interests clubs held only a small minority of attachments. It seemed that many constructive activities, which could be classed as hobbies and interests, were undertaken either individually, or in an informal group. It was noted that 22.3 per cent and 19.3 per cent of the sample, respectively, claimed never to have undertaken educational or interest-centred activities.

Job-related courses of Further Education undertaken in association with job training, or release with pay from the workplace, were not included as 'out-of-work' activity for the purposes of this analysis. Studying in connection with these courses, which was undertaken in the young person's own time, however, was included, and it was suggested by the quantitative results and the qualitative exploration of responses at the time of interview, that studying was often spasmodic and irregular, and that many tried to clear study assignments during the course of the college day.
When questioned about the proportion of educational activities undertaken through youth organisations, it was found as expected, that none were recorded, reflecting the perception of young people that activities engaged in through youth organisations are not in themselves considered educational, and revealing that activities of this kind were not included in the original estimates of frequency of involvement in educational activities. The experience of the interviewer was that the term 'educational activities' was perceived in purely formal, institutional terms. The finding also suggests that no courses which young people would recognise as educational were undertaken through youth organisations.

All activities were claimed to be undertaken predominantly with other young people, the only activity frequently undertaken with those other than peers being, of course, home activities undertaken with family members. The largest proportion claiming to undertake activities with adults occurred in the sports category (13.4 per cent), a finding compatible with that of high attachment to adult organisations in the sports category (p. 293).

6.2.4 Summary of results pertaining to Hypothesis I

HYPOTHESIS I stated that:

'The level of current participation of young workers in educational youth provision will be low in comparison with the level of participation in other forms of organised 'out-of-work' activity, although most young workers will have participated in some form of educational youth provision in the past. Of the total current involvement in purposeful 'out-of-work' activity, the proportion which is channelled through youth provision will be small.'

The results have shown that in the sample

(i) in respect of those forms of educational youth provision for which current participation could appropriately be measured, participation in terms of number of attachments was significantly
lower in youth than in other organisations providing organised 'out-of-work' activity in terms adopted for the study.

(ii) The majority of the sample (88.2 per cent) had, at some time, participated in youth organisations.

Twenty-three-point-five per cent of the sample had participated at some time in alternative forms of organised youth provision.

Five-point-nine per cent of the sample had participated only in the latter form of educational youth provision. A total of 94.1 per cent of the sample had, therefore, at some time participated in some form of educational youth provision, although for reasons already stated this is likely to be an overestimate.

(iii) In social, sports, entertainment and educational categories of purposeful activity, the involvement of the majority of those engaged in these types of activity were, in their entirety, outside any type of youth organisation. In the minorities for whom involvement was channelled particularly through youth organisations, this involvement amounted to one-half of the total involvement in most cases. In the 'interest' category, the involvement of the overwhelming majority was not associated with any youth organisation. It may be inferred from the data, therefore, that for a majority of the sample considerably less than one-half of the involvement in all categories of purposeful 'out-of-work' activity was associated with organised youth provision.
CHAPTER VI: REFERENCES

1. Little divergence occurred between the results on the weighted and unweighted samples. This was to be expected in view of the large sampling fractions involved. The implications of weighting for the estimation of errors are discussed under Reference 9.

2. The term 'Further Education' was used here to encompass all formal courses of study undertaken after leaving school.

3. No result was recorded for one participant in Further Education, by interviewer error.

4. The analysis of expressed interests was undertaken by post-hoc listing and grouping, according to the Veness classification of items presented and described by the respondents. Since the analysis was intended to reflect the spread and balance, weighting was considered inappropriate by virtue of the nature of the data and unnecessary for the primarily illustrative purposes of this particular analysis.

5. The variable of occupational level may be 'measured' either in a nominal or in an ordinal scale. An ordinal scale was adopted here since there is a clear hierarchy, both in terms of skill level and occupational status, in the occupational groups under investigation.


   The alternative Fisher exact probability test, too, was impracticable by virtue of the size of the frequencies involved.

7. While the sample was too small for reliable conclusions to be drawn, the pattern clearly reflects findings elsewhere, that in the technical area few girls present themselves or are accepted for apprenticeships. It is apparent that many girls with the level of qualifications and attainments equivalent to those presented by boys in the sample, obtain employment in the commercial and clerical sectors.

8. There were some problems in ascertaining what constituted current attachment. Attachment was taken, for the purposes of this analysis, to imply attendance (c.f. BONE, M., and ROSS, E., 1972, 430). In cases where current attachment was claimed but no attendance had taken place in the previous six months, the attachment was designated as past attachment. Organisations operating 'at a distance' and which involved no attendance (e.g. book clubs, supporters clubs, some collectors' clubs) were not included.
9. The basic formula for estimation of standard error is \( \sqrt{\frac{p(1-p)}{n}} \)

where \( p \) is the proportion and \( n \) is the sample size.


However, for a disproportionate stratified random sample, with weighting applied, the estimation of standard error becomes exceedingly complex, (See MOSER, C., and KALTON, G., 1971, 200 - 209).

Since an estimate of standard error is necessary for conclusions to be drawn concerning the research population, it was decided to adopt the simple formula for estimating standard error. Since stratification of a sample and use of a large sampling fraction on a finite population produces errors substantially smaller than those estimated by the simple formula, it may be asserted that the actual standard error falls within the margin estimated by use of the simple formula. Type I errors of false rejection of a true hypothesis are thereby more likely to occur than Type II errors of acceptance of a false hypothesis.

10. See Chapter IV, page 92, for the review of the findings of BONE, M., and ROSS, E., 1972, and WILLMOTT, P., 1966, concerning the proportion of young people who have participated in youth and similar provision at some stage in their teenage years.

11. Participation in the alternative forms of youth provision specified was treated separately from that in youth organisations. The short-term and periodic nature of attachment rendered the use of current participation as a measure indicating extent of involvement, inappropriate. Integration took place in respect of the incidence of total participation (current and previous) only.

12. See Chapter V, page 206, for activities considered to constitute 'purposeful out-of-work activity' under each heading. The classification into Entertainment, Sports, Hobbies and Interests, Home and Social, clearly had substantial areas of potential overlap. Guidelines for explanation of categories to respondents and for obtaining consistency in assignment of responses were developed before interviewing. In practice, most difficulties occurred in respect of Home activities. Home activities were taken to exclude specific interests and hobbies. Some difficulty was experienced, in this context, in discerning what could appropriately be considered purposeful in these terms. For example, watching a television programme may be purposeful, or not, depending on the viewers intentions towards and involvement with what is being viewed. Similar difficulties were encountered in respect of some social activities.

13. See, for example, the experiences of WILKINS, L.T., The Adolescent in Britain, Central Office of Information, 1951, 102.


CHAPTER VII: THE ASSOCIATIONS BETWEEN LEVELS OF PARTICIPATION IN EDUCATIONAL YOUTH PROVISION AND AGE, EDUCATIONAL AND SOCIAL CLASS CHARACTERISTICS

7.1 Participation in youth organisations by age, educational and social class characteristics

7.2 Participation in alternative forms of educational youth provision, by age, educational and social class characteristics.
CHAPTER VII: THE ASSOCIATIONS BETWEEN LEVELS OF PARTICIPATION IN EDUCATIONAL YOUTH PROVISION AND AGE, EDUCATIONAL AND SOCIAL CLASS CHARACTERISTICS

7.1 Participation in youth organisations by age, educational and social class characteristics

Kendall rank correlation coefficients were computed as measures of the associations between each 'level of participation' variable and the set of age, social class, and educational variables adopted for the study.

Correlation coefficients were therefore computed for the variations of

(a) total number of current youth attachments

WITH

age; index of educational level by qualifications; school leaving age; number of purposeful interests; occupational level; social class.

(b) total frequencies of youth organisation attendance.

WITH

age; index of educational level by qualification; school leaving age; number of purposeful interests; occupational level; social class.

(c) total number of youth attachments (previous and current)

WITH

age; index of educational level by qualifications; school leaving age; number of purposeful interests; occupational level; social class.

(d) total number of youth organisation-years of attachment

WITH

age; index of educational level by qualifications; school leaving age; number of purposeful interests; occupational level; social class.

The correlation coefficients, and the probabilities associated with values obtained on the appropriate statistical tests, are shown in Table 7.1. The size of the sample on which the correlation coefficient was computed is also given in each case (see notes to Table 7.1).
Results significant at the 0.05, 0.01 and 0.001 levels are marked (a), (b) and (c) respectively.

Level of current participation, based on NUMBER OF CURRENT ATTACHMENTS to youth organisations, was found to be

- negatively associated with AGE at the 0.001 significance level.
- negatively associated with SCHOOL LEAVING AGE at the 0.05 significance level.
- positively associated with NUMBER OF INTERESTS at the 0.01 significance level.

FREQUENCY OF ATTENDANCE among the sub-sample was found to be

- negatively associated with AGE at the 0.001 significance level.
- negatively associated with OCCUPATIONAL LEVEL at the 0.001 significance level.
- negatively associated with EDUCATIONAL LEVEL and LEVEL OF STUDY at the 0.05 and 0.01 significance levels respectively
- positively associated with NUMBER OF INTERESTS at the 0.05 level.

TOTAL NUMBER OF ATTACHMENTS TO YOUTH ORGANISATIONS (PREVIOUS AND CURRENT) was found to be

- negatively associated with AGE at the 0.001 significance level.
- positively associated with OCCUPATIONAL LEVEL at the 0.05 significance level.
- positively associated with EDUCATIONAL LEVEL and LEVEL OF STUDY at the 0.001 and 0.01 significance levels respectively.
- negatively associated with the INDEX OF SOCIAL CLASS at the 0.01 significance level.

TOTAL NUMBER OF YEARS OF ATTACHMENT TO YOUTH ORGANISATIONS was found to be

- positively associated with NUMBER OF INTERESTS at the 0.01 significance level
- negatively associated with the INDEX OF SOCIAL CLASS at the 0.001 significance level.
Table 7.1 ASSOCIATIONS BETWEEN LEVELS OF PARTICIPATION IN YOUTH ORGANISATIONS AND AGE, EDUCATIONAL AND SOCIAL CLASS CHARACTERISTICS (KENDALL RANK CORRELATION COEFFICIENTS).

<table>
<thead>
<tr>
<th></th>
<th>Total number of current youth attachments</th>
<th>Total frequency of youth attendances</th>
<th>Total number of youth attachments, (previous and current)</th>
<th>Total number of youth organisation years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AGE</strong></td>
<td>- 0.3051 (c)</td>
<td>- 0.3290 (c)</td>
<td>- 0.1586 (c)</td>
<td>- 0.0511</td>
</tr>
<tr>
<td></td>
<td>(0.001)</td>
<td>(0.001)</td>
<td>(0.001)</td>
<td>(0.173)</td>
</tr>
<tr>
<td></td>
<td>N = 238</td>
<td>N = 66</td>
<td>N = 238</td>
<td>N = 209</td>
</tr>
<tr>
<td><strong>OCCUPATIONAL LEVEL</strong></td>
<td>0.0623</td>
<td>- 0.3432 (c)</td>
<td>0.1110 (a)</td>
<td>0.0373</td>
</tr>
<tr>
<td></td>
<td>(0.151)</td>
<td>(0.001)</td>
<td>N = 238</td>
<td>N = 209</td>
</tr>
<tr>
<td><strong>SCHOOL LEAVING AGE</strong></td>
<td>- 0.1192 (a)</td>
<td>- 0.1727</td>
<td>0.0504</td>
<td>- 0.0187</td>
</tr>
<tr>
<td></td>
<td>(0.028)</td>
<td>(0.052)</td>
<td>N = 238</td>
<td>(0.375)</td>
</tr>
<tr>
<td></td>
<td>N = 238</td>
<td>N = 66</td>
<td>N = 238</td>
<td>N = 209</td>
</tr>
<tr>
<td><strong>EDUCATIONAL LEVEL</strong></td>
<td>0.0659</td>
<td>- 0.2038 (a)</td>
<td>0.1873 (c)</td>
<td>0.0715</td>
</tr>
<tr>
<td>BY QUALIFICATIONS</td>
<td>(0.137)</td>
<td>(0.025)</td>
<td>N = 234</td>
<td>N = 205</td>
</tr>
<tr>
<td>OBTAINED AT SCHOOL</td>
<td>N = 234</td>
<td>N = 65</td>
<td>N = 238</td>
<td>N = 209</td>
</tr>
<tr>
<td><strong>HIGHEST LEVEL</strong></td>
<td>- 0.0723</td>
<td>- 0.2702 (b)</td>
<td>0.1425 (b)</td>
<td>- 0.0358</td>
</tr>
<tr>
<td>STUDIED TO (at school)</td>
<td>(0.119)</td>
<td>(0.006)</td>
<td>N = 238</td>
<td>(0.268)</td>
</tr>
<tr>
<td></td>
<td>N = 238</td>
<td>N = 66</td>
<td>N = 238</td>
<td>N = 209</td>
</tr>
<tr>
<td><strong>NUMBER OF INTERESTS</strong></td>
<td>0.1659 (b)</td>
<td>0.1959 (a)</td>
<td>0.0409</td>
<td>0.1436 (b)</td>
</tr>
<tr>
<td></td>
<td>(0.002)</td>
<td>(0.027)</td>
<td>N = 238</td>
<td>N = 209</td>
</tr>
<tr>
<td></td>
<td>N = 238</td>
<td>N = 66</td>
<td>N = 238</td>
<td>N = 209</td>
</tr>
<tr>
<td><strong>SOCIAL CLASS</strong></td>
<td>- 0.0249</td>
<td>- 0.1024</td>
<td>- 0.1445 (b)</td>
<td>- 0.1858 (c)</td>
</tr>
<tr>
<td></td>
<td>(0.331)</td>
<td>(0.149)</td>
<td>N = 233</td>
<td>N = 206</td>
</tr>
</tbody>
</table>

**NOTE:** The probability of the occurrence of the values obtained on application of statistical test appears in brackets for each pair of variables.  
(a) indicates results significant at the 0.05 level.  
(b) indicates results significant at the 0.01 level.  
(c) indicates results significant at the 0.001 level.
Hypothesis II stated that

'The levels of participation in educational youth provision will be associated with

(i) educational level
(ii) social class by father's occupation
(iii) age (current participation only)

the association being positive in the case of (i) and (ii) and
negative in the case of (iii)' (See p. 13).

Where measures of level of participation based on current attachment to youth organisations and current frequency of attendance were used, respectively, the null hypotheses of no association between level of participation and age could be rejected on the basis of the results obtained. The hypothesised relationship between level of current participation and age was, therefore, accepted, the association being in the predicted direction.

Where the measures of level of participation based on the total number of attachments to youth organisations and of educational level based on qualifications and levels of study were adopted the null hypothesis of no association between level of participation and educational level could be rejected, on the basis of the results. Similarly, where the measure of educational level based on occupational category was adopted, the null hypothesis could, on the basis of the results, be rejected. The alternative (operational) hypothesis of association between level of participation and educational level was, therefore, accepted for the definitions of participation level and educational level described.

Where the additional measures of educational level based on school leaving age and numbers of purposeful interests were tested for association with level of the participation on the above measure, the results were such that the null hypotheses of no association could not be rejected in respect of these measures.
The results obtained concerning the association of the measure of participation level based on the total number of attachments with the social class index showed that the null hypothesis of no association between social class and the level of participation could be rejected, and the alternative (operational) hypothesised relationship of a negative association between level of participation and the social class index (and therefore a positive association between level of participation and social class) was accepted.

Where the measure of level of participation based on total number of years of attachment to youth organisations was used, the null hypothesis of no association between participation level and educational level could not be rejected for either of the principal measures of educational level or the second-level measure of the school leaving age and highest level of study.

In the case of the other second-level measure based on number of purposeful interests, although a significant result was obtained, it was not of itself sufficient to justify rejection of the null hypothesis and therefore acceptance of the alternative hypothesis of a positive association between educational level and participation. Since the variable was adopted as a partial indicator of educational level, (see p. 210), a significant result on this variable would add weight to a significant result on one of the principal measures of educational level. However, in the absence of any significant result on the principal measures, a significant result on this 'second-level' variable of educational level, while of interest, is not appropriately used in decisions about hypothesis rejection or acceptance.

The results pertaining to the association between the measure of participation level based on youth organisation years and the social class index showed, again, that the null hypothesis of no association between level of participation and social class could be rejected, and the alternative hypothesis of negative association between participation level and the social class index, (and
therefore positive association with social class) was accepted.

Results which were not predicted by the hypotheses but which showed significance in the analysis, were as follows:

(i) the associations (positive) between number of purposeful interests and the attachment and frequency measures of current level of participation were significant at the 0.01 and 0.05 levels, respectively. While reflecting the hypothesised association with total participation, current and previous, this result, in revealing that current participants tended to have a higher level of current interests than non-participants, raises some questions concerning the stated reasons of many of the sample for leaving youth organisations. The development of other interests and better opportunities for constructive activity were frequently cited as reasons for leaving youth organisations (See p.351) and perceptions of youth organisations as appropriate, principally, for those with few interests who are unable to find anything else to do, were common. The significant association of the number of current interests with three of the four measures of participation level suggested the association between the general intellectual activeness noted by Bone and Ross, but shed no further light on the issue of whether activeness precedes, or arises from, attachment.

(ii) the association between school leaving age and number of current attachments.
This result was difficult to interpret in view of the interactions between the age, school leaving age and participation variables.

(iii) the association between age and total numbers of youth attachments was shown to be significant at 0.001 level.
This association was, again, difficult to account for in view of the associations between educational level and age in the upper age ranges. (See p.282)
The results, taken together, suggested that social class may be the variable most strongly associated with total participation levels. There was, clearly, some degree of interaction between variables of age, social class and occupational level. Multiple regression analyses, which would take into account the effects of associations between the variables of analysis of age, social class and occupational level, were not undertaken here. First level analysis, however, indicated that the hypothesised relationships were shown in the sample in respect of age and social class and in respect of educational level where the measure of level of participation based on the total number of attachments, was adopted. The last result suggested that range of involvement, rather than length of attachment, was associated with educational level.

7.2 Age, educational and social characteristics, and participation in alternative forms of educational youth provision

Tables 7.2 to 7.7 show the proportions of the sample which had participated in alternative forms of educational youth provision by age, by occupational level, by highest level of study, by educational level (by qualifications obtained at school), by number of purposeful interests, and by social class, respectively.

Proportions of each age, educational and social category recording participation in alternative forms, are also presented.

The features of alternative provision rendered the measures of levels of participation adopted for the study of youth organisations inappropriate. Participation or non-participation in some form of alternative provision, at some time during the period of secondary schooling and beyond, was recorded. The hypothesised associations between level of participation and personal, social and educational characteristics were not directly transferable to alternative forms of youth provision. However, inspection of Tables 7.2 to 7.7 revealed few variations, by characteristics, in the proportions participating in these alternative forms. Application of chi-squared tests to the differences between proportions
Participating, by age, educational level and social class, produced significant results in the following cases only:

(a) An association between participation in Duke of Edinburgh Award and Outward Bound Schemes, and number of purposeful interests, was indicated at the 0.05 level, as was participation in Community Service and related activities, undertaken on an individual basis. In both cases, the observed incidence of participation of those with two, or fewer interests was substantially lower than that expected under the null hypotheses, and that of those with three or more interests, substantially higher, indicating that a higher number of interests is associated with attachments to these schemes.

This result was of interest in reflecting, to some degree, the link between number of interests, general 'activeness', and educational participation. (1)

(b) An association between social class and participation in Community Service, on individual basis, and was indicated at the 0.05 significance level, the observed incidence of participation being substantially greater than that expected under the null hypothesis, in the highest and middle social class groups, and less than that expected in the lowest groups. (2)

The significant association in respect of 'other courses' was less clear in direction.

(c) An association between age and participation in 'other courses' was indicated at the 0.05 level, the observed incidence of participation among the under-eighteens being substantially lower than that expected under the null hypothesis. However, the association was likely to be spurious since the upper age ranges had, necessarily, had a larger period of time in which to secure an attachment.

The difficulty of establishing the age-orientation of alternative forms of provision, already noted and discussed (3), was such that further investigation would be required for conclusions to be drawn regarding associations between alternative forms. The difference in forms creates serious difficulties in the construction of an appropriate measure of participation.
### Table 7.2 PERCENTAGES PARTICIPATING IN ALTERNATIVE FORMS OF EDUCATIONAL YOUTH PROVISION, BY AGE

<table>
<thead>
<tr>
<th>AGE</th>
<th>Duke of Edinburgh's Award/Outward Bound Schemes</th>
<th>Other Courses/Schemes</th>
<th>Community Service - Individual</th>
<th>Community Service - Institutional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of sample</td>
<td>% of age band</td>
<td>% of sample</td>
<td>% of age band</td>
</tr>
<tr>
<td>16</td>
<td>2.5</td>
<td>19.3 (N = 31)</td>
<td>3.8</td>
<td>29.0 (N = 31)</td>
</tr>
<tr>
<td>17</td>
<td>6.8</td>
<td>30.2 (N = 53)</td>
<td>5.5</td>
<td>25.0 (N = 52)</td>
</tr>
<tr>
<td>18</td>
<td>1.6</td>
<td>7.4 (N = 54)</td>
<td>8.9</td>
<td>38.9 (N = 54)</td>
</tr>
<tr>
<td>19</td>
<td>8.1</td>
<td>22.4 (N = 85)</td>
<td>11.1</td>
<td>36.2 (N = 85)</td>
</tr>
<tr>
<td>20</td>
<td>0.4</td>
<td>7.7 (N = 13)</td>
<td>3.4</td>
<td>61.5 (N = 13)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 9.08 \] Not significant (4df)

\[ \chi^2 = 13.07 \] Significant

\[ \chi^2 = 6.14 \] Not significant (4df)

\[ \chi^2 = 6.04 \] Not significant (4df)

---

### Table 7.3 PERCENTAGES PARTICIPATING IN ALTERNATIVE FORMS OF EDUCATIONAL YOUTH PROVISION, BY OCCUPATIONAL LEVEL

<table>
<thead>
<tr>
<th>OCCUPATIONAL LEVEL</th>
<th>Duke of Edinburgh's Award/Outward Bound Schemes</th>
<th>Other Courses/Schemes</th>
<th>Community Service - Individual</th>
<th>Community Service - Institutional</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPERATOR</td>
<td>% of sample</td>
<td>% of occupational band</td>
<td>% of sample</td>
<td>% of occupational band</td>
</tr>
<tr>
<td></td>
<td>N = 236</td>
<td>5.5</td>
<td>20.3 (N = 64)</td>
<td>10.2</td>
</tr>
<tr>
<td>CRAFT APPRENTICE</td>
<td>10.2</td>
<td>18.0 (N = 133)</td>
<td>16.2</td>
<td>28.8 (N = 132)</td>
</tr>
<tr>
<td>TECHNICIAN APPRENTICE</td>
<td>3.8</td>
<td>23.1 (N = 39)</td>
<td>6.4</td>
<td>38.4 (N = 39)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 0.42 \] Not significant (2df)

\[ \chi^2 = 1.49 \] Not significant (2df)

\[ \chi^2 = 2.02 \] Not significant (2df)

\[ \chi^2 = 0.03 \] Not significant (2df)
Table 7.4: PERCENTAGES PARTICIPATING IN ALTERNATIVE FORMS OF EDUCATIONAL YOUTH PROVISION, BY HIGHEST LEVEL OF STUDY

<table>
<thead>
<tr>
<th>HIGHEST LEVEL STUDIED TO</th>
<th>Duke of Edinburgh’s Award/Outward Bound Schemes</th>
<th>Other Courses/Schemes</th>
<th>Community Service - Individual</th>
<th>Community Service - Institutional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of sample N = 236 % of each band</td>
<td>% of sample N = 239 % of each band</td>
<td>% of sample N = 232 % of each band</td>
<td>% of sample N = 232 % of each band</td>
</tr>
<tr>
<td>NO EXAMINATIONS ENTERED</td>
<td>1.7 22.2 (N = 18)</td>
<td>2.6 33.3 (N = 18)</td>
<td>0.9 11.1 (N = 18)</td>
<td>3.0 38.9 (N = 18)</td>
</tr>
<tr>
<td>CSE EXAMINATIONS TAKEN</td>
<td>5.9 15.4 (N = 91)</td>
<td>13.6 35.2 (N = 91)</td>
<td>8.1 20.9 (N = 91)</td>
<td>12.5 31.9 (N = 91)</td>
</tr>
<tr>
<td>GCE EXAMINATIONS TAKEN ('O' AND ABOVE)</td>
<td>11.9 22.0 (N = 127)</td>
<td>16.6 31.5 (N = 126)</td>
<td>17.6 32.3 (N = 123)</td>
<td>25.0 45.7 (N = 123)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 1.30 \text{ Not significant (2df)} \]

\[ \chi^2 = 0.31 \text{ Not significant (2df)} \]

\[ \chi^2 = 4.28 \text{ Not significant (2df)} \]

\[ \chi^2 = 2.48 \text{ Not significant (2df)} \]

Table 7.5: PERCENTAGES PARTICIPATING IN ALTERNATIVE FORMS OF EDUCATIONAL YOUTH PROVISION, BY EDUCATIONAL LEVEL

<table>
<thead>
<tr>
<th>EDUCATIONAL LEVEL BY QUALIFICATIONS</th>
<th>Duke of Edinburgh’s Award/Outward Bound Schemes</th>
<th>Other Courses/Schemes</th>
<th>Community Service - Individual</th>
<th>Community Service - Institutional</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; THREE CSE QUALIFICATIONS ACHIEVED</td>
<td>% of sample N = 232 % of qualification band</td>
<td>% of sample N = 231 % of qualification band</td>
<td>% of sample N = 232 % of qualification band</td>
<td>% of sample N = 232 % of qualification band</td>
</tr>
<tr>
<td></td>
<td>10.1 32.1 (N = 73)</td>
<td>12.5 39.7 (N = 73)</td>
<td>8.6 27.4 (N = 73)</td>
<td>11.5 39.7 (N = 73)</td>
</tr>
<tr>
<td>≥ THREE CSE QUALIFICATIONS (or equivalent) ACHIEVED</td>
<td>11.6 17.0 (N = 159)</td>
<td>19.9 29.1 (N = 158)</td>
<td>10.1 26.4 (N = 159)</td>
<td>27.6 40.3 (N = 159)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 1.00 \text{ Not significant (1df)} \]

\[ \chi^2 = 2.45 \text{ Not significant (1df)} \]

\[ \chi^2 = 3.48 \text{ Not significant (1df)} \]

\[ \chi^2 = 0.05 \text{ Not significant (1df)} \]
Table 7.6 PERCENTAGES PARTICIPATING IN ALTERNATIVE FORMS OF EDUCATIONAL YOUTH PROVISION, BY NUMBER OF INTERESTS

<table>
<thead>
<tr>
<th>NUMBER OF INTERESTS</th>
<th>Duke of Edinburgh’s Award/Outward Bound Schemes</th>
<th>Other Courses/Schemes</th>
<th>Community Service - Individual</th>
<th>Community Service - Institutional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of sample % of interest band</td>
<td>% of sample % of interest band</td>
<td>% of sample % of interest band</td>
<td>% of sample % of interest band</td>
</tr>
<tr>
<td>N = 236</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 or less recorded</td>
<td>8.1 13.5 (N = 141)</td>
<td>16.5 27.9 (N = 140)</td>
<td>11.9 19.9 (N = 141)</td>
<td>22.0 36.9 (N = 141)</td>
</tr>
<tr>
<td>&gt; two recorded</td>
<td>11.4 28.4 (N = 95)</td>
<td>11.9 29.4 (N = 95)</td>
<td>14.4 35.8 (N = 95)</td>
<td>17.8 44.2 (N = 95)</td>
</tr>
<tr>
<td></td>
<td>$\chi^2 = 6.54$ Significant $P &lt; 0.05$ (1df)</td>
<td>$\chi^2 = 2.57$ Not significant (1df)</td>
<td>$\chi^2 = 4.42$ Significant $P &lt; 0.05$ (1df)</td>
<td>$\chi^2 = 0.31$ Not significant (1df)</td>
</tr>
</tbody>
</table>

Table 7.7 PERCENTAGE PARTICIPATING IN ALTERNATIVE FORMS OF EDUCATIONAL YOUTH PROVISION, BY SOCIAL CLASS

<table>
<thead>
<tr>
<th>SOCIAL CLASS</th>
<th>Duke of Edinburgh’s Award/Outward Bound Schemes</th>
<th>Other Courses/Schemes</th>
<th>Community Service - Individual</th>
<th>Community Service - Institutional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of sample % of class band</td>
<td>% of sample % of class band</td>
<td>% of sample % of class band</td>
<td>% of sample % of class band</td>
</tr>
<tr>
<td>N = 231</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Higher professional</td>
<td>5.2 30 (N = 40)</td>
<td>5.6 32.5 (N = 40)</td>
<td>7.8 47.4 (N = 38.1)</td>
<td>6.9 42.1 (N = 38)</td>
</tr>
<tr>
<td>2. Lower professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Highly skilled</td>
<td>11.7 16.8 (N = 161)</td>
<td>23.4 33.5 (N = 161)</td>
<td>17.3 24.5 (N = 163)</td>
<td>29.0 41.1 (N = 163)</td>
</tr>
<tr>
<td>4. Skilled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Moderately skilled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Semi-skilled</td>
<td>3.0 23.3 (N = 30)</td>
<td>3.0 23.3 (N = 30)</td>
<td>1.73 13.3 (N = 30)</td>
<td>3.5 26.7 (N = 30)</td>
</tr>
<tr>
<td>7. Unskilled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$\chi^2 = 1.94$ Not significant (4df)</td>
<td>$\chi^2 = 5.8$ Significant $P &lt; 0.05$ (4df)</td>
<td>$\chi^2 = 10.27$ Significant $P &lt; 0.05$ (4df)</td>
<td>$\chi^2 = 6.19$ Not significant (4df)</td>
</tr>
</tbody>
</table>
CHAPTER VII: REFERENCES


2. The terms 'highest', 'middle', 'lowest', applied to social class groups refer to their position in the ordinal scale adopted for measurement of social class.

3. See Chapter VI, page 300.
CHAPTER VIII: FACTORS ASSOCIATED WITH VARIATIONS IN ATTITUDES TO EDUCATIONAL YOUTH PROVISION AND THEIR RELATIONSHIP WITH PARTICIPATION

8.1 Associations between Participation Level, and Scores on Individual Dichotomized Semantic Differential Scales and Lickert Items.

8.2 Identification by Factor Analysis of Factors underlying Variations in Attitudes.
- Appropriateness to adult status
- Social opportunity
- Worthwhileness - interest
- Self-expression - self-determination
- Juvenility - prescriptiveness.

8.3 The Construction of Factor Indices and their Associations with Level of Participation.

8.4 Interpretation of the Findings.

8.5 Preferences in respect of Organised Provision, expressed as Characteristics of the Ideal Organisation.

8.6 Stated Reasons for Withdrawal from, and Participation and Non-participation in, Youth Organisations.

8.7 Expressed Preferences for Commercial and Non-commercial Provision.

8.8 Summary of Results and Supporting Qualitative Data.
The data concerning attitudes towards, and perceptions of, educational youth provision compiled by administration of the interview schedule had two main components. The first of these was the set of quantitative score data recorded on the sets of rating scales used in Questions 28, 29, and 30 of the schedule. The second was the qualitative data obtained in supplementary questions of open format.

The quantitative data obtained on the rating scales was subject to three levels of analysis on the weighted sample. (See Chapter V).

1. Analysis of frequency distribution of scores
2. Computation of Pearson correlation coefficients of scores on individual rating scales with measures of level of participation.
3. Factor analysis, leading to the construction of indices based on the factor analytic solutions, and computation of Kendall correlation coefficients of the factor indices with measures of level of participation.

The factor analysis and construction of factor indices were the primary analytic techniques used on the score data provided by rating scales, for direct exploration of the hypothesis.

The frequency distributions of scores on the weighted sample provided a scan of the patterns of responses recorded on the numerous items of the item pool. While the low reliability of rating scales on the test-retest criterion is well recognised \(^1\), the data, in showing clear skews in the distributions of many variables, was able to provide some indication of prevailing attitudes in the sample. This was of particular importance in the pilot study, and provided, in the main study, valuable supporting data which aided interpretation and comment on the principal findings.
The bivariate correlation analysis, similarly served to reveal those particular features and characteristics of provisions which invoked responses apparently reflecting attitudes and perceptions connected with the extent of participation. Both forms of analysis were able to provide supporting data of value in the interpretation of, and comment on, the results of the factor analysis (2), and subsequent index construction and correlation analysis.

8.1 Associations between participation level and scores on individual dichotomized semantic differential scales, and 'Lickert' items

Tables 8.4 to 8.5 (pp 333 - 335) show relative frequencies of occurrence of ratings on the above scales.

The phenomenon, observed by Bone and Ross, of predominance of positive ratings on individual rating scales (3), was reflected in the results here, shown by inspection of modal values and frequencies. Distributions skewed towards negative characteristics/attitudes appeared mainly in statements relating to comparisons between youth provision and other forms of organised provision (Table 8.5, Items 12, 13, and 15), the age range attracted/to which activities are geared (Table 8.5, Items 14 and 22), and tendency of participants to 'follow the crowd', (Table 8.4, Item 4, Table 8.5, Item 18) Pearson correlation coefficients of associations between scores on attitude rating scales and computed probabilities of values obtained by application of the Student's 't' test of statistical significance, are shown in Table 8.1.

The results showed that the measure of participation level based on total number of current youth attachments was significantly positively associated with scores on the semantic differential scales for members' characteristics which reflected the extent to which participants were considered to be:

- WELLBEHAVED rather than ROUGH (result significant at the 0.05 level)
- MATURE rather than CHILDISH (result significant at the 0.01 level)
PEOPLE WHO MAKE FRIENDS EASILY rather than LONELY
(result significant at the 0.05 level)

- UP-TO-DATE rather than BEHIND THE TIMES (result significant at the 0.001 level)

The measure of participation level based on numbers of current youth attachments was significantly negatively associated with scores on the members' characteristics rating scales which reflected the extent to which participants were considered to be characterised by:

- DULLNESS rather than LIVELINESS (result significant at the 0.001 level)

- A TENDENCY TO FOLLOW OTHERS rather than THINK FOR THEMSELVES (result significant at the 0.001 level)

- A LACK OF SOPHISTICATION rather than SOPHISTICATION (result significant at the 0.01 level)

- personalities which were BORING rather than INTERESTING (result significant at the 0.001 level)

- FEW rather than PLENTY OF INTERESTS (result significant at the 0.001 level)

The associations were not shown to be statistically significant in the cases of the perceived extent of friendliness, affluence, parents' influence, and 'snobishness' in those attached to youth organisations.

Participation level, on the above measure, was positively associated at the 0.001 significance level with the score on the rating scales of leaders' characteristics which reflected the extent to which it was considered that leaders in youth organisations were characterised by accepting attitudes towards participants' ideas, rather than desires to promulgate and impose their own.

Current participation was significantly negatively associated with scores on the rating scales of leaders' characteristics which reflected the extent to which it was considered that leaders were characterised by:

- a tendency to keep their distance rather than mix in with young people (result significant at the 0.05 level)
- lack of interest in young people's problems, rather than an understanding of the same (result significant at the 0.01 level)
- personalities which were dull rather than interesting (result significant at the 0.001 level)
- ignorance rather than knowledgability (result significant at the 0.01 level)
- importance of their work (result significant at the 0.01 level)

Where the measure of level of participation used was that of total numbers of previous and current attachments, significant associations with perceptions of members' and leaders' characteristics were found with six of the above items. Where total number of youth organisation years of attachment was used as the measure, significant associations were found with nine of the items, as shown in Tables 8.1 and 8.2.

The 'frequency of attendance' measure, used for participants only, showed the same pattern of associations, in many cases, as the measure based on number of current attachments.

Some features, however, seem to be important, with those already attached, in influencing level of attendance, but not important in influencing attachment itself. The features included the perceived friendliness of members, their relationship with parents, their perceived 'affluence', and the perceived sympathetic nature and up-to-datedness of leaders. Other items not associated with frequency of attendance among participants, but associated with attachment or non-attachment, e.g. perceived roughness of members, might be interpreted as reflecting the concerns of the non-participants, principally.
Four of the items were significantly associated on all measures.

These were:

- the extent to which members were seen to have plenty of interests rather than little else to do with their time.
- the extent to which leaders were seen to be 'interesting', knowledgable, and doing an 'important job'.

All were associated positively with all measures of level of participation. Clearly, there were fewer significant associations between ratings of members' and leaders' characteristics and measures both of total number of attachments and of total number of 'youth organisation years' of attachment. This was an expected result, since responses reflect current perceptions which may have changed substantially since the earlier periods of participation or non-participation which are reflected in the measures of total participation.

Pearson correlation coefficients of the association of scores on the items of Question 30, with the four measures of level of participation, are shown in Table 8.3.

All items were significantly associated with numbers of current attachments, with the exception of that relating to:
- availability (Item 3)

Items which had been incorporated in the item pool to reflect the various dimensions of the main issues indicated to be associated with youth participation from the clients' perspective, of

- ACCEPTANCE (BY PEERS AND ELDERS) - ADULTNESS/JUVENILITY
- WORTHWHILENESS - INTEREST OF ACTIVITIES
- AUTHORITARIANISM - FACILITIES
- AUTONOMY
were all associated, in the expected directions, with the measure of level of participation based on number of current attachments. Where the measure of participation based on frequency of current attendance (for participants only) was adopted, fifteen of the items showing significance on the measure based on number of current attachments, again showed significance. These were reflecting the dimensions of time, adultness, sophistication, autonomy, interest of activities, acceptance and worthwhileness.

Where the measure based on total number of attachments, current and previous, was used, only two of the thirty one items were significantly associated, these being the items dealing with aspects of authoritarianism (Items 2,4) as shown in Table 8.3. Again, the reduction in the number of items significantly associated on this measure may be accounted for by the fact that the scores reflected attitudes held currently, rather than over the total period of attachment.

Where the measure of participation level based on total youth organisation-years was used, thirteen items were significantly associated, two of these being the items also associated with the previous measure.

In general, total 'quantity' of attachment appeared to be more closely associated with the perceptions under investigation, than did range of attachment. This was in contrast with the findings under Hypothesis II, in which associations between attachment and personal and social characteristics occurred more frequently in respect of range than in respect of total 'quantity'. 
<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>Number of current youth organisation attachments</th>
<th>Total frequency of youth organisation attendance</th>
<th>Total number of youth organisation attachments (current and previous)</th>
<th>Total number of youth organisation years of attachment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROUGH/WELL-BEHAVED</td>
<td>0.1121 (a)</td>
<td>0.1854 (b)</td>
<td>0.1935 (b)</td>
<td>0.1935 (b)</td>
</tr>
<tr>
<td></td>
<td>0.046</td>
<td>0.075</td>
<td>0.002</td>
<td>0.002</td>
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<td>N = 227</td>
<td>N = 62</td>
<td>N = 227</td>
<td>N = 229</td>
</tr>
<tr>
<td>CHILDISH/MATURE</td>
<td>0.1823 (b)</td>
<td>0.3628 (b)</td>
<td>0.0912 (b)</td>
<td>0.0591 (b)</td>
</tr>
<tr>
<td></td>
<td>0.003 (b)</td>
<td>0.002</td>
<td>0.087 (b)</td>
<td>0.189 (b)</td>
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<td>N = 225</td>
<td>N = 62</td>
<td>N = 223</td>
<td>N = 225</td>
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<tr>
<td>LIVELY/DULL</td>
<td>-0.2141 (c)</td>
<td>-0.2169 (a)</td>
<td>-0.1015 (a)</td>
<td>-0.1340 (a)</td>
</tr>
<tr>
<td></td>
<td>0.001 (c)</td>
<td>0.043</td>
<td>0.063</td>
<td>0.021 (a)</td>
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<td></td>
<td>N = 231</td>
<td>N = 64</td>
<td>N = 229</td>
<td>N = 231</td>
</tr>
<tr>
<td>PEOPLE WHO THINK FOR THEMSELVES/ PEOPLE WHO FOLLOW THE CROWD</td>
<td>-0.2307 (c)</td>
<td>-0.4706 (c)</td>
<td>-0.0437 (c)</td>
<td>-0.0515 (c)</td>
</tr>
<tr>
<td></td>
<td>0.001 (c)</td>
<td>0.001</td>
<td>0.255</td>
<td>0.217 (b)</td>
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<td>N = 232</td>
<td>N = 61</td>
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<td>N = 232</td>
</tr>
<tr>
<td>LONELY/MAKE FRIENDS EASILY</td>
<td>0.1148 (a)</td>
<td>0.1560 (a)</td>
<td>0.1469 (a)</td>
<td>0.0971 (a)</td>
</tr>
<tr>
<td></td>
<td>0.044 (a)</td>
<td>0.113</td>
<td>0.013 (a)</td>
<td>0.071 (a)</td>
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<td></td>
<td>N = 239</td>
<td>N = 62</td>
<td>N = 229</td>
<td>N = 231</td>
</tr>
<tr>
<td>BEHIND THE TIMES/UP-TO-DATE</td>
<td>0.2563 (c)</td>
<td>0.1707 (c)</td>
<td>0.0519 (c)</td>
<td>0.2057 (c)</td>
</tr>
<tr>
<td></td>
<td>0.001 (c)</td>
<td>0.092</td>
<td>0.056</td>
<td>0.001 (c)</td>
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<tr>
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<td>N = 232</td>
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<td>N = 230</td>
<td>N = 232</td>
</tr>
<tr>
<td>FRIENDLY/UNFRIENDLY</td>
<td>-0.0817 (a)</td>
<td>-0.3120 (b)</td>
<td>-0.1050 (b)</td>
<td>-0.1300 (b)</td>
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<td>0.106 (a)</td>
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<td>0.056</td>
<td>0.024 (a)</td>
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<td>N = 231</td>
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<td>N = 229</td>
<td>N = 231</td>
</tr>
<tr>
<td>WELL-OFF/HARD-UP</td>
<td>-0.0310 (a)</td>
<td>-0.2219 (a)</td>
<td>-0.0220 (a)</td>
<td>-0.0379 (a)</td>
</tr>
<tr>
<td></td>
<td>0.320 (a)</td>
<td>0.042</td>
<td>0.370</td>
<td>0.283 (a)</td>
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<td>N = 231</td>
</tr>
<tr>
<td>PEOPLE WHO OBEY THEIR PARENTS' WISHES/ WHO DO AS THEY PLEASE</td>
<td>-0.0801 (a)</td>
<td>-0.3408 (b)</td>
<td>-0.0733 (b)</td>
<td>-0.0632 (b)</td>
</tr>
<tr>
<td></td>
<td>0.112 (a)</td>
<td>0.004</td>
<td>0.134</td>
<td>0.169 (a)</td>
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<td>N = 232</td>
<td>N = 61</td>
<td>N = 230</td>
<td>N = 232</td>
</tr>
<tr>
<td>SOPHISTICATED/UNSOPHISTICATED</td>
<td>-0.1601 (b)</td>
<td>-0.4159 (c)</td>
<td>-0.0398 (c)</td>
<td>-0.0309 (c)</td>
</tr>
<tr>
<td></td>
<td>0.006 (b)</td>
<td>0.001</td>
<td>0.275</td>
<td>0.322 (c)</td>
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<td></td>
<td>N = 229</td>
<td>N = 61</td>
<td>N = 227</td>
<td>N = 229</td>
</tr>
<tr>
<td>INTERESTING/BORING</td>
<td>-0.2396 (c)</td>
<td>-0.3170 (b)</td>
<td>-0.0711 (b)</td>
<td>-0.1828 (b)</td>
</tr>
<tr>
<td></td>
<td>0.001 (c)</td>
<td>0.006</td>
<td>0.143</td>
<td>0.003 (b)</td>
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<tr>
<td></td>
<td>N = 230</td>
<td>N = 62</td>
<td>N = 220</td>
<td>N = 230</td>
</tr>
<tr>
<td>PEOPLE WHO HAVE PLENTY OF INTERESTS/WHO CANNOT FIND ANYTHING ELSE TO DO</td>
<td>-0.3730 (c)</td>
<td>-0.5249 (c)</td>
<td>-0.2144 (c)</td>
<td>-0.2971 (c)</td>
</tr>
<tr>
<td></td>
<td>0.001 (c)</td>
<td>0.001</td>
<td>0.001 (c)</td>
<td>0.001 (c)</td>
</tr>
<tr>
<td></td>
<td>N = 233</td>
<td>N = 62</td>
<td>N = 231</td>
<td>N = 233</td>
</tr>
<tr>
<td>SNOBBISH/ORDINARY</td>
<td>0.0465 (a)</td>
<td>0.0096 (a)</td>
<td>0.0584 (b)</td>
<td>0.0973 (b)</td>
</tr>
<tr>
<td></td>
<td>0.240 (a)</td>
<td>0.244</td>
<td>0.100</td>
<td>0.089 (b)</td>
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<td>N = 234</td>
<td>N = 62</td>
<td>N = 232</td>
<td>N = 234</td>
</tr>
</tbody>
</table>

* The probabilities of the occurrence of the value obtained on application of the appropriate statistical test (Students’ t' test) are given in brackets.

(a) indicates results significant at the 0.05 level
(b) indicates results significant at the 0.01 level
(c) indicates results significant at the 0.001 level.
<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>Total number of current youth organisation attachments</th>
<th>Total frequency of youth organisation attendance</th>
<th>Total number of youth organisation attachments</th>
<th>Total number of youth organisation years of attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOSSY/WILLING TO LET YOU DO AS YOU PLEASE</td>
<td>0.0985</td>
<td>0.2066</td>
<td>-0.0144</td>
<td>0.0311</td>
</tr>
<tr>
<td></td>
<td>(0.066)</td>
<td>(0.061)</td>
<td>(0.414)</td>
<td>(0.318)</td>
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<td>N = 234</td>
<td>N = 64</td>
<td>N = 232</td>
<td>N = 234</td>
</tr>
<tr>
<td>MIX IN WITH YOUNG PEOPLE/KEEP THEIR DISTANCE</td>
<td>-0.1404</td>
<td>-0.1846</td>
<td>-0.0637</td>
<td>-0.0835</td>
</tr>
<tr>
<td></td>
<td>(0.016)</td>
<td>(0.069)</td>
<td>(0.167)</td>
<td>(0.101)</td>
</tr>
<tr>
<td></td>
<td>N = 235</td>
<td>N = 66</td>
<td>N = 233</td>
<td>N = 235</td>
</tr>
<tr>
<td>PEOPLE WHO TRY TO FORCE THEIR IDEAS ON YOU/</td>
<td>0.1950</td>
<td>0.3958</td>
<td>0.1040</td>
<td>0.1400</td>
</tr>
<tr>
<td>PEOPLE WHO RESPECT YOUR IDEAS</td>
<td>(0.001)</td>
<td>(0.001)</td>
<td>(0.058)</td>
<td>(0.017)</td>
</tr>
<tr>
<td></td>
<td>N = 232</td>
<td>N = 62</td>
<td>N = 230</td>
<td>N = 232</td>
</tr>
<tr>
<td>BEHIND THE TIMES/UP-TO-DATE</td>
<td>0.0593</td>
<td>0.2461</td>
<td>-0.0609</td>
<td>-0.0132</td>
</tr>
<tr>
<td></td>
<td>(0.165)</td>
<td>(0.027)</td>
<td>(0.180)</td>
<td>(0.421)</td>
</tr>
<tr>
<td></td>
<td>N = 230</td>
<td>N = 62</td>
<td>N = 228</td>
<td>N = 230</td>
</tr>
<tr>
<td>SYMPATHETIC/UNSYMPATHETIC</td>
<td>-0.0892</td>
<td>-0.2385</td>
<td>0.0698</td>
<td>-0.0148</td>
</tr>
<tr>
<td></td>
<td>(0.089)</td>
<td>(0.031)</td>
<td>(0.147)</td>
<td>(0.412)</td>
</tr>
<tr>
<td></td>
<td>N = 229</td>
<td>N = 62</td>
<td>N = 227</td>
<td>N = 229</td>
</tr>
<tr>
<td>PEOPLE WHO UNDERSTAND YOUNG PEOPLE'S PROBLEMS/</td>
<td>-0.1740</td>
<td>-0.3064</td>
<td>-0.0205</td>
<td>-0.0214</td>
</tr>
<tr>
<td>PEOPLE WHO DO NOT UNDERSTAND YOUNG PEOPLE'S</td>
<td>(0.004)</td>
<td>(0.008)</td>
<td>(0.379)</td>
<td>(0.374)</td>
</tr>
<tr>
<td>PROBLEMS</td>
<td>N = 230</td>
<td>N = 62</td>
<td>N = 228</td>
<td>N = 230</td>
</tr>
<tr>
<td>INTERESTING/BORING</td>
<td>-0.2185</td>
<td>-0.2650</td>
<td>-0.1600</td>
<td>-0.1194</td>
</tr>
<tr>
<td></td>
<td>(0.007)</td>
<td>(0.019)</td>
<td>(0.013)</td>
<td>(0.035)</td>
</tr>
<tr>
<td></td>
<td>N = 232</td>
<td>N = 62</td>
<td>N = 230</td>
<td>N = 232</td>
</tr>
<tr>
<td>KNOWLEDGEABLE/IGNORANT</td>
<td>-0.1754</td>
<td>-0.3795</td>
<td>-0.1532</td>
<td>-0.1663</td>
</tr>
<tr>
<td></td>
<td>(0.007)</td>
<td>(0.007)</td>
<td>(0.010)</td>
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<td>N = 230</td>
<td>N = 62</td>
<td>N = 228</td>
<td>N = 230</td>
</tr>
<tr>
<td>INTERESTED IN YOUNG PEOPLE'S IDEAS/NOT</td>
<td>-0.1471</td>
<td>-0.1825</td>
<td>-0.0870</td>
<td>-0.1011</td>
</tr>
<tr>
<td>PEOPLE'S IDEAS</td>
<td>(0.013)</td>
<td>(0.078)</td>
<td>(0.094)</td>
<td>(0.062)</td>
</tr>
<tr>
<td>INTERESTED IN YOUNG PEOPLE'S IDEAS</td>
<td>N = 232</td>
<td>N = 62</td>
<td>N = 230</td>
<td>N = 232</td>
</tr>
<tr>
<td>PEOPLE WHO TRY TO IMPOSE DISCIPLINE AND RULES ON</td>
<td>-0.0125</td>
<td>-0.0872</td>
<td>-0.0442</td>
<td>-0.0061</td>
</tr>
<tr>
<td>YOUNG PEOPLE/ALLOW YOUNG PEOPLE TO WORK OUT THEIR</td>
<td>(0.429)</td>
<td>(0.250)</td>
<td>(0.253)</td>
<td>(0.463)</td>
</tr>
<tr>
<td>OWN STANDARDS</td>
<td>N = 232</td>
<td>N = 62</td>
<td>N = 230</td>
<td>N = 232</td>
</tr>
<tr>
<td>PEOPLE DOING AN IMPORTANT JOB/PEOPLE DOING AN</td>
<td>-0.1895</td>
<td>-0.3790</td>
<td>-0.1090</td>
<td>-0.2226</td>
</tr>
<tr>
<td>UNNECESSARY JOB</td>
<td>(0.002)</td>
<td>(0.001)</td>
<td>(0.050)</td>
<td>(0.007)</td>
</tr>
<tr>
<td></td>
<td>N = 231</td>
<td>N = 62</td>
<td>N = 229</td>
<td>N = 231</td>
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</tbody>
</table>
Table 8.3: ASSOCIATIONS OF LEVEL OF PARTICIPATION AND DEGREE OF AGREEMENT WITH VARIOUS STATEMENTS CONCERNING FEATURES OF YOUTH ORGANISATIONS (PEARSON CORRELATION COEFFICIENTS).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total number of current youth organisation attachment</th>
<th>Total frequency of youth organisation attachment</th>
<th>Total number of youth organisation years of attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Youth organisations are meant for people who are still at school.</td>
<td>0.3274 (c)</td>
<td>0.1868</td>
<td>0.0588</td>
</tr>
<tr>
<td></td>
<td>(0.001)</td>
<td>(0.067)</td>
<td>(0.105)</td>
</tr>
<tr>
<td></td>
<td>N = 236</td>
<td>N = 66</td>
<td>N = 234</td>
</tr>
<tr>
<td>2. Leaders in youth organisations are always telling you what to do.</td>
<td>0.3550 (c)</td>
<td>0.4011 (c)</td>
<td>0.1621 (b)</td>
</tr>
<tr>
<td></td>
<td>(0.001)</td>
<td>(0.001)</td>
<td>(0.007)</td>
</tr>
<tr>
<td></td>
<td>N = 239</td>
<td>N = 66</td>
<td>N = 233</td>
</tr>
<tr>
<td>3. There aren't enough youth organisations available for young people.</td>
<td>-0.0367</td>
<td>-0.1842</td>
<td>0.0288</td>
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<tr>
<td></td>
<td>(0.289)</td>
<td>(0.373)</td>
<td>(0.322)</td>
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<tr>
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<td>N = 233</td>
<td>N = 64</td>
<td>N = 231</td>
</tr>
<tr>
<td>4. Youth organisations are for people who are used to being told what to do.</td>
<td>0.1423 (a)</td>
<td>0.0853</td>
<td>0.1360 (a)</td>
</tr>
<tr>
<td></td>
<td>(0.015)</td>
<td>(0.019)</td>
<td>(0.019)</td>
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<tr>
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<td>N = 234</td>
<td>N = 66</td>
<td>N = 232</td>
</tr>
<tr>
<td>5. Youth organisations are good places to meet friends of your own age.</td>
<td>-0.2690 (c)</td>
<td>-0.2894 (b)</td>
<td>-0.0735</td>
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<tr>
<td></td>
<td>(0.001)</td>
<td>(0.009)</td>
<td>(0.131)</td>
</tr>
<tr>
<td></td>
<td>N = 234</td>
<td>N = 66</td>
<td>N = 234</td>
</tr>
<tr>
<td>6. Youth organisations are places where you can get away from the influence of older people.</td>
<td>0.2233 (c)</td>
<td>0.0718</td>
<td>-0.0586</td>
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<tr>
<td></td>
<td>(0.001)</td>
<td>(0.003)</td>
<td>(0.185)</td>
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<tr>
<td></td>
<td>N = 236</td>
<td>N = 66</td>
<td>N = 234</td>
</tr>
<tr>
<td>7. Being in a youth organisation is like being in school.</td>
<td>0.2528 (c)</td>
<td>0.1595</td>
<td>0.0647</td>
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<tr>
<td></td>
<td>(0.001)</td>
<td>(0.100)</td>
<td>(0.162)</td>
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<tr>
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<td>N = 236</td>
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<td>N = 234</td>
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<td>8. Youth organisations give you a chance to take part in interesting activities.</td>
<td>-0.2921 (c)</td>
<td>-0.0312</td>
<td>-0.0845</td>
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<tr>
<td></td>
<td>(0.001)</td>
<td>(0.002)</td>
<td>(0.009)</td>
</tr>
<tr>
<td></td>
<td>N = 236</td>
<td>N = 66</td>
<td>N = 234</td>
</tr>
<tr>
<td>9. Youth organisations are too juvenile for young people who have left school.</td>
<td>0.3829 (c)</td>
<td>0.1389</td>
<td>-0.0229</td>
</tr>
<tr>
<td></td>
<td>(0.001)</td>
<td>(0.135)</td>
<td>(0.365)</td>
</tr>
<tr>
<td></td>
<td>N = 233</td>
<td>N = 65</td>
<td>N = 231</td>
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<tr>
<td>10. Youth organisations are places where you are treated as an adult.</td>
<td>-0.3615 (c)</td>
<td>-0.3074 (b)</td>
<td>0.0521</td>
</tr>
<tr>
<td></td>
<td>(0.001)</td>
<td>(0.006)</td>
<td>(0.214)</td>
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<tr>
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<td>N = 235</td>
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<td>N = 233</td>
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<tr>
<td>11. Youth organisations are places that young people at work don't have time to go to.</td>
<td>0.2382 (c)</td>
<td>0.1977</td>
<td>0.0795</td>
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<tr>
<td></td>
<td>(0.001)</td>
<td>(0.056)</td>
<td>(0.113)</td>
</tr>
<tr>
<td></td>
<td>N = 235</td>
<td>N = 66</td>
<td>N = 233</td>
</tr>
<tr>
<td>12. Young people at work prefer adult social organisations to youth organisations.</td>
<td>0.3032 (c)</td>
<td>0.4394 (c)</td>
<td>-0.0735</td>
</tr>
<tr>
<td></td>
<td>(0.001)</td>
<td>(0.001)</td>
<td>(0.131)</td>
</tr>
<tr>
<td></td>
<td>N = 232</td>
<td>N = 66</td>
<td>N = 230</td>
</tr>
<tr>
<td>13. Young people at work prefer commercial entertainment (pubs, discos, etc.) to youth organisations.</td>
<td>0.2495 (c)</td>
<td>0.0457</td>
<td>-0.0056</td>
</tr>
<tr>
<td></td>
<td>(0.001)</td>
<td>(0.058)</td>
<td>(0.046)</td>
</tr>
<tr>
<td></td>
<td>N = 235</td>
<td>N = 66</td>
<td>N = 233</td>
</tr>
<tr>
<td>14. Youth organisations don't provide activities of interest to people over 16.</td>
<td>0.4124 (r)</td>
<td>0.1765</td>
<td>-0.0056</td>
</tr>
<tr>
<td></td>
<td>(0.001)</td>
<td>(0.078)</td>
<td>(0.466)</td>
</tr>
<tr>
<td></td>
<td>N = 235</td>
<td>N = 66</td>
<td>N = 233</td>
</tr>
<tr>
<td>15. Young people at work do not use youth organisations because they can afford to pay for better entertainment elsewhere.</td>
<td>0.3513 (c)</td>
<td>0.1774</td>
<td>0.0598</td>
</tr>
<tr>
<td></td>
<td>(0.001)</td>
<td>(0.077)</td>
<td>(0.182)</td>
</tr>
<tr>
<td></td>
<td>N = 235</td>
<td>N = 66</td>
<td>N = 233</td>
</tr>
<tr>
<td>16. In youth organisations you can organise your own activities.</td>
<td>-0.2969 (c)</td>
<td>-0.3743 (c)</td>
<td>0.1120</td>
</tr>
<tr>
<td></td>
<td>(0.001)</td>
<td>(0.001)</td>
<td>(0.044)</td>
</tr>
<tr>
<td></td>
<td>N = 234</td>
<td>N = 66</td>
<td>N = 232</td>
</tr>
<tr>
<td>17. Youth leaders often ignore your ideas if they disagree with you.</td>
<td>0.2280 (c)</td>
<td>0.2205 (a)</td>
<td>0.0050</td>
</tr>
<tr>
<td></td>
<td>(0.001)</td>
<td>(0.039)</td>
<td>(0.470)</td>
</tr>
<tr>
<td></td>
<td>N = 234</td>
<td>N = 65</td>
<td>N = 232</td>
</tr>
<tr>
<td>18. In youth organisations you have to go along with what the 'in' group of members wants.</td>
<td>0.1877 (b)</td>
<td>0.1845</td>
<td>0.0030</td>
</tr>
<tr>
<td></td>
<td>(0.008)</td>
<td>(0.069)</td>
<td>(0.482)</td>
</tr>
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<td>N = 235</td>
<td>N = 66</td>
<td>N = 233</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. In 'youth organisations you are free to do as you please.</td>
<td>- 0.1983 (c) (N = 234)</td>
<td>- 0.0417 (N = 66)</td>
<td>0.0933 (N = 232)</td>
</tr>
<tr>
<td>20. Youth leaders often try to force their ideas on you.</td>
<td>0.2537 (c) (N = 232)</td>
<td>0.2581 (a) (N = 66)</td>
<td>- 0.0020 (N = 230)</td>
</tr>
<tr>
<td>21. Youth organisations are boring places to spend an evening because there is nothing to do.</td>
<td>0.3283 (c) (N = 235)</td>
<td>0.3003 (b) (N = 66)</td>
<td>0.0977 (N = 233)</td>
</tr>
<tr>
<td>22. You find too many people younger than yourself in a youth organisation.</td>
<td>0.2635 (c) (N = 235)</td>
<td>0.1098 (N = 64)</td>
<td>- 0.0868 (N = 231)</td>
</tr>
<tr>
<td>23. Youth organisations are worthwhile institutions for a community to have.</td>
<td>- 0.1476 (a) (N = 233)</td>
<td>- 0.2290 (a) (N = 64)</td>
<td>- 0.0375 (N = 231)</td>
</tr>
<tr>
<td>24. Youth organisations are a 'bad thing' because they often try to force young people into a mould.</td>
<td>0.2273 (c) (N = 232)</td>
<td>0.2098 (b) (N = 65)</td>
<td>0.0629 (N = 230)</td>
</tr>
<tr>
<td>25. Youth organisations are places where people are interested in you as a person.</td>
<td>- 0.2629 (c) (N = 233)</td>
<td>- 0.3951 (c) (N = 64)</td>
<td>0.0392 (N = 231)</td>
</tr>
<tr>
<td>26. Youth organisations are places where you can take part in interesting activities.</td>
<td>- 0.2766 (c) (N = 232)</td>
<td>- 0.2764 (a) (N = 64)</td>
<td>- 0.0348 (N = 230)</td>
</tr>
<tr>
<td>27. Youth organisations are good places to take a boy/girl-friend for an evening.</td>
<td>- 0.3791 (c) (N = 232)</td>
<td>- 0.4955 (c) (N = 64)</td>
<td>- 0.0527 (N = 230)</td>
</tr>
<tr>
<td>28. Youth organisations are places where there are a lot of fights and violence.</td>
<td>0.1575 (b) (N = 232)</td>
<td>0.1185 (N = 64)</td>
<td>0.0898 (N = 230)</td>
</tr>
<tr>
<td>29. Young people only go to youth organisations if they can't find anything else interesting to do.</td>
<td>0.1564 (b) (N = 233)</td>
<td>0.3208 (b) (N = 64)</td>
<td>0.0178 (N = 231)</td>
</tr>
<tr>
<td>30. Young people often feel 'left out' when they go to youth organisations.</td>
<td>0.1795 (b) (N = 233)</td>
<td>0.2453 (a) (N = 64)</td>
<td>0.0101 (N = 231)</td>
</tr>
<tr>
<td>31. Youth organisations don't have as good facilities as commercial and adult organisations.</td>
<td>0.2029 (c) (N = 232)</td>
<td>0.1331 (N = 64)</td>
<td>- 0.0290 (N = 230)</td>
</tr>
</tbody>
</table>
### Table 0.4(a)

**PERCENTAGE OF RESPONDENTS AGREEING AND DISAGREEING WITH VARIOUS WAYS OF DESCRIBING YOUTH ORGANISATION MEMBERS**

<table>
<thead>
<tr>
<th>CHARACTERISTIC</th>
<th>RATING</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who think for themselves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lonely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behind the times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well-off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who obey their parents wishes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophisticated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who have plenty of interests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snobbish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rough</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Childish</td>
<td>4.6</td>
<td></td>
</tr>
<tr>
<td>Lively</td>
<td>13.0</td>
<td></td>
</tr>
<tr>
<td>People who think for themselves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lonely</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>Behind the times</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Friendly</td>
<td>12.2</td>
<td></td>
</tr>
<tr>
<td>Well-off</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>People who obey their parents wishes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophisticated</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>Interesting</td>
<td>11.3</td>
<td></td>
</tr>
<tr>
<td>People who have plenty of interests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snobbish</td>
<td>0.4</td>
<td></td>
</tr>
</tbody>
</table>

### Table 0.4(b)

**PERCENTAGES OF SAMPLE RECORDING DIFFERENT DEGREES OF IDENTIFICATION WITH SUGGESTED CHARACTERISTICS OF YOUTH LEADERS (SEMANTIC DIFFERENTIAL)**

<table>
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<tr>
<th>CHARACTERISTIC</th>
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<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bossy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who mix in with young people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People trying to force their ideas on you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behind the times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sympathetic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who understand young people's problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledgeable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interested in young people's ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who try to impose discipline on young people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People doing an important job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bossy</td>
<td>6.3</td>
<td></td>
</tr>
<tr>
<td>People who mix in with young people</td>
<td>30.7</td>
<td></td>
</tr>
<tr>
<td>People trying to force their ideas on you</td>
<td>6.7</td>
<td></td>
</tr>
<tr>
<td>Behind the times</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td>Sympathetic</td>
<td>10.1</td>
<td></td>
</tr>
<tr>
<td>People who understand young people's problems</td>
<td>22.7</td>
<td></td>
</tr>
<tr>
<td>Interesting</td>
<td>13.0</td>
<td></td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>13.0</td>
<td></td>
</tr>
<tr>
<td>Interested in young people's ideas</td>
<td>23.5</td>
<td></td>
</tr>
<tr>
<td>People who try to impose discipline on young people</td>
<td>5.9</td>
<td></td>
</tr>
<tr>
<td>People doing an important job</td>
<td>26.9</td>
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</tr>
</tbody>
</table>

WILLING TO LET YOU DO THINGS YOU WANT TO DO
PEOPLE WHO KEEP THEIR DISTANCE
PEOPLE WHO RESPECT YOUR IDEAS
UP-TO-DATE
UNSYMPATHETIC
DULL
IGNORANT
NOT INTERESTED IN YOUNG PEOPLE'S IDEAS
PEOPLE WHO ALLOW YOUNG PEOPLE TO WORK OUT THEIR OWN STANDARDS
PEOPLE DOING AN UNNECESSARY JOB
Table 8.5: Percentages of Sample Recording Different Degrees of Agreement with Various Statements Concerning Features of Youth Organisations

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree on the whole</th>
<th>Disagree on the whole</th>
<th>Strongly Disagree</th>
<th>Uncertain</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Youth organisations are meant for people who are still at school</td>
<td>8.9</td>
<td>37.7</td>
<td>29.7</td>
<td>12.7</td>
<td>11.0</td>
<td>236</td>
</tr>
<tr>
<td>2. Leaders in youth organisations are always telling you what to do</td>
<td>3.8</td>
<td>25.1</td>
<td>46.8</td>
<td>13.6</td>
<td>10.6</td>
<td>235</td>
</tr>
<tr>
<td>3. There aren't enough youth organisations available for young people</td>
<td>24.9</td>
<td>33.0</td>
<td>21.5</td>
<td>6.9</td>
<td>13.7</td>
<td>233</td>
</tr>
<tr>
<td>4. Youth organisations are for people who are used to being told what to do</td>
<td>3.4</td>
<td>15.4</td>
<td>41.5</td>
<td>32.9</td>
<td>6.8</td>
<td>234</td>
</tr>
<tr>
<td>5. Youth organisations are good places to meet friends of your own age</td>
<td>34.3</td>
<td>46.2</td>
<td>8.1</td>
<td>5.9</td>
<td>5.5</td>
<td>236</td>
</tr>
<tr>
<td>6. Youth organisations are places where you can get away from the influence of older people</td>
<td>16.1</td>
<td>49.2</td>
<td>19.1</td>
<td>8.5</td>
<td>7.2</td>
<td>236</td>
</tr>
<tr>
<td>7. Being in a youth organisation is like being in school</td>
<td>3.4</td>
<td>14.4</td>
<td>37.7</td>
<td>38.1</td>
<td>6.4</td>
<td>236</td>
</tr>
<tr>
<td>8. Youth organisations give you a chance to take part in interesting activities</td>
<td>25.8</td>
<td>53.8</td>
<td>10.6</td>
<td>2.5</td>
<td>7.2</td>
<td>236</td>
</tr>
<tr>
<td>9. Youth organisations are too juvenile for young people who have left school</td>
<td>7.7</td>
<td>30.5</td>
<td>32.2</td>
<td>15.5</td>
<td>14.2</td>
<td>233</td>
</tr>
<tr>
<td>10. Youth organisations are places where you are treated as an adult</td>
<td>5.5</td>
<td>38.7</td>
<td>33.6</td>
<td>9.8</td>
<td>12.3</td>
<td>235</td>
</tr>
<tr>
<td>11. Youth organisations are places that young people at work don't have time to go to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Young people at work prefer adult social organisations to youth organisations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Young people at work prefer commercial entertainment (pubs, discos, etc.) to youth organisations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Youth organisations don't provide activities of interest to people over 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Young people at work do not use youth organisations because they can afford to pay for better entertainment elsewhere</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. In youth organisations you can organise your own activities</td>
<td>8.1</td>
<td>46.3</td>
<td>26.1</td>
<td>3.8</td>
<td>13.7</td>
<td>236</td>
</tr>
<tr>
<td>17. Youth leaders often ignore your ideas if they disagree with you</td>
<td>8.5</td>
<td>30.8</td>
<td>32.5</td>
<td>10.3</td>
<td>17.9</td>
<td>236</td>
</tr>
<tr>
<td>18. In youth organisations you have to go along with what the in group of members wants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. In youth organisations you are free to do as you please</td>
<td>6.0</td>
<td>29.5</td>
<td>40.2</td>
<td>12.0</td>
<td>12.4</td>
<td>236</td>
</tr>
<tr>
<td>20. Youth leaders often try to force their ideas on you</td>
<td>5.2</td>
<td>24.1</td>
<td>34.9</td>
<td>19.4</td>
<td>16.4</td>
<td>236</td>
</tr>
<tr>
<td>21. Youth organisations are boring places to spend an evening because there is nothing to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. You find too many people younger than yourself in a youth organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree on the whole</td>
<td>Disagree on the whole</td>
<td>Strongly Disagree</td>
<td>Uncertain</td>
<td>N</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>--------------------</td>
<td>-----------------------</td>
<td>-------------------</td>
<td>-----------</td>
<td>----</td>
</tr>
<tr>
<td>23. Youth organisations are worthwhile institutions for a community to have.</td>
<td>29.6</td>
<td>49.4</td>
<td>8.6</td>
<td>5.6</td>
<td>6.9</td>
<td>233</td>
</tr>
<tr>
<td>24. Youth organisations are 'a bad thing' because they often try to force young people into a mould.</td>
<td>2.6</td>
<td>8.6</td>
<td>47.4</td>
<td>28.4</td>
<td>12.9</td>
<td>232</td>
</tr>
<tr>
<td>25. Youth organisations are places where people are interested in you as a person.</td>
<td>6.0</td>
<td>41.6</td>
<td>26.6</td>
<td>3.4</td>
<td>22.3</td>
<td>233</td>
</tr>
<tr>
<td>26. Youth organisations are places where you can take part in interesting activities.</td>
<td>16.8</td>
<td>55.6</td>
<td>15.1</td>
<td>2.6</td>
<td>9.9</td>
<td>232</td>
</tr>
<tr>
<td>27. Youth organisations are good places to take a boy/girl friend for an evening.</td>
<td>6.5</td>
<td>20.3</td>
<td>37.5</td>
<td>26.7</td>
<td>9.1</td>
<td>232</td>
</tr>
<tr>
<td>28. Youth organisations are places where there are a lot of fights and violence.</td>
<td>9.9</td>
<td>17.2</td>
<td>48.7</td>
<td>9.9</td>
<td>14.2</td>
<td>232</td>
</tr>
<tr>
<td>29. Young people only to youth organisations if they can't find anything else interesting to do.</td>
<td>12.4</td>
<td>46.4</td>
<td>23.2</td>
<td>6.0</td>
<td>12.0</td>
<td>233</td>
</tr>
<tr>
<td>30. Young people often feel 'left out' when they go to youth organisations.</td>
<td>2.1</td>
<td>18.9</td>
<td>49.4</td>
<td>9.9</td>
<td>19.7</td>
<td>233</td>
</tr>
<tr>
<td>31. Youth organisations don't have as good facilities as commercial and adult organisations.</td>
<td>30.6</td>
<td>40.5</td>
<td>17.2</td>
<td>3.0</td>
<td>8.6</td>
<td>232</td>
</tr>
</tbody>
</table>
8.2 Identification by Factor Analysis of Factors Underlying Variations in Attitudes

Factor analytic techniques were used on the set of 31 Likert-type items used in Question 32, in order

(i) to ascertain whether an underlying pattern of relationships existed in the data, such that the data could be reduced to a smaller set of factors accounting for the observed inter-relations.

(ii) to ascertain the relative importance of the factors so obtained.

(iii) to obtain the factor scores coefficients necessary for the construction of indices reflecting factors generated by the factor solution.

The results showed that FACTOR I accounted for 65.4 per cent of the variance in the data. This factor was labelled, on inspection of the items on which it loaded high, the APPROPRIATENESS TO ADULT STATUS FACTOR

Subsequent factors were, on inspection, labelled as follows:

FACTOR 2: SOCIAL OPPORTUNITY, accounting for 14.4 per cent of variance in the data.

FACTOR 3: WORTHWHILENESS - INTEREST accounting for 7.9 per cent of variance in the data.

FACTOR 4: SELF-EXPRESSION - SELF-DETERMINATION accounting for 6.6 per cent of variance in the data.

FACTOR 5: JUVENILITY - PRESCRIPTIVENESS accounting for 5.7 per cent of variance in the data.

The characteristic problems of interpretation of factor solutions were encountered in the process of assessing the meaning of, and assigning appropriate labels to, the groupings of items carrying high loadings, for each factor. In the case of Factor 3 it proved difficult to identify an unifying theme in
Table 8.6: ITEMS SELECTED FOR FACTOR SCORE INDEX, FACTOR 1

**FACTOR 1: APPROPRIATENESS TO ADULT-WORKER STATUS**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>MEAN</th>
<th>S.D.</th>
<th>FACTOR LOADINGS</th>
<th>FACTOR SCORE COEFFICIENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>2.3721</td>
<td>1.1525</td>
<td>0.70118</td>
<td>0.25581</td>
</tr>
<tr>
<td>31</td>
<td>2.1628</td>
<td>1.1342</td>
<td>0.65049</td>
<td>0.25463</td>
</tr>
<tr>
<td>14</td>
<td>2.6605</td>
<td>1.3010</td>
<td>0.58712</td>
<td>0.14684</td>
</tr>
<tr>
<td>9</td>
<td>3.1628</td>
<td>1.2555</td>
<td>0.55363</td>
<td>0.14702</td>
</tr>
<tr>
<td>15</td>
<td>2.5628</td>
<td>1.3165</td>
<td>0.54519</td>
<td>0.12921</td>
</tr>
<tr>
<td>13</td>
<td>1.6744</td>
<td>0.8516</td>
<td>0.52276</td>
<td>0.13580</td>
</tr>
<tr>
<td>12</td>
<td>2.3628</td>
<td>1.1016</td>
<td>0.50262</td>
<td>0.10486</td>
</tr>
</tbody>
</table>

You find too many people younger than yourself in a youth organisation.
Youth organisations don't have as good facilities as commercial and adult organisations.
Youth organisations don't provide activities of interest to people over 16.
Youth organisations are too juvenile for young people who have left school.
Young people at work do not use youth organisations because they can afford to pay for better entertainment elsewhere.
Young people at work prefer commercial entertainment (pubs, discos, etc.) to youth organisations.
Young people at work prefer adult social organisations to youth organisations.

Table 8.7: ITEMS SELECTED FOR FACTOR SCORE INDEX, FACTOR 2.

**FACTOR 2: SOCIAL OPPORTUNITY**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>MEAN</th>
<th>S.D.</th>
<th>FACTOR LOADINGS</th>
<th>FACTOR SCORE COEFFICIENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>2.0698</td>
<td>0.9905</td>
<td>-0.71863</td>
<td>0.37142</td>
</tr>
<tr>
<td>5</td>
<td>2.0233</td>
<td>1.1125</td>
<td>0.63364</td>
<td>0.23692</td>
</tr>
<tr>
<td>26</td>
<td>2.2837</td>
<td>0.9946</td>
<td>0.61836</td>
<td>0.19096</td>
</tr>
<tr>
<td>27</td>
<td>3.5581</td>
<td>1.2587</td>
<td>0.52207</td>
<td>0.16380</td>
</tr>
<tr>
<td>6</td>
<td>2.5395</td>
<td>1.1709</td>
<td>0.50502</td>
<td>0.14140</td>
</tr>
</tbody>
</table>

Youth organisations give you a chance to take part in interesting activities.
Youth organisations are good places to meet friends of your own age.
Youth organisations are places where you can take part in interesting activities.
Youth organisations are good places to take a boy/girl-friend for an evening.
Youth organisations are places where you can get away from the influence of older people.
Table 8.8: ITEMS SELECTED FOR FACTOR SCORE INDEX, FACTOR 3.

FACTOR 3: WORTHWHILENESS-INTEREST

<table>
<thead>
<tr>
<th>ITEM</th>
<th>MEAN</th>
<th>S.D.</th>
<th>FACTOR LOADINGS</th>
<th>FACTOR SCORE COEFFICIENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>3.9209</td>
<td>1.0039</td>
<td>0.67113</td>
<td>0.38565</td>
</tr>
<tr>
<td>23</td>
<td>2.0884</td>
<td>1.0750</td>
<td>-0.55673</td>
<td>-0.20244</td>
</tr>
<tr>
<td>29</td>
<td>2.6512</td>
<td>1.1537</td>
<td>0.48903</td>
<td>0.21562</td>
</tr>
<tr>
<td>21</td>
<td>3.4698</td>
<td>1.2485</td>
<td>0.40877</td>
<td>0.10028</td>
</tr>
</tbody>
</table>

Youth organisations are 'a bad thing' because they often try to force young people into a mould.
Youth organisations are worthwhile institutions for a community to have.
Young people only go to youth organisations if they can't find anything else interesting to do.
Youth organisations are boring places to spend an evening because there is nothing to do.

Table 8.9: ITEMS SELECTED FOR FACTOR SCORE INDEX, FACTOR 4.

FACTOR 4: SELF-EXPRESSION - SELF-DETERMINATION

<table>
<thead>
<tr>
<th>ITEM</th>
<th>MEAN</th>
<th>S.D.</th>
<th>FACTOR LOADINGS</th>
<th>FACTOR SCORE COEFFICIENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>3.3814</td>
<td>1.1933</td>
<td>0.57868</td>
<td>0.31509</td>
</tr>
<tr>
<td>19</td>
<td>3.2326</td>
<td>1.1446</td>
<td>-0.53029</td>
<td>-0.27853</td>
</tr>
<tr>
<td>17</td>
<td>3.0558</td>
<td>1.1747</td>
<td>0.47574</td>
<td>0.21330</td>
</tr>
<tr>
<td>25</td>
<td>2.7767</td>
<td>1.0215</td>
<td>-0.39262</td>
<td>-0.14574</td>
</tr>
<tr>
<td>16</td>
<td>2.6977</td>
<td>1.0576</td>
<td>-0.37058</td>
<td>-0.14933</td>
</tr>
</tbody>
</table>

Youth leaders often try to force their ideas on you.
In youth organisations you are free to do as you please.
Youth leaders often ignore your ideas if they disagree with you.
Youth organisations are places where people are interested in you as a person.
In youth organisations you can organise your own activities.
Table 8.10: ITEMS SELECTED FOR FACTOR SCORE INDEX, FACTOR 5.

**FACTOR 5: JUVENILITY-PRESCRIPTIVENESS**

Accounts for 5.7% of the variance.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>MEAN</th>
<th>S.D.</th>
<th>FACTOR LOADINGS</th>
<th>FACTOR SCORE COEFFICIENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3.8884</td>
<td>1.1008</td>
<td>0.54424</td>
<td>0.31404 Youth organisations are for people who are used to being told what to do.</td>
</tr>
<tr>
<td>2</td>
<td>3.4047</td>
<td>1.1103</td>
<td>0.46157</td>
<td>0.21153 Leaders in youth organisations are always telling you what to do.</td>
</tr>
<tr>
<td>1</td>
<td>2.9767</td>
<td>1.2509</td>
<td>0.43080</td>
<td>0.21516 Youth organisations are meant for people who are still at school.</td>
</tr>
<tr>
<td>9</td>
<td>3.1628</td>
<td>1.2555</td>
<td>0.42729</td>
<td>0.28526 Youth organisations are too juvenile for young people who have left school.</td>
</tr>
</tbody>
</table>

α = 0.72
the items carrying high loadings.

The varimax rotated solution produced by factor analysis on the weighted base is shown in Appendix H. Those variables on which the factor loadings in the terminal solution were 0.4 and above, were selected in the first instance as those characterising the factor. These were subsequently checked for internal consistency and reduced to optimal numbers for scale construction using coefficient \( \alpha \), except in the case of FACTOR 4, in which the list of items for scale construction was extended by inclusion of those carrying factor loadings of 0.35 and above, in order to achieve the required reliability. The reduced sets of items are given in Tables 8.6 to 8.10, together with the computed value of \( \alpha \). All exceeded the 0.7 \( \alpha \)-value selected as the minimum level for the scale to be accepted as reliable in this research (See p.205).

8.3 The Construction of Indices based on FACTORS 1, 2, 3, 4 and 5, and their Associations with Level of Participation

A new variable INDEX I was constructed from the set of items 22, 31, 14, 9, 15, 13 and 12, using the formula given in Chapter V, p.204. INDEX I so constructed formed a measure of the factor of perceived APPROPRIATENESS TO ADULT STATUS.

The Kendall correlation coefficients of association of INDEX I with the measure of participation level based on

(i) number of current attachments

(ii) total number of attachments (previous and current)

(iii) total number of years of attachment ('youth organisation years')

are shown in Table 8.11. (*) The probabilities of the values obtained on application of the test of significance are also given.

The results showed that INDEX I was positively associated with the measure of participation based on number of current attachments, at the 0.001 significance level. Associations with the other measures of participation were not significant at the levels selected for the study.
Table 8.11: ASSOCIATION BETWEEN INDEX I (APPROPRIATENESS TO ADULT STATUS) AND LEVEL OF PARTICIPATION

<table>
<thead>
<tr>
<th>Kendall correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDEX I</strong></td>
</tr>
<tr>
<td><strong>WITH</strong></td>
</tr>
<tr>
<td><strong>NUMBER OF CURRENT ATTACHMENTS</strong></td>
</tr>
<tr>
<td><strong>N</strong> = 238</td>
</tr>
<tr>
<td><strong>INDEX I</strong></td>
</tr>
<tr>
<td><strong>WITH</strong></td>
</tr>
<tr>
<td><strong>TOTAL NUMBER OF ATTACHMENTS</strong> (CURRENT AND PREVIOUS)</td>
</tr>
<tr>
<td><strong>N</strong> = 238</td>
</tr>
<tr>
<td><strong>INDEX I</strong></td>
</tr>
<tr>
<td><strong>WITH</strong></td>
</tr>
<tr>
<td><strong>TOTAL NUMBER OF YEARS OF ATTACHMENT - 'YOUTH ORGANISATION YEARS'</strong></td>
</tr>
<tr>
<td><strong>N</strong> = 209</td>
</tr>
</tbody>
</table>

**Note:** The probabilities of the values obtained on application of the statistical test given in brackets in Tables 8.11 to 8.15.

INDEX 2 (the index reflecting the factor of perceived SOCIAL OPPORTUNITY) was constructed from Items 8, 5, 26, 27 and 6, using the given formula.

The Kendall correlation coefficients of INDEX 2 with the three measures of participation level are shown in Table 8.12 below.

Table 8.12: ASSOCIATION BETWEEN INDEX 2 (SOCIAL OPPORTUNITY) AND LEVEL OF PARTICIPATION

<table>
<thead>
<tr>
<th>Kendall correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDEX 2</strong></td>
</tr>
<tr>
<td><strong>WITH NUMBER OF CURRENT ATTACHMENTS</strong></td>
</tr>
<tr>
<td><strong>N</strong> = 238</td>
</tr>
<tr>
<td><strong>INDEX 2</strong></td>
</tr>
<tr>
<td><strong>WITH TOTAL NUMBER OF ATTACHMENTS</strong> (CURRENT AND PREVIOUS)</td>
</tr>
<tr>
<td><strong>N</strong> = 238</td>
</tr>
<tr>
<td><strong>INDEX 2</strong></td>
</tr>
<tr>
<td><strong>WITH TOTAL NUMBER OF YEARS OF ATTACHMENT - 'YOUTH ORGANISATION YEARS'</strong></td>
</tr>
<tr>
<td><strong>N</strong> = 209</td>
</tr>
</tbody>
</table>

The results showed that INDEX 2 was negatively associated with all measures of level of participation at the 0.05 level of significance.
INDEX 3 (the index reflecting the factor of perceived WORTHWHILENESS - INTEREST) was constructed from the set of Items 24, 23, 29, and 21, using the given formula.

The Kendall correlation coefficient of INDEX 3 with the three measures of participation level and shown in Table 8.13.

Table 8.13: ASSOCIATION BETWEEN INDEX 3 (WORTHWHILENESS - INTEREST) AND LEVEL OF PARTICIPATION

<table>
<thead>
<tr>
<th>Kendall correlation coefficient</th>
<th>INDEX 3 WITH NUMBER OF CURRENT ATTACHMENTS 0.2187 (0.001) N = 238</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>INDEX 3 WITH TOTAL NUMBER OF ATTACHMENTS (CURRENT AND PREVIOUS) 0.0989 (0.020) N = 238</td>
</tr>
<tr>
<td></td>
<td>INDEX 3 WITH TOTAL NUMBER OF YEARS OF ATTACHMENT 'YOUTH ORGANISATION YEARS' 0.1368 (0.003) N = 209</td>
</tr>
</tbody>
</table>

The results showed that INDEX 3 was associated with all measures of level of participation at the 0.05 level of significance.

INDEX 4 (the index reflecting the factor of perceived SELF-EXPRESSION - SELF-DETERMINATION) was constructed from the set of Items 20, 19, 17, 25 and 16, using the given formula.

The Kendall correlation coefficients of INDEX 4 with the three measures of participation level are shown in Table 8.14.

Table 8.14: ASSOCIATION BETWEEN INDEX 4 (SELF-EXPRESSION - SELF-DETERMINATION) AND LEVEL OF PARTICIPATION

<table>
<thead>
<tr>
<th>Kendall correlation coefficient</th>
<th>INDEX 4 WITH NUMBER OF CURRENT ATTACHMENTS 0.2923 (0.001) N = 238</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>INDEX 4 WITH TOTAL NUMBER OF ATTACHMENTS (CURRENT AND PREVIOUS) 0.0733 (0.064) N = 238</td>
</tr>
<tr>
<td></td>
<td>INDEX 4 WITH TOTAL NUMBER OF YEARS OF ATTACHMENT 'YOUTH ORGANISATION YEARS' 0.0697 (0.078) N = 209</td>
</tr>
</tbody>
</table>
The results showed that INDEX 4 was significantly associated with the measures of level of participation based on number of current attachments, at the 0.001 level of significance. Associations with the other measures of participation level were not significant at the required level.

INDEX 5 (the index reflecting the factor of perceived JUVENILITY - PRESCRIPTIVENESS) was computed from Items 4, 2, 1 and 9, using the given formula.

The Kendall correlation coefficients of INDEX 5 with the three measures of participation level are shown in Table 8.15.

<table>
<thead>
<tr>
<th>Table 8.15: ASSOCIATION BETWEEN INDEX 5 (JUVENILITY - PRESCRIPTIVENESS) AND LEVEL OF PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kendall correlation coefficient</td>
</tr>
<tr>
<td>INDEX 5 WITH NUMBER OF CURRENT ATTACHMENTS</td>
</tr>
<tr>
<td>0.4205</td>
</tr>
<tr>
<td>(0.001)</td>
</tr>
<tr>
<td>N = 238</td>
</tr>
<tr>
<td>INDEX 5 WITH TOTAL NUMBER OF ATTACHMENTS (CURRENT AND PREVIOUS)</td>
</tr>
<tr>
<td>0.1403</td>
</tr>
<tr>
<td>(0.015)</td>
</tr>
<tr>
<td>N = 238</td>
</tr>
<tr>
<td>INDEX 5 WITH TOTAL NUMBER OF YEARS ATTACHMENT - 'YOUTH ORGANISATION YEARS'</td>
</tr>
<tr>
<td>0.1175</td>
</tr>
<tr>
<td>(0.045)</td>
</tr>
<tr>
<td>N = 209</td>
</tr>
</tbody>
</table>

The results showed that INDEX 5 was positively associated with all measures of level of participation at the 0.05 level of significance.

8.4 Interpretation of the Findings

Hypothesis III stated that

'The principal factors underlying variation in attitudes to educational youth provision will be perceived adulthood and authoritarianism of existing provision. These factors, together with the factor of perceived availability, will be the major factors associated with level of participation in educational youth provision, of young industrial employees.'

(See p 13-14).

Of the three hypothesised factors, perceived 'adulthood' was revealed by factor
analysis as a major factor accounting for the interrelationships in the data. Perceived authoritarianism was not revealed as a single factor, by factor analysis. This hypothesised factor was, however, strongly reflected in both the SELF-EXPRESSION - SELF-DETERMINATION and JUVENILITY - PRESCRIPTIVENESS factors. The third hypothesised factor, of availability, was not revealed in the factor analysis.

Since the coefficient of correlation between the measure of participation level, based on number of current attachments, and the perceived adulthood of provision where this was measured by the index based on the APPROPRIATENESS TO ADULT STAT factor generated by the factor analysis, was found to be significant at the required level, the null hypothesis of no association was rejected, and the alternative hypothesis of association between perceived adulthood and level of participation accepted.

Similarly, the coefficients of correlation between the three 'levels of participation' measures, and (a) SELF-EXPRESSION - SELF-DETERMINATION and (b) JUVENILITY - PRESCRIPTIVENESS, when measured by the indices based on the factor analytic solution, were found to be significant at the required level. The null hypothesis could, therefore, be rejected in respect of the aspects of authoritarianism represented by these indices, and the alternative hypothesis of association between perceived authoritarianism and level of participation accepted in respect of these aspects.

The factor analysis clearly served its purposes in respect of this exploratory hypothesis, both in confirming and clarifying tentatively identified factors seeming to be of importance in variations in attitudes of young workers to youth provision, and other unidentified factors. (See p203).

The statistically significant result in the case of FACTOR 2: SOCIAL OPPORTUNITY, was not hypothesised; its emergence identifies SOCIAL OPPORTUNITY as a factor of importance which should be incorporated into subsequent investigations.
8.5 Preferences in Respect of Organised Provision, expressed as Characteristics of the Ideal Organisation

Data concerning preferences in respect of organised provision produced by Question 31 was able to provide some additional qualitative insights into the attitudes and perceptions which are apparently associated with participation levels.

Bone and Ross used the method of asking young people to imagine and describe the organisation which they would consider ideal as one means of identifying needs in respect of youth provision, arguing that need only has meaning in relation to ends. (6)

In this study, the question was designed to elicit data concerning the characteristics of organisations considered as ideal, to give further information concerning young workers' expectations of provisions and therefore provide some insights into the attitudes revealed in the attitude rating scales.

The main problem inherent in this approach, where it is used to identify needs, is the tendency for imagined situations or objects to reflect familiar experiences more strongly than needs, noted by Bone and Ross. This problem, it can be argued, can be turned to an advantage, where the approach is used for the alternative purpose of gaining insights into attitudes towards, and satisfactions and dissatisfactions with, existing and familiar forms of provision.

In the results obtained the anticipated tendency to construct the ideal organisation within the forms experienced did emerge. Within this, fewer responses were framed in terms of the stereotyped youth club format than in Bone and Ross' study, attributable to a small extent to the adaptation of the question to reduce the effects of unconscious, self-imposed restrictions on the range of response. This wider conception of organised provision did serve to enhance the usefulness of the data in interpretation of attitudes to wider forms of provision, and gave some confidence concerning the effectiveness of the
efforts made in the construction of the interview schedule to stress the range of organisations to which the questions were addressed. (See Chapter V).

Four-point-two per cent of the sample were unable to envisage or describe any ideal organisation, on the grounds that they would not want to involve themselves in any form of organised provision, whatever its other characteristics or features. Of the remaining 95.8 per cent, the proportions holding preferences concerning the balance of age, sex, occupational and social class characteristics which would be present in the membership of an ideal organisation, are shown in Table 8.16.

The clear preferences for contact with groups balanced in representation of the sexes, and containing a broad spectrum of people in terms of age, occupation and social class, with a bias towards those who were older, working class, and employed, rather than younger, school-based and located in the middle/upper classes, were indicated by the data.

The further question concerning preferences for limits on the ages of participant produced the results shown in Table 8.17, revealing that a total of 74.3 per cent preferred a lower limit on age, either alone or in conjunction with an upper age limit. The results were compatible with some of the dissatisfactions with juvenility, and with predominance of younger ages apparent in the responses on the Lickert-type Items of Question 30. The identification with young workers and the working class indicated in these results was suggested only indirectly.

The majority of the sub-sample able to conceive of an ideal organisation saw the ideal organisation as offering opportunities both for social and for interest-centred activities, in contrast with Bone and Ross's finding. In the case of the 19.7 per cent who indicated only social activities on initial questioning, 8.2 per cent maintained the response on re-questioning, with 9 per cent adding interest-centred activities on reflection. (Table 8.18).

In terms of modes of planning and organisation, the majority of the sub-sample
Table 8.16: Preferences concerning the age, sex, occupational and social class characteristics of membership of the ideal organisation

<table>
<thead>
<tr>
<th>PREFERENCE</th>
<th>Percentage of Sample</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preference for membership older or younger than self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mainly younger</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>Evenly balanced/about same age</td>
<td>62.2</td>
<td>228</td>
</tr>
<tr>
<td>Mainly older</td>
<td>36.0</td>
<td></td>
</tr>
<tr>
<td>2. Preference for balance of sexes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mainly girls</td>
<td>10.5</td>
<td></td>
</tr>
<tr>
<td>Even mix</td>
<td>86.0</td>
<td>228</td>
</tr>
<tr>
<td>Mainly boys</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>3. Preference for occupational status of others attached</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mainly young workers</td>
<td>46.5</td>
<td></td>
</tr>
<tr>
<td>Even mix</td>
<td>50.0</td>
<td>228</td>
</tr>
<tr>
<td>Mainly school students</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>4. Preference for balance of social classes in membership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mainly working class</td>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td>Even mix</td>
<td>72.4</td>
<td>228</td>
</tr>
<tr>
<td>Mainly middle/upper class</td>
<td>11.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 8.17: Percentage of 'sample' preferring age limits in the ideal organisation (N = 227)

<table>
<thead>
<tr>
<th>PREFERENCE</th>
<th>Percentage of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper age limit</td>
<td>3.1</td>
</tr>
<tr>
<td>Lower age limit</td>
<td>46.2</td>
</tr>
<tr>
<td>Upper and lower limits</td>
<td>28.1</td>
</tr>
<tr>
<td>No limits</td>
<td>21.6</td>
</tr>
</tbody>
</table>
considered that the approach of the ideal organisation would be based on committees, or similar working groups, comprising both older and younger people associated with the organisation (Table 8.19). This finding was, again, compatible with dissatisfactions revealed in other results pertaining to autocratic leadership.

Table 8.18: RESPONSES OF THOSE MENTIONING ONLY SOCIAL ACTIVITIES AS THE ACTIVITIES DESIRED IN THE IDEAL ORGANISATION (N = 45)

<table>
<thead>
<tr>
<th>ON RE-QUESTIONING:</th>
<th>82.2 per cent affirmed a desire for social activities only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15.6 per cent expressed a desire for interest-centred activities</td>
</tr>
<tr>
<td></td>
<td>97.8*</td>
</tr>
</tbody>
</table>

* NOTE: Two 'uncertain' and one missing value were recorded.

Table 8.19: PREFERRED SYSTEM FOR LEADERSHIP IN THE IDEAL ORGANISATION (N = 226)

<table>
<thead>
<tr>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run by older leaders</td>
</tr>
<tr>
<td>Run by participants</td>
</tr>
<tr>
<td>Run by committee, including adults and young people</td>
</tr>
<tr>
<td>Run by full-time professional managers</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

* NOTE: Several respondents selected two systems to run in conjunction. The column total, therefore, exceeds 100.0%.

Table 8.20: PROPORTIONS (OF THOSE ABLE TO DESCRIBE THE IDEAL ORGANISATION) ATTACHING DIFFERENT LEVELS OF IMPORTANCE TO OPPORTUNITIES TO PARTICIPATE IN ORGANISATION AND PLANNING (N = 228)

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
</tr>
<tr>
<td>Fairly important</td>
</tr>
<tr>
<td>Not important</td>
</tr>
<tr>
<td>Don't Know</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
Responses were evenly spread in respect of the importance attached to ability to influence decisions in the ideal organisation. (Table 8.20) The largest proportion of the sub-sample, however, considered this to be only fairly important a finding of some significance in the consideration of attitudes to social participation, under Hypothesis IV, (See p.377). Only 29.3 per cent of the sub-sample able to conceive of an ideal organisation reported that they had encountered any organisation which met their description of the 'ideal', most of the organisations named in these cases being those which were not classifiable as 'youth' organisations in the terms adopted by the study, while the majority stated that they did not know of any such organisation, giving some further support to evidence concerning dissatisfaction with available provision in terms of clientele and/or activities and form of organisation.

8.6 Stated Reasons for Withdrawal from Youth Organisations, and for Current Participation or Non-participation

The compilation of principal reasons for leaving organisations provided further supporting data relevant to the investigation of associations between the attitudes to youth organisations and participation levels. While tending to support the findings of previous sections concerning variables associated with participation, the data also served to indicate differences between types of organisation, which were not revealed by previous analysis.

Question 22 asked respondents to name the main reason which caused them to leave the most recently attended organisation in the past, in each of the sports/interest/entertainment/uniformed/social categories into which they had been divided. The responses indicated some sources of satisfaction and dissatisfaction with available youth provision, (Table 8.21). In the sports category the majority of participants had left their last youth sports organisation, not for reasons of dissatisfaction, but because the activity had closed or had become moving or unavailable to them on leaving school, (28.7 per cent). One of the second
most commonly voiced reasons, too, indicated satisfaction in that the young person had decided to move on to 'senior', or other related clubs, (12.8 per cent)

Equally frequently voiced reasons were, however,

(i) that the young person had 'grown out of it' and had developed other interests as he/she grew older (17.0 per cent)

(ii) boredom/loss of interest (16.0 per cent)

Other reasons were not highly represented.

A similar balance of reasons was reflected in the interest/hobbies groups, too, in which 47.7 per cent of participants had left because of closure or unavailability of the club, while boredom/loss of interest and development of other interests with age featured more highly than other reasons.

In uniformed organisations and social organisations, i.e. the more traditional types of organisation characterised by generalised, rather than specialist activity, the picture was substantially different.

In uniformed organisations the predominant reasons of

- discipline problems (23.3 per cent)
- boredom (11.4 per cent)
- development of other interests on growing older (5.1 per cent),

indicated a higher degree of dissatisfaction than did the reasons given for the specialist organisations. Similarly, the results for social youth organisations, showed that the most frequent reasons given were the development of other interests and a feeling of having grown out of the organisation (24.7 per cent), boredom and loss of interest (23.6 per cent), the presence of too many younger people (13.5 per cent), although again the reasons of unavailability featured strongly. It would seem that the perceptions of boredom and lack of a sufficiently adult atmosphere as stated reasons for withdrawal from the organisation were indicated more strongly in the traditional social and uniformed organisations than in other types, but did not feature as strongly as stated reasons for leaving as might be expected from previous findings. Some problems were encountered in interpretin
Table 8.21: STATED REASONS FOR LEAVING MOST RECENTLY ATTENDED YOUTH ORGANISATION, BY CATEGORY OF ORGANISATION

<table>
<thead>
<tr>
<th>REASON</th>
<th>SPORTS</th>
<th>HOBBIES</th>
<th>ENTERTAINMENTS</th>
<th>UNIFORMED</th>
<th>SOCIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of participants giving reason N = 94</td>
<td>% of participants giving reason N = 29</td>
<td>% of participants giving reason N = 1</td>
<td>% of participants giving reason N = 176</td>
<td>% of participants giving reason N = 89</td>
</tr>
<tr>
<td>Too old/had to leave</td>
<td>6.4</td>
<td>-</td>
<td>-</td>
<td>4.0</td>
<td>4.5</td>
</tr>
<tr>
<td>Discipline</td>
<td>-</td>
<td>10.3</td>
<td>-</td>
<td>6.3</td>
<td>3.4</td>
</tr>
<tr>
<td>Personal, social (eg. friends left)</td>
<td>4.3</td>
<td>3.4</td>
<td>-</td>
<td>4.5</td>
<td>9.0</td>
</tr>
<tr>
<td>Club/person moved from area</td>
<td>6.4</td>
<td>2.9</td>
<td>-</td>
<td>4.5</td>
<td>12.4</td>
</tr>
<tr>
<td>Development of other interests as grew older/grew out of</td>
<td>17.0</td>
<td>13.7</td>
<td>-</td>
<td>5.1</td>
<td>24.7</td>
</tr>
<tr>
<td>Didn't like other people there</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2.3</td>
<td>4.5</td>
</tr>
<tr>
<td>Left school/activity closed</td>
<td>22.3</td>
<td>44.8</td>
<td>(1)</td>
<td>2.3</td>
<td>14.6</td>
</tr>
<tr>
<td>Bored, lost interest</td>
<td>16.0</td>
<td>10.3</td>
<td>-</td>
<td>11.4</td>
<td>23.6</td>
</tr>
<tr>
<td>Expelled</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17.0</td>
<td>-</td>
</tr>
<tr>
<td>Too many younger people</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.6</td>
<td>13.5</td>
</tr>
<tr>
<td>No time</td>
<td>13.8</td>
<td>3.4</td>
<td>-</td>
<td>2.8</td>
<td>-</td>
</tr>
<tr>
<td>Wanted you to be too involved</td>
<td>2.1</td>
<td>-</td>
<td>-</td>
<td>0.6</td>
<td>-</td>
</tr>
<tr>
<td>Went on to seniors or other related club</td>
<td>12.8</td>
<td>-</td>
<td>-</td>
<td>0.6</td>
<td>-</td>
</tr>
<tr>
<td>Long way to go</td>
<td>1.1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Poor facilities</td>
<td>1.1</td>
<td>-</td>
<td>-</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Disagreed with club values</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2.2</td>
</tr>
<tr>
<td>Had been forced to go, so left as soon as possible</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Didn't like activities, eg. too much working for badges</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.6</td>
<td>-</td>
</tr>
<tr>
<td>Had gained all wanted from membership</td>
<td>1.1</td>
<td>6.9</td>
<td>-</td>
<td>0.6</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>3.4</td>
<td>-</td>
<td>0.6</td>
<td>-</td>
</tr>
<tr>
<td>Don't know</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1.7</td>
<td>-</td>
</tr>
</tbody>
</table>

* Number of responses in category too small for percentage result to have meaning.
reasons, such as 'lost interest' and 'boredom' which could have had many underlying causes.

Question 18 asked current non-participants in community-based youth organisations to select, from a range of alternatives, reasons for their current non-involvement. The presence of too many younger children was the predominant item, which attracted over one-fifth of all recorded responses. The reason of 'poor facilities' was selected frequently, as a reason for non-participation, followed by lack of availability for participation, and the low level of interest which the activities themselves held. These items again reflected the main groups of Lickert-type items which were shown to be related to participation levels.

In the case of college-based youth groups associated with Student Unions, where the participation level was very low in comparison with that in community-based organisations, the predominant reason for non-participation was quite different. Nearly one-half of the sub-sample of non-participants selected, among their first three reasons, that which stated that 'day release' students did not feel sufficiently part of the College to involve themselves in such activities. Lack of time and distance from home also emerged as important reasons, selected by substantial proportions of the sub-sample. (Table 8.22). These results reflected the earlier studies concerning the effective exclusion from many extra-curricular college activities of day release students, by virtue of discontinuity of attendance and a tendency of this type of student to identify with the work environment, rather than that of the college. It was notable that 21.7 per cent of non-participants had never considered participation in college activities of this kind. (Table 8.23).

In the case of company-based organisations, so few activities were specifically designed for youth that unavailability was necessarily the predominant reason for non-participation and questions concerning reasons for non-participation in.
Table 8.22: PERCENTAGES OF NON-PARTICIPANTS IN COMMUNITY-BASED YOUTH ORGANISATIONS EXPRESSING VARIOUS REASONS FOR NON-PARTICIPATION
(N = 173) [First three reasons given]

<table>
<thead>
<tr>
<th>Reason selected</th>
<th>Percentage of Non-participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>No time</td>
<td>18.5</td>
</tr>
<tr>
<td>Not available</td>
<td>4.6</td>
</tr>
<tr>
<td>No activities of interest</td>
<td>15.0</td>
</tr>
<tr>
<td>Too many young children there</td>
<td>34.7</td>
</tr>
<tr>
<td>Never considered</td>
<td>11.0</td>
</tr>
<tr>
<td>Poor facilities</td>
<td>22.0</td>
</tr>
<tr>
<td>Too much supervision</td>
<td>8.1</td>
</tr>
<tr>
<td>Activities too childish</td>
<td>9.8</td>
</tr>
<tr>
<td>People unfriendly</td>
<td>2.3</td>
</tr>
<tr>
<td>Too many restrictions</td>
<td>9.9</td>
</tr>
<tr>
<td>Too far from home</td>
<td>6.4</td>
</tr>
<tr>
<td>Many other more interesting things to do</td>
<td>12.1</td>
</tr>
<tr>
<td>Other</td>
<td>8.1</td>
</tr>
</tbody>
</table>

Table 8.23: PERCENTAGES OF NON-PARTICIPANTS IN ACTIVITIES ASSOCIATED WITH THE STUDENTS UNION IN COLLEGES ATTENDED, EXPRESSING VARIOUS REASONS FOR NON-PARTICIPATION  (N = 184)

<table>
<thead>
<tr>
<th>Reason selected</th>
<th>Percentage of Non-participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>No time</td>
<td>10.3</td>
</tr>
<tr>
<td>Day release students don't feel sufficiently part of the College</td>
<td>47.8</td>
</tr>
<tr>
<td>Only caters for full-time students</td>
<td>4.3</td>
</tr>
<tr>
<td>Nothing of any interest</td>
<td>14.1</td>
</tr>
<tr>
<td>Have never considered</td>
<td>21.7</td>
</tr>
<tr>
<td>Too far from home</td>
<td>10.3</td>
</tr>
<tr>
<td>Don't agree with things Students Union stands for</td>
<td>3.3</td>
</tr>
<tr>
<td>Don't like mixing with full-time students</td>
<td>8.7</td>
</tr>
<tr>
<td>Other</td>
<td>4.3</td>
</tr>
</tbody>
</table>
youth activities had, therefore, been omitted as inappropriate. Predominant reasons for non-participation in the general company-based sports and social organisations were of some interest, although not directly relevant to the analysis. The most commonly selected reasons of the distance of work from home was given as a reason for non-participation by 33.5 per cent of the sub-sample. Only 1.1 per cent claimed, as a reason for their non-participation, that the activities were not open to young people.

Among reasons given by participants for joining and remaining in the organisations currently attended, the opportunity to engage in the specific activities offered was predominant in those organisations catering for the teenage and for the young adult client group. (Table 8.24). The opportunities for being with friends, for having somewhere to go, and for meeting and mixing with people were also important. The clear attraction of opportunities for activity and for social mixing among current participants reflected the essence of the 'SOCIAL OPPORTUNITY' factor, where association with participation levels emerged in the analyses reported earlier in this Chapter (See p. 341).

8.7 Expressed Preferences for Commercial and Non-commercial Provision

Where interviewees were asked to indicate their preferences, or otherwise, for various forms of commercial provision offering social and recreational opportunities, over comparable forms of youth provision, the results shown in Table 8.25 were obtained.

In all types of commercial provision mentioned, except Working Men's Clubs, more than 60 per cent recorded a preference for that form of provision over any 'youth' counterpart offering similar activity. Less than 12 per cent recorded a preference for organised youth provision, in all cases, and between 20 and 23 per cent did not differentiate. In the case of Working Men's Clubs, twice as many preferences for these organisations over youth organisations were recorded,
<table>
<thead>
<tr>
<th>Reason selected</th>
<th>Teenage % of participants giving reason N = 64</th>
<th>Young Adult % of participants giving reason N = 14</th>
<th>Youth % of participants giving reason N = 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities offered</td>
<td>3.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Friends to there</td>
<td>29.7</td>
<td>7.1</td>
<td>-</td>
</tr>
<tr>
<td>Specific activities</td>
<td>34.4</td>
<td>21.4</td>
<td>(2)</td>
</tr>
<tr>
<td>Cheap facilities</td>
<td>3.1</td>
<td>7.1</td>
<td>-</td>
</tr>
<tr>
<td>Mixing with others</td>
<td>-</td>
<td>-</td>
<td>(1)</td>
</tr>
<tr>
<td>Meeting people</td>
<td>18.8</td>
<td>21.4</td>
<td>(2)</td>
</tr>
<tr>
<td>Way of keeping fit</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Good atmosphere/friends/relaxation</td>
<td>4.7</td>
<td>7.1</td>
<td>-</td>
</tr>
<tr>
<td>Somewhere to go</td>
<td>21.9</td>
<td>21.4</td>
<td>-</td>
</tr>
<tr>
<td>Challenge/training discipline/organisation</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Convenience</td>
<td>1.6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Worthwhileness</td>
<td>1.6</td>
<td>14.3</td>
<td>-</td>
</tr>
<tr>
<td>Freedom/ability to 'get away'</td>
<td>-</td>
<td>7.1</td>
<td>-</td>
</tr>
<tr>
<td>Learning new things</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Involvement in running an organisation</td>
<td>1.6</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Table 8.26: REASONS FOR PREFERENCES OF COMMERCIAL OR YOUTH ORGANISATIONS. (Percentages of those recorded, with preference for form of provision, mentioning each item)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Youth organisation N = 21</th>
<th>Public House N = 159</th>
<th>Youth organisation N = 23</th>
<th>discotheque Night Club N = 161</th>
<th>Youth organisation N = 56</th>
<th>Working Men's Club N = 102</th>
<th>Youth organisation N = 21</th>
<th>Sports organisation N = 151</th>
<th>Youth organisation N = 19</th>
<th>Entertainment centre N = 163</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everything's organised/ or done for you</td>
<td>--</td>
<td>13.2</td>
<td>--</td>
<td>9.9</td>
<td>1.8</td>
<td>11.8</td>
<td>--</td>
<td>11.3</td>
<td>--</td>
<td>9.8</td>
</tr>
<tr>
<td>Opportunities to meet more friends/get to know people better</td>
<td>28.6</td>
<td>6.3</td>
<td>17.3</td>
<td>6.2</td>
<td>7.1</td>
<td>5.9</td>
<td>19.0</td>
<td>5.3</td>
<td>21.1</td>
<td>6.1</td>
</tr>
<tr>
<td>More to do/Better activities</td>
<td>23.8</td>
<td>11.9</td>
<td>21.7</td>
<td>8.7</td>
<td>12.5</td>
<td>6.9</td>
<td>23.8</td>
<td>10.6</td>
<td>21.1</td>
<td>10.4</td>
</tr>
<tr>
<td>Meet older people/wider range/more adult</td>
<td>4.8</td>
<td>5.7</td>
<td>4.3</td>
<td>4.3</td>
<td>17.9</td>
<td>9.8</td>
<td>4.8</td>
<td>4.6</td>
<td>5.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Get people of your own age there</td>
<td>--</td>
<td>6.3</td>
<td>--</td>
<td>5.0</td>
<td>--</td>
<td>5.9</td>
<td>--</td>
<td>5.3</td>
<td>--</td>
<td>4.9</td>
</tr>
<tr>
<td>Doesn't really think or know about alternative</td>
<td>--</td>
<td>11.9</td>
<td>--</td>
<td>8.1</td>
<td>8.9</td>
<td>6.9</td>
<td>--</td>
<td>8.6</td>
<td>--</td>
<td>7.4</td>
</tr>
<tr>
<td>Meet more members of the opposite sex there</td>
<td>--</td>
<td>1.9</td>
<td>--</td>
<td>1.9</td>
<td>--</td>
<td>2.0</td>
<td>--</td>
<td>1.3</td>
<td>--</td>
<td>1.2</td>
</tr>
<tr>
<td>Friends to to that place/my sort of people go there</td>
<td>19.0</td>
<td>4.4</td>
<td>21.7</td>
<td>5.0</td>
<td>8.9</td>
<td>6.9</td>
<td>23.8</td>
<td>3.3</td>
<td>15.8</td>
<td>4.9</td>
</tr>
<tr>
<td>Not so many restrictions/pressures on you</td>
<td>--</td>
<td>11.3</td>
<td>--</td>
<td>9.3</td>
<td>--</td>
<td>12.7</td>
<td>--</td>
<td>9.9</td>
<td>--</td>
<td>9.2</td>
</tr>
<tr>
<td>Facilities/atmosphere better</td>
<td>--</td>
<td>14.5</td>
<td>4.3</td>
<td>10.6</td>
<td>3.6</td>
<td>5.9</td>
<td>--</td>
<td>11.3</td>
<td>--</td>
<td>10.4</td>
</tr>
<tr>
<td>Can go to alternative places any time</td>
<td>9.5</td>
<td>0.6</td>
<td>8.7</td>
<td>0.6</td>
<td>1.8</td>
<td>1.0</td>
<td>9.5</td>
<td>0.7</td>
<td>10.5</td>
<td>0.6</td>
</tr>
<tr>
<td>You get stereotyped going to a ...........................................</td>
<td>--</td>
<td>--</td>
<td>4.3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Meet different kinds of people, eg. different classes</td>
<td>--</td>
<td>1.9</td>
<td>--</td>
<td>1.2</td>
<td>--</td>
<td>1.0</td>
<td>--</td>
<td>1.3</td>
<td>--</td>
<td>1.2</td>
</tr>
<tr>
<td>You go to specific activities and therefore enjoy yourself</td>
<td>4.8</td>
<td>1.3</td>
<td>--</td>
<td>1.2</td>
<td>--</td>
<td>--</td>
<td>4.8</td>
<td>1.3</td>
<td>--</td>
<td>1.2</td>
</tr>
<tr>
<td>More convenient</td>
<td>4.8</td>
<td>--</td>
<td>4.3</td>
<td>--</td>
<td>1.8</td>
<td>--</td>
<td>4.8</td>
<td>--</td>
<td>5.3</td>
<td>--</td>
</tr>
<tr>
<td>Less trouble there</td>
<td>--</td>
<td>1.3</td>
<td>--</td>
<td>0.6</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>0.7</td>
<td>--</td>
<td>0.6</td>
</tr>
<tr>
<td>Others</td>
<td>4.8</td>
<td>--</td>
<td>4.3</td>
<td>--</td>
<td>1.8</td>
<td>--</td>
<td>4.8</td>
<td>--</td>
<td>5.3</td>
<td>--</td>
</tr>
</tbody>
</table>
as were preferences for youth organisations over Working Men's Clubs, but the fact that 10.2 per cent of the sample from which responses were obtained recorded a 'Don't Know' response suggested lack of experience of the latter was associated with the results.

The principal reasons given for preferences are shown in Table 8.26. They relate predominantly to perceptions of better facilities; organisation of activities for participants ('laid on'); more and better activities offered; better social opportunities afforded by wider clientele; absence of restrictions.

In the case of the minority preferring youth provision, the main stated reasons for preference related to opportunities to meet more friends of their own type, and to perceived superiority of activities. Convenience was mentioned exclusively as a reason for preference of youth provision, while opportunities to meet members of the opposite sex, people of the same age groups and different kinds of people, together with the lower likelihood of trouble, were mentioned exclusively as reasons for preference of commercial provision.

The inclusion in the question of alternative forms of provision in order to remove some of the difficulties associated with the parallel Bone and Ross questions (a) created some different problems of comparability. The forms of
provision presented in the question were perceived by some interviewees as not easily comparable, and decisions about preferences were accordingly difficult to make.

Finally, Question 33, which attempted to obtain a view of the perceived relative effectiveness of youth organisations in preparing young people for adult life, against other agencies of education and socialisation, produced the results shown in Table 8.27.

Table 8.27 Percentages of the Samples Recording Different Assessments of the Effectiveness of Agencies in Supporting their Transition to Adult Life

<table>
<thead>
<tr>
<th>Agency</th>
<th>N</th>
<th>Ineffective</th>
<th>Of limited effectiveness in some respects</th>
<th>Effective in some respects</th>
<th>Generally effective</th>
<th>Extremely effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) School</td>
<td>231</td>
<td>61.9</td>
<td>12.6</td>
<td>9.1</td>
<td>10.0</td>
<td>6.5</td>
</tr>
<tr>
<td>(b) Youth Organisations</td>
<td>165</td>
<td>64.2</td>
<td>10.3</td>
<td>0.6</td>
<td>22.4</td>
<td>2.4</td>
</tr>
<tr>
<td>(c) Other Organisations</td>
<td>100</td>
<td>58.0</td>
<td>7.0</td>
<td>4.0</td>
<td>31.0</td>
<td>-</td>
</tr>
<tr>
<td>(d) Employing Companies</td>
<td>236</td>
<td>40.7</td>
<td>9.7</td>
<td>7.2</td>
<td>30.1</td>
<td>12.5</td>
</tr>
<tr>
<td>(e) Family</td>
<td>235</td>
<td>27.7</td>
<td>17.9</td>
<td>7.7</td>
<td>35.3</td>
<td>11.5</td>
</tr>
</tbody>
</table>

*Categories of effectiveness assigned to 'open' responses, post hoc.
More than 60 per cent of the samples from whom responses were obtained recorded the view that youth organisations and school, respectively, had been ineffective in supporting their transition to the adult world.

The family and the Company were rated as the agencies which were considered to have been most effective in providing appropriate support and help in the transitional years. 'Open' responses on the value of youth organisations in helping young people to adjust to the transition to becoming an 'adult working member of the community' produced several positive comments, some examples of which are given, although it must be remembered that these were given in a context in which the majority considered these organisations to have been little or no help to them, e.g.

Male Operator, aged 20:
Youth organisations 'get you used to other people, which helps'.

Male Technician Apprentice, aged 18:
Youth organisations 'help you to mix with different people from a range of backgrounds and you get to know what people do, what is available.'

Male Technician Apprentice, aged 18:
'In youth organisations you learn a lot of other peoples' points of view, you learn to get on with other people.'

Male Technician Apprentice, aged 19:
'They just stopped me from getting bored; mixing with other people you don't now is useful. It's good practice for going to work and talking to people you n't know.'

'Craft Apprentice, aged 18:
Youth organisations 'taught you things you didn't do at school, like going away to camps. Some help.'

Male Craft Apprentice, aged 18:
Youth organisations were 'useful to get you toughened up.'
8.8 Summary of Results

Syntheses both of the qualitative data and quantitative summaries of the qualitative data revealed that the variables of importance in interacting with levels of participation were those associated with the perceived adulthood, sophistication, authoritarianism of leadership, quality of facilities, and the general interest and appropriateness of interests. It was also found that the main factors of perceptions held of the appropriateness to the 'adult' and 'worker' status of the young person at work, of the social opportunity presented, of the worthwhileness and interest of provision, of opportunities for self-expression and self-determination, and of the prescriptiveness and juvenility of provision were able to account for the patterns of interrelationships in the data and their factor indices were found to be significantly associated with the level of participation.

The suggestion of an association between perceived availability and level of participation appeared only in supporting data, in the analysis of specific reasons for discontinuation of involvement, non-involvement, etc. (Tables 8.21 to 8.24), and in the additional observations on the characteristics of provision, offered. Reasons associated with adulthood, prescriptiveness, and general interest of activities predominated here, giving some further support to the evidence of significance of these perceptions in the low participation which characterised the sample. The data also served to reveal differences, in terms of the perceived features and characteristics of provision and the participants, and between different types of organisation not revealed in the statistical analysis of attitudinal variables and factor analyses, the general interest of activities predominating in the case of general social organisations; discipline and related issues in the case of uniformed organisations; etc.

The data concerning the features of the 'ideal organisation' produced evidence of preferences compatible with the perceptions of the strengths and weaknesses of existing provision revealed in the quantitative analysis.
Qualitative observations offered in the 'open' sections of Questions 25, 27, 30 and 31 were able, in some cases, to illustrate and enrich the quantitative findings.

In respect of the 'adultness' of provision, further comment was made by a large proportion of those using the opportunity for open comment. The following provide examples of the observations made concerning age related characteristics of participants, and the perceived age orientation of the provision.

Male Craft Apprentice, aged 18:
'I enjoyed youth club when I was at school but not now.'

Male Craft Apprentice, aged 18:
'They attract younger people who can't get in other places with age limits, who haven't got enough money to go to other places.'

Male Technician Apprentice, aged 18:
'It appears that youth clubs probably have plenty to do, but nothing that I am particularly interested in. If there is anything worthwhile doing the younger members usually manage to mess things up by acting in rather childish ways.'

Male Craft Apprentice, aged 18:
'Youth organisations are for a certain section of the younger population who are easily bored and have no minds of their own and have to be led.'

Male Operator, aged 18:
'I think there should be an age limit on youth clubs and they should do more for the over-18's; there should be more things to do to stop violence and theft; there is so much trouble by young people because there is not enough to do.'

Several respondents clearly saw youth organisations as fulfilling an important function for an age group younger than, and distinct from, their own. They were accordingly, positive in their comments; these did not, however, relate to their own possible involvement.
Male Operator, aged 17:

'If there was not any youth clubs there would be nothing at all for young people to do, except going into pubs at 14 and 15 years of age.'

Male Craft Apprentice, aged 17:

'There should be a lot more centres, but run and paid for by members in the community of the area. It keeps the younger people out of trouble, and keeps them happy.'

In open questions concerning the perceived characteristics of participants in youth organisations, similar concerns over 'age-orientation' and related questions were reflected. Frequent references to the extreme youth of many participants were made. A set of responses focused on social class and related features of participants (which could be considered to reflect the 'idea organisation' findings, in respect of the differentiation of social classes in expressed preferences for participants) provided further indications that the class characteristics of the perceived clientele were of some importance in influencing both attitudes and perspectives. Responses to questions concerning any special characteristics of the clientele of youth organisations included the following:

- 'the one (youth organisation) I went to attracted mainly working class - this is pretty general'. (Male Craft Apprentice, aged 18).
- 'factory types'. (Male Technician Apprentice, aged 16).
- 'usually ..... people from Council Estates. People from poorer areas.' (Male Craft Apprentice, aged 19).
- 'attract sort of not-so-educated types of people. (Male Craft Apprentice, aged 17).
- 'ordinary people, working blokes, not upper class people.' (Male Craft Apprentice, aged 19).
- 'tend to attract lower classes of young people - not upper class. Those who have large families and need to escape.' (Male Operator, aged 19).

In general, the perceptions held by non-participants of the clientele of youth organisations suggested the importance of identification with the participant
group in a young person's decision to participate or not to participate in provision, summed up in the observations of a 17-year-old Craft Apprentice:

'I feel youth organisations don't offer me anything because they don't attract the type of people I associate with.'

The problem of violence in youth organisations was also frequently mentioned in responses to open questions, several respondents noting a tendency of organisations to attract young people whose only interest was in disruption and vandalism. The social opportunities offered by youth organisations was given some attention in the open responses, several respondents commenting that youth organisations provided social opportunity for those who encountered difficulties in establishing a satisfactory social life, for reasons of shyness or dependence for example. Youth organisations were seen, here, as attracting

- 'people who find it hard to find friends and have a nice social life - it gives them a chance to get out and do something'. Male Craft Apprentice, aged 19).
- 'types that like to get out most of the time - the majority of people (who go) can't think of anything better to do.' (Male Technician Apprentice, aged 19).
- 'lonely people who can't find friends.' (Male Craft Apprentice, aged 19).
- 'often attract people who are bored and have nothing else to do. Sea Cade only attract certain types of people who don't care about being teased an having the mickey taken at school.' (Male Craft Apprentice, aged 17).

The open responses suggested that the ease with which a young person can become accepted by, and integrated into, a youth organisation is of some importance, a feature which was not indicated strongly in the quantitative analysis.

Male Craft Apprentice, aged 20:

'It is very hard to get into a group at a youth club because the people have a very anti-social attitude towards newcomers, or anyone they don't know.'
Male Craft Apprentice, aged 19:
'Once an organisation has been formed for a year or so, members form themselves into a type of 'clan' which does not like to be disturbed by new individuals and so new members can easily get a 'cold shoulder' treatment.'

Male Technician Apprentice, aged 19:
'Youth organisations, in my opinion, do not seem to have enough time to cater for the person who would like to 'join in' but is very shy or quiet. These people do feel left out.'

The problem of prescriptiveness and authoritarianism attracted some comment in the open responses.

Male Craft Apprentice, aged 17:
"They (youth organisations) are not open all week, and even when they are open you can't do anything. They tell you, 'you can't do this, can't do that,' it works out you can't do anything.'

Male Technician Apprentice, aged 19:
'If enough people want to participate in one project, the leader should feel obliged to co-operate with the ideas.'

The last added that this frequently did not happen in his experience, while another offered a suggestion of a system of leadership which he felt offered a more satisfactory approach than that which he had experienced:

Male Operator, aged 20:
'In youth organisations, I feel that an older person (30 - 35) should be 'in attendance', but not necessarily take part. It should be run on a rota basis by the older members. Individual ideas should be taken into consideration much more than they seem to at present by the 'leaders' of said organisations. Also, the clubs that I have visited seem to try to mimic a 'disco', and do not concentrate enough on other forms of youth activities.'
The importance of the perceived availability of youth provision was further suggested by observations, such as those of:

**Male Operator, aged 17:**
'Depending on the leaders, I would say would make the difference to answers. There are not really enough youth organisations around at the moment.'

**Male Operator, aged 19:**
'In my opinion there should be more interest and funds provided for youth organisations by the Government and schools.'

**Female Operator, aged 17:**
'Youth organisations are not really available to the 16 - 18 age group, but I think people would use them if they were available.'

The qualitative observations therefore reinforced quantitative findings concerning factors of importance in patterns and levels of participation, and served to suggest some factors which might be further investigated in terms of their possible associations with participation levels.
CHAPTER VIII: REFERENCES


2. The importance of examining clusters in factor analyses, with reference to other data sources has been stressed by e.c. McKENNELL, A.C., in view of the tendency of factor analyses to throw up strange groupings. See McKENNELL, A., The Use of Coefficient Alpha, in Constructing Attitude and Similar Scales, Working Paper M.139, Office of Population Censuses and Surveys, nd., 4 - 5.


4. The measure of frequency of attendance was applicable only in the case of participants, and having been revealed to be of lesser importance as a measure of participation level than other measures, by virtue of its low stability over time, it was omitted in analysis of association of participation levels with factor indices.

5. No data exists concerning the dimensions of authoritarianism lying beyond those identified in the factor analysis, other than that provided by qualitative comment. No conclusion can be drawn in respect of the hypothesis of association between level of participation and perceived authoritarianism as a single variable.


9. A response of 'inapplicable' was recorded in 73 cases, in respect of youth organisations, and in 138 cases, in respect of other organisations by virtue of the respondents' non-participation in these organisations during or immediately prior to the period they considered significant in terms of their transition into adult life.
CHAPTER IX: EXPRESSED EDUCATIONAL PRIORITIES AND ATTITUDES TO SOCIAL PARTICIPATION

9.1 Restatement of Hypothesis IV

9.2 Expressed educational priorities

9.3 Orientations towards social participation
CHAPTER IX: EXPRESSED EDUCATIONAL PRIORITIES AND ATTITUDES TO SOCIAL PARTICIPATION

9.1 Restatement of Hypothesis IV

9.1 Hypothesis IV, the exploratory hypothesis designed to discern some patterns in priorities and attitudes in the under-researched area of social participation, stated that

(i) the degree of importance attached by young industrial employees to activities designed to facilitate social participation, will be greater than that attached to other forms of educational youth provision.
(ii) the degree of importance attached by young industrial employees to activities which are essentially expressive in nature, will be greater than that attached to activities which are instrumental in nature.
(iii) most young industrial employees will be categorised as conventionalists and inactives, in terms of their degree and type of current involvement in organised activities, but will demonstrate some of the characteristics associated with constructivists in terms of their attitudes to social participation.

9.2 Expressed educational priorities

The results obtained from Question 32 (Self-completion Section II of the Interview Schedule), giving ratings of the importance attached to a range of opportunities associated with educational youth provision, are shown in Table 9.1. The items are arranged in an order descending in the proportion of the sample rating the items as 'very important'.

Items describing opportunities which may be considered directly to facilitate social participation, i.e. those offering 'educational experiences that would better equip (young people) to play an active role as members of a participating democracy'(1), were items 1, 11, 12, 15, 17, 19, 20, 25 and 27. By inspection it can be seen that while these items are spread widely in terms of their position in the list of items ordered by number of highest ratings received, they occur with greater frequency in the lower half, suggesting that greater importance is not attached to activities orientated towards social participation, contrary to the hypothesis.
<table>
<thead>
<tr>
<th>DESIGNATION</th>
<th>ITEM</th>
<th>Percentage of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Very Important</td>
</tr>
<tr>
<td>EXPRESSIVE</td>
<td>10. Opportunities to mix socially with members of the opposite sex.</td>
<td>70.0</td>
</tr>
<tr>
<td>EXPRESSIVE</td>
<td>3. Opportunities to form personal relationships/friendships outside</td>
<td>69.4</td>
</tr>
<tr>
<td></td>
<td>the family.</td>
<td></td>
</tr>
<tr>
<td>EXPRESSIVE</td>
<td>6. Opportunities to get wider experience of life.</td>
<td>54.4</td>
</tr>
<tr>
<td>INSTRUMENTAL</td>
<td>17. Opportunities to learn about individual rights as a citizen.</td>
<td>45.8</td>
</tr>
<tr>
<td>EXPRESSIVE</td>
<td>5. Help, support and advice easily available on personal problems.</td>
<td>45.1</td>
</tr>
<tr>
<td>EXPRESSIVE</td>
<td>7. Opportunities to find new interests.</td>
<td>44.1</td>
</tr>
<tr>
<td>INSTRUMENTAL</td>
<td>4. Preparation for learning throughout their lives.</td>
<td>45.5</td>
</tr>
<tr>
<td>EXPRESSIVE</td>
<td>2. Opportunities to develop their personality.</td>
<td>43.0</td>
</tr>
<tr>
<td>INSTRUMENTAL</td>
<td>11. Opportunities to take on new responsibilities at work.</td>
<td>40.5</td>
</tr>
<tr>
<td>INSTRUMENTAL</td>
<td>16. Opportunities to find out about job/educational opportunities.</td>
<td>40.1</td>
</tr>
<tr>
<td>EXPRESSIVE</td>
<td>9. Opportunities to meet a wide range of people.</td>
<td>37.6</td>
</tr>
<tr>
<td>EXPRESSIVE</td>
<td>21. Opportunities for physical recreation.</td>
<td>34.2</td>
</tr>
<tr>
<td>EXPRESSIVE</td>
<td>22. Help in adjusting to life at work.</td>
<td>33.3</td>
</tr>
<tr>
<td>EXPRESSIVE</td>
<td>12. Opportunities to get experience of joining in discussion with old</td>
<td>30.4</td>
</tr>
<tr>
<td></td>
<td>workers/management about work matters (eg. organisation, unions, work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>loads).</td>
<td></td>
</tr>
<tr>
<td>EXPRESSIVE</td>
<td>15. Opportunities to learn how to mix well socially with people.</td>
<td>29.0</td>
</tr>
<tr>
<td>INSTRUMENTAL</td>
<td>16. Opportunities to find suitable accommodation away from home.</td>
<td>24.1</td>
</tr>
<tr>
<td>EXPRESSIVE</td>
<td>8. Opportunities to develop interests already started at school or</td>
<td>23.1</td>
</tr>
<tr>
<td></td>
<td>elsewhere.</td>
<td></td>
</tr>
<tr>
<td>INSTRUMENTAL</td>
<td>1. Opportunities to learn about the political and social life of the</td>
<td>20.2</td>
</tr>
<tr>
<td></td>
<td>country.</td>
<td></td>
</tr>
<tr>
<td>INSTRUMENTAL</td>
<td>Question</td>
<td>19.3</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>13.</td>
<td>Opportunities to learn about a wide range of subjects outside job training.</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Opportunities to learn about religious experience.</td>
<td>20.0</td>
</tr>
<tr>
<td>19.1</td>
<td>Opportunities to learn about responsibilities as a citizen.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Opportunities to get experience of organising activities at work.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Opportunities to get involved in activities of benefit to the community.</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Opportunities to learn about industrial relations matters, such as unions, management, the structure of industry.</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Opportunities to get involved in competitive/award-giving activities (eg. Duke of Edinburgh Award, competitions, etc.)</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Opportunities to get involved in political activities.</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Opportunities to learn about world problems/international affairs.</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Opportunities to learn about world problems/international affairs.</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Opportunities to learn about legal matters.</td>
<td></td>
</tr>
</tbody>
</table>

*N varies from 235 to 238 because of missing values recorded for items missed out by respondents during completion of the section.*
By further inspection it can be seen that activities which were designated as 'expressive' in orientation, by application of the definition adopted for the study (See p. 8) were dominant among the items which were most frequently rated as 'very important'. In particular, an emphasis on personal and social relationships and experience was evident among the items most frequently rated as very important, with almost 70 per cent rating each of two items concerning opportunities to mix socially with members of the opposite sex and opportunities to form personal relationships outside the family, respectively, as very important. However, it was noted that the item concerning opportunities to learn how to mix well socially with people was rated as 'very important' by only 29 per cent, and as 'not important' by 23.9 per cent, the highest proportion to rate an expressive activity as not important.

The apparent element of inconsistency may be attributable to the use of the word 'learn' in this item, which could have resulted in interpretation of the item as associated with some form of formal social training. However, this result remains difficult to interpret in the context of the complete set of results.

The items in which the view of the largest proportion of the sample was that the opportunity was not important, were those relating to religious experience, political activity, and knowledge of the arts. Where items designated as expressive and instrumental by application of adopted definitions were compared in terms of the total number of 'very important' ratings received, the results obtained were shown in Table 9.2, which presents the actual (weighted) and expected (weighted) numbers of highest ratings received.

<table>
<thead>
<tr>
<th>Table 9.2: NUMBER OF ACTUAL AND EXPECTED OCCURRENCES OF 'VERY IMPORTANT' RATINGS OF EXPRESSIVE AND INSTRUMENTAL ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expressive items</strong></td>
</tr>
<tr>
<td>Actual number of highest ratings</td>
</tr>
<tr>
<td>Expected number of highest ratings</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 174.7 \ (1\text{df}) \ p < 0.001. \]
The probability of occurrence by chance of the $\chi^2$ value was <0.001. The results indicated that in the sample the difference in importance attached to expressive activities, where importance was measured in terms of number of 'very important' ratings, was greater than that attached to instrumental activities. The null hypothesis of no difference between 'expressive' and 'instrumental' items in terms of number of highest ratings of importance received, could therefore be rejected, and the alternative (operational) hypothesis of a higher degree of importance attached to expressive rather than instrumental activities could be accepted in respect of the sample and the measures used.

For the purposes of comparison of points of method, it is interesting to contrast the results obtained in Question 32 with those presented in Table 9.3 which illustrates the difficulty noted by Bone and Ross, in obtaining satisfactory responses to 'open' questions about needs and opportunities. Some 60.2 per cent of the sample were unable, in response to Question 16, to identify any activities which they would like the opportunity to undertake, and in which they were not involved at present. Among those who did identify some

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not available, generally</td>
<td>4.2</td>
</tr>
<tr>
<td>Not allowed</td>
<td>4.7</td>
</tr>
<tr>
<td>Not enough money</td>
<td>20.8</td>
</tr>
<tr>
<td>Hasn't contacts necessary</td>
<td>1.3</td>
</tr>
<tr>
<td>Not enough time available</td>
<td>15.7</td>
</tr>
<tr>
<td>Not available to young workers</td>
<td>3.4</td>
</tr>
<tr>
<td>Inapplicable (unable to identify any desired opportunities)</td>
<td>60.2</td>
</tr>
</tbody>
</table>

NOTE: Multiple reasons selected
activities, the majority identified expensive and/or dangerous sports, and the range of activities was extremely limited. The principal reasons selected for current non-involvement in the activities identified, were lack of time and money rather than lack of availability.

9.3 Orientations towards social participation

The principal questions designed to obtain data pertaining to the variations in orientations towards social participation in the sample, Questions 32 to 39, produced results suggesting a broadly positive orientation to social participation in general attitudes rather than in current activities or specific priorities.

Frequency distributions of scores on statements reflecting active, passive, and negative/apathetic attitudes to participation in the six selected categories of activity (See Chapter V, p 220) are shown in Table 9.4.

Only in the category dealing with participation in the workplace was the 'active' statement selected by the majority of the sample (71.8 per cent). In the categories dealing with participation in the community, in education and training and in political activity, the greatest proportion of the sample selected the active response, this proportion being between forty and fifty per cent in each case, as follows:

<table>
<thead>
<tr>
<th>Category of activity:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>42.4</td>
</tr>
<tr>
<td>Education and Training</td>
<td>49.2</td>
</tr>
<tr>
<td>Political</td>
<td>42.9</td>
</tr>
</tbody>
</table>

In the cases both of youth and community organisations and of trades union activity, less than 40 per cent selected the 'active' statement. The largest
Table 9.4  PERCENTAGES OF THE SAMPLE SELECTING STATEMENTS REFLECTING ACTIVE, PASSIVE AND NEGATIVE/APATHETIC ORIENTATIONS TO SOCIAL PARTICIPATION IN SIX CONTEXTS.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SCORE ASSIGNED</th>
<th>Percentage of Sample</th>
<th>Percentage of Sample unable to select. (Uncertain)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SET 'A'</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young people at work are not really interested in community life.</td>
<td>0</td>
<td>29.4</td>
<td></td>
</tr>
<tr>
<td>Young people at work have a responsibility to fit into the community as it is, not to try to change it.</td>
<td>1</td>
<td>24.8</td>
<td>3.4</td>
</tr>
<tr>
<td>Young people at work ought to be actively involved in changing standards of community life.</td>
<td>2</td>
<td>42.4</td>
<td></td>
</tr>
<tr>
<td><strong>SET 'B'</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'Having a say' is not important to young people at work.</td>
<td>0</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td>Managers and bosses know best how to run things at work. Young people don't know enough to get involved.</td>
<td>1</td>
<td>22.7</td>
<td>1.7</td>
</tr>
<tr>
<td>Young people should have a say in matters affecting their lives at work, including how the firm is run.</td>
<td>2</td>
<td>71.8</td>
<td></td>
</tr>
<tr>
<td><strong>SET 'C'</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young people don't think very much about the way they are being trained.</td>
<td>0</td>
<td>13.0</td>
<td></td>
</tr>
<tr>
<td>In job training and education teachers know best what should be taught and how Young people are are there to learn from them.</td>
<td>1</td>
<td>37.0</td>
<td>0.8</td>
</tr>
<tr>
<td>Training is better when young people have a say in the way that they are taught and the things they should learn.</td>
<td>2</td>
<td>49.2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SCORE ASSIGNED</th>
<th>Percentage of Sample</th>
<th>Percentage of Sample unable to select. (Uncertain)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SET 'D'</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no real point in young working people getting involved in community youth organisations</td>
<td>0</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Young people at work only need to join community/youth organisations if they want to meet more people and have a more interesting social life.</td>
<td>1</td>
<td>67.6</td>
<td>5.5</td>
</tr>
<tr>
<td>Young people at work should be members of some form of community/youth organisation so that they can have a 'voice' in society.</td>
<td>2</td>
<td>23.9</td>
<td></td>
</tr>
<tr>
<td><strong>SET 'E'</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politics are of no relevance or interest to young people at work.</td>
<td>0</td>
<td>.3</td>
<td></td>
</tr>
<tr>
<td>Young people at work do not know enough to get involved. Politics should be left to politicians.</td>
<td>1</td>
<td>39.1</td>
<td>5.0</td>
</tr>
<tr>
<td>Young people have a responsibility to get involved in the political life of the country.</td>
<td>2</td>
<td>42.9</td>
<td></td>
</tr>
<tr>
<td><strong>SET 'F'</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To join a Trade Union is a denial of individual freedom.</td>
<td>0</td>
<td>19.3</td>
<td></td>
</tr>
<tr>
<td>There is only one reason for joining a union and that is to get better wages and conditions.</td>
<td>1</td>
<td>40.8</td>
<td>8.8</td>
</tr>
<tr>
<td>Every worker should join a Union because workers should stick together.</td>
<td>2</td>
<td>31.1</td>
<td></td>
</tr>
</tbody>
</table>
proportion had selected 'passive' statements' in both cases. The frequency distribution of scores on the composite index of attitudes to social participation are shown in Table 9.5. The results suggested that the orientations of the sample towards social participation, when taken over all categories, tended towards active rather than apathetic or negative orientations, 77.8 percent of the sample for which valid scores could be obtained scoring in the upper half of the scale.

A weakness of the index emerged in respect of the category comprising statements of views concerning Trades Union participation. The statement scoring zero was most frequently selected by those rejecting Trades Unions as vehicles for social participation, on the basis of personal beliefs and values, and was not an indicator of weak orientation towards social participation, often being associated with high scores obtained in other categories. There are, therefore, difficulties in respect of use of the measure in its present form as a generalised index of orientation to social participation. The index, if refined for further use, requires modification in this respect. Interpretation of the results from the existing scale must be interpreted as relating directly to the contexts and categories used, rather than a generalised measure of orientations towards social participation.

It is interesting to compare these results with
(a) those concerning current, actual involvement in activities, which indicated that the majority of young people, as predicted in the alternative form of Hypothesis IV, fell into the category of 'conventionalists' being participants, principally, in social and combined sporting and social activities. (See p 291 ).
(b) those concerning the relative importance attached to different forms of opportunity (See pp 370-371), in which few respondents considered that activities geared to social participation, in the sense adopted for the study, to be unimportant where related to work. Item 11, concerned with opportunities to take on new responsibilities at work was considered unimportant by only 6.3 percent.
For 18.5 per cent of the sample no valid scale score could be constructed since 'Don't Know' responses were recorded in one or more of the component variables.
management of matters relating to work being considered unimportant by 18.9 per cent. In the case of political activities, however, 54.6 per cent considered the opportunity to be unimportant. In the case of community activities, 26.6 per cent considered that opportunities for involvement were unimportant, and 11.8 per cent were unable to rate it in terms of importance. This data was supplemented by that produced by the series of questions, more limited in scope concerning, respectively, involvement in selected activities associated with social participation (e.g. voting), and general attitudes towards social issues. Question 3 concerning strong-held social and political views, revealed that the majority of the sample (55.6 per cent; N = 236) were able to identify issues of social concern about which they claimed to have strongly-held views. (Table 9.6).

On specific questions concerning support of Trades Unions, the results were also predominantly positive in orientation. The results revealed general support and intended involvement among the majority of the sample, but did not produce any evidence which suggested orientations towards 'active' roles. (Table 9.6). The finding reflects, to some degree, the finding reported in Chapter VI in respect of orientation towards active roles in the 'ideal organisation', in which less than one-third considered it very important to have opportunities for active involvement in the organisation and planning. On the other key question concerning social participation, that of using one's vote, the majority indicated intentions to vote in General Elections, but not in Local Elections. (Table 9.7).

The indications, therefore, were that while attitudes expressed and general intentions leaned towards the more active forms of social participation, (although not markedly so) actual participation in current activities and the relative importance attached to activities was that associated with the 'conventionalist' category of Haan, Black and Smith (3). Only the minority of the sample, however, was located in the 'inactives' category, in terms of organisational participation, as demonstrated in the analysis undertaken in
Table 9.6 PERCENTAGES OF SAMPLE N = 238

(a) claiming strongly-held views on social/political issues.
(b) expressing support for Trades Unionism.
(c) intending, or in membership of a Trades Union.
(d) claiming that they would consider taking an active role in their Trades Union.

<table>
<thead>
<tr>
<th>Percentage of Sample</th>
<th>Yes</th>
<th>No</th>
<th>Neither</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Claiming strongly-held views</td>
<td>55.6</td>
<td>44.4</td>
<td>N/A</td>
<td>-</td>
</tr>
<tr>
<td>(b) Expressing support for Trades Unionism</td>
<td>42.0</td>
<td>17.6</td>
<td>29.8</td>
<td>10.5</td>
</tr>
<tr>
<td>(c) In, or intending membership</td>
<td>56.7</td>
<td>29.4</td>
<td>N/A</td>
<td>13.9</td>
</tr>
<tr>
<td>(d) Claiming a potential active role in their Trades Union</td>
<td>9.7</td>
<td>76.5</td>
<td>N/A</td>
<td>13.9</td>
</tr>
</tbody>
</table>

Table 9.7 PERCENTAGES OF SAMPLE EXPRESSING VARIOUS VOTING INTENTIONS IN GENERAL AND LOCAL ELECTIONS N = 238.

<table>
<thead>
<tr>
<th></th>
<th>Intends to vote</th>
<th>Does not intend to vote</th>
<th>Uncertain</th>
<th>Inapplicable (not entitled to vote for reasons of - eg: nationalit</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL ELECTION</td>
<td>63.4</td>
<td>25.2</td>
<td>10.5</td>
<td>0.8</td>
</tr>
<tr>
<td>LOCAL ELECTION</td>
<td>41.6</td>
<td>45.0</td>
<td>12.6</td>
<td>0.8</td>
</tr>
</tbody>
</table>
respect of Hypothesis I. Similarly, a minority of the sample was revealed to be engaged in political and community orientated organisations which would be classed as those associated with the 'constructivist', or 'activist', categories. However, those having engaged at some time, in some forms of voluntary/community work formed approximately 25 per cent of the sample and the proportion of the sample having engaged in one or more activity involving active social participation at some time in the past was 70.6 per cent. (Table 9.8).

The exploratory Hypothesis, (alternative form III) was, therefore, indicated to be held in the results obtained. It is recognised that this initial analysis would require considerable refinement and extension before conclusions could confidently be drawn.
Table 9.8  PERCENTAGES OF SAMPLE CLAIMING TO HAVE PARTICIPATED IN SPECIFIED ACTIVITIES INVOLVING SOCIAL PARTICIPATION (N = 238)

<table>
<thead>
<tr>
<th>Number of Activities</th>
<th>Percentage of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>29.4</td>
</tr>
<tr>
<td>1</td>
<td>41.2</td>
</tr>
<tr>
<td>2</td>
<td>21.8*</td>
</tr>
<tr>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>4</td>
<td>2.1</td>
</tr>
<tr>
<td>6</td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td>99.9</td>
</tr>
</tbody>
</table>

Table 9.9: PERCENTAGES OF SAMPLE CLAIMING TO HAVE PARTICIPATED IN EACH SPECIFIED ACTIVITY INVOLVING ACTIVE SOCIAL PARTICIPATION (N = 238)  
(Three most recent activities recorded only)

1. Attending political meetings 3.8
2. Contacting an MP about social, community or political question 2.5
3. Taking part in a demonstration 4.6
4. Attending a community action' meeting 1.7
5. Attending a community discussion meeting (eg. youth 'talk-ins', etc.) 12.6
6. Contacting the Local Authority about community problems 2.1
7. Approaching local Youth Councils/Services with suggestions for provision 8.4
8. Attending Trades Union meetings 39.1
9. Attending meetings to discuss matters affecting yourself and others at work (other than TU) 26.1
10. Putting forward suggestions to managements for changes at work 12.6
11. Attending Youth Conferences (eg. those of TUC, Youth Charter, etc.)
**Table 9.10** PERCENTAGE OF THE SAMPLE CLAIMING TO HAVE ENGAGED IN VARIOUS FORMS OF VOLUNTARY AND COMMUNITY WORK  \( (N = 238) \)

<table>
<thead>
<tr>
<th>Activity</th>
<th>As an individual Percentage of Sample</th>
<th>Through place of work or study Percentage of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sponsored walks/fundraising activities</td>
<td>8.4</td>
<td>16.0</td>
</tr>
<tr>
<td>2. Helping to organise or lead youth activities</td>
<td>1.7</td>
<td>2.5</td>
</tr>
<tr>
<td>3. Conservation/preservation of the environment</td>
<td>2.1</td>
<td>0.8</td>
</tr>
<tr>
<td>4. Helping handicapped and other disadvantaged people</td>
<td>10.9</td>
<td>21.0</td>
</tr>
<tr>
<td>5. Involvement in work-camps</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>6. Teaching/instruction in sports and related activities</td>
<td>2.1</td>
<td>0.8</td>
</tr>
<tr>
<td>7. General community activities</td>
<td>0.8</td>
<td>-</td>
</tr>
</tbody>
</table>
CHAPTER IX: REFERENCES


CHAPTER X: REFLECTIONS ON THE RESEARCH FINDINGS, AND CONCLUSIONS

10.1 Some reflections on the research findings

10.2 Critique of the study

10.3 Summary of main conclusions

10.4 Suggestions for further research
CHAPTER X: REFLECTIONS ON THE RESEARCH FINDINGS, AND CONCLUSIONS

10.1 Some reflections on the research findings

The findings concerning the extent of participation in youth and related provision among young people at work, were broadly compatible with those produced by the studies reported in Chapter IV, Section 4.1. They revealed a generally low level of current participation, declining with age, but widespread past participation. The pattern of 'out-of-work' activity revealed by the results, too, was compatible with that indicated in the studies reported in Section 4., showing a high level of participation in organised activity outside the home, with particular emphases on social, sports and 'constructive' categories of activity in the Veness classification.

The limited current involvement in forms of youth provision other than those characterised by organisational attachment, was of particular interest. The few opportunities offered or sponsored by companies for developmental or 'character-training' activities was notable, but not unexpected. Venables has pointed out the 'absurdity' of relying on 'that reified entity', industry, to provide or give any priority to those aspects of the education of young people which lie outside the requirements of the immediate or projected future job, (1) although many bodies, including the Industrial Training Boards, have sought to encourage employers to recognise the benefits to the company of developing employees' personal and social dimensions and to emulate the examples of, for example, the Post Office, Cadbury's, Pilkington's, etc., in making this sort of provision available. The thesis of Williams concerning the identification of young people at work with the workplace and its activities, and their perceptions of themselves as workers rather than as learners, (2) tends to be suggested in the evidence of low participation in extra-curricular activities of the colleges, in the reasons given for
non-participation and in some of the wider attitudes towards education indicated by some open responses.

The predominance of social class as a factor influencing levels of participation is consistent with the importance of the social class variable in educational participation elsewhere in the post-compulsory system, particularly in those areas where attachment is characterised by free individual choice and motivation, rather than by response to institutional and social pressures and expectations. The social class influences on levels of participation in youth provision can be claimed to foreshadow those which characterise organisational attachment in adulthood, (although it should be noted that the projected social class, on completion of training, of some young people was different from their social class, when classified by father's occupation). It has been held that, in youth provision, the association between social class and attachment differs markedly between types of organisation, some of the main forms of provision based on the generalised youth club or centre attracting higher participation among working class young people than among those from middle class backgrounds. The differentiation between types of organisation, in terms of the social class characteristics of those attached and their associations with participation levels, was not a hypothesis which this study sought to test. However, it is important to note that the general relationship between social class and participation levels was sufficiently marked to obscure any such tendency which may have occurred in the participation patterns of the sample.

The neutral to positive appraisals of the characteristics of clientele and of leadership which were apparent in the views of young people concerning youth provision, where these were scored on individual rating scales, reflected those recorded in the earlier findings of Bone and Ross, and raised similar questions concerning the possibility of bias having been introduced by the method adopted. However, the associations which were demonstrated
between levels of participation and perceptions, firstly of the appropriateness of educational youth provision to those who have achieved adult status and, secondly, of juvenility and prescriptiveness, indicate the 'second thesis' identified in Chapter IV. The failure of the youth services and similar provisions to meet needs related to the central growth tasks of young adults is indicated, rather than the alternative thesis of success in achieving, in its young adult clientele, an orientation towards adult provision manifested in no further need for involvement in age-specific provisions.

The suggestion that, for young people at work, their worker role and the independence which that brings, creates an awareness of adult status less marked than that found in their full-time education based counterparts, received some support, both in the qualitative findings of the study, and from the impressions gained by the researcher in the course of the two-hundred, or more, hours of interviews and discussions conducted. The selected reasons both for leaving organisations and for non-participation, and the 'open' responses on perceptions of youth provision recorded were such that they reflected an ability of the young people to identify clearly and specifically the shortcomings and deficiencies in provisions, as they perceived them. This seems to add further support to the thesis of failure to meet basic needs of young people experiencing the types of developmental and processes described in Chapter II. Some differences between types of organisation were, again, indicated, less evidence of dissatisfaction being noted in respect of sports and special interest organisations than in respect of generalised youth clubs and uniformed organisations.

The high proportion of significant associations which occurred between level of participation and ratings of statements based on factors shown to be important in previous studies and preliminary work, showed that this sample was consistent with those wider populations investigated in other studies in respect of the perceptions of youth provision which it manifested.
The proportion of significant associations also suggested that little change has occurred in young peoples' perceptions over a period of thirty, or more, years. The recurrence of issues of the quality of facilities, of the age and maturity of clientele, of leadership styles, and of the purposefulness of the programme offered, were all shown to be linked with participation levels, despite the injection of substantial funding and support into the youth services in the post-Albermarle period. This may be partially attributed to the position, in terms of resources, of educational youth provision relative to other forms of provision. It may be argued that youth provision has remained comparatively under-resourced and therefore subject to unfavourable comparisons with other provision.

This problem has been exacerbated by the recent educational cutbacks, in which the youth and related services have, with Adult Education, tended to suffer the severest pruning.

The findings concerning orientations towards social participation suggest that neither assumptions of radical positions held by the young or of passivity and the need for direction of the young, were indicated in this population. The stronger orientation in intention than in practice, towards social participation, may be attributed either to lack of appropriate opportunities to engage in the desired activities or lack of capacities to do so.

The thesis of learned dependence and lack of skills for effective participation among young people, recently propounded by supporters of the 'Education for Capability' movement, (1) may provide some important insights into the orientations towards social participation apparent in populations such as this.

Taken together, the findings of the study can indicate some required points of development in provision, some of which are already evident in innovative ventures both within and beyond the province of the Youth Services.

Firstly, provision needs to provide more outlets for young people who regard themselves as having adult status; these outlets need to support the important
developmental tasks which the Crowther Report said should not be left to chance. (See p. 60) A reliance on adult and commercial provisions, whose primary orientations are necessarily towards aims other than these, to carry forward these developmental processes is misplaced. To assume that the young person, on leaving youth provision at the average age of fifteen or sixteen, will continue to receive support for his self-development through participation in these organisations, is to rely very strongly on chance.

Secondly, 'segregated' post-16 provision is indicated. It has been observed on many occasions that the gap in terms of maturity and interests between the two ends of the Youth Service age range is so great that a single band of provision is inappropriate. The difference in terms of years is further exacerbated when accompanied by a difference in status between the full-time school student and the young person with several years experience of work and the means of independence at his disposal.

The issue of the sophistication of facilities, as well as that of the clientele, arises again here. It can be argued that it is not appropriate for educational youth provision to attempt to compete with the facilities afforded by adult and commercial provisions. But the evidence remains that if the Youth Services are to play a significant part in the development of young adults they must have an acceptable image, and poverty-stricken facilities are unlikely to meet with success in attracting the participation of the target group. 'Group-centred', rather than 'building-centred' forms of provision can overcome the problem of facilities to some degree by basing programmes on existing resources in the community, a mode of operation used by some church groups and many special interest groups.

More focused and purposeful programmes of activity, too, seem to be indicated, with particular emphasis on activities which act as a vehicle for the development of satisfactory relationships with peers and with adults.
Outward Bound, Endeavour Training, Unified Vocational Preparation, and similar schemes, were not generally offered to the young people in the sample, through their companies, and few participated through other forms of organisations. Many of these schemes meet the indicated requirements in catering successfully for post-16's, in having focused programmes of challenging activities and in giving attention, through forms of reflective groupwork, to personal development issues, such as those outlined above. Under the new youth traineeship schemes for which a blueprint has been proposed by the Manpower Services Commission, it seems that these types of provision will play an important part.

10.2 Critique of the study

The study achieved the goals outlined on p.12 satisfactorily. It was able to generate hypotheses well-grounded in theory and previous research which were able to be fully explored, leading to conclusions concerning participation in educational youth provision of the research population.

The limited generalisability of the study is one criticism which can be made. The problems of attempting to produce a widely representative sample have been discussed and it has been observed that an intensive case study of one institution can be more valuable in research terms than fully representative surveys which may be superficial by virtue of the restrictions on method which are frequently associated with them. In this case, it was noted earlier that the absence of adequate sampling frames and the problems of access rendered the investigation of representative sample extremely difficult to achieve. It could be argued that the steps taken to ensure that the sample obtained in the participating companies was representative of the population in those companies, in order that conclusions could be drawn concerning the whole population, was unnecessarily complex in view of the relative sizes of sample and population and the intentions of the researcher.
However, the stratification procedures did give confidence that a sample was being achieved which represented adequately the variables of interest associated with the populations of young people which would be considered to be typical, if not representative, of those employed in manufacturing companies in the area. The weighting procedures, adopted as a result of disproportionate sampling by company, necessarily increased the errors associated with the study. However, the high sampling fractions used in the companies involved rendered the increase insignificant in the context of the goals of the study.

The restriction of the study to one geographical area limited the generalisability of the findings concerning levels and patterns of participation and perceptions of youth provision manifested in the population. However, the studies of Bone and Ross revealed that such differences as were exhibited between regions tended to be associated with social class and school leaving age variables (*). By virtue of the investigation of relationships between social class and educational variables and level of participation, therefore, the findings of this study in respect of one geographical area can provide some indications of the levels and patterns of participation among young industrial employees which might be expected in other geographical areas.

A weakness associated with the method and instruments used was that associated with the accuracy of self-assessments of participation. Although the intensity of questioning used reduced the possibility of exaggeration or inaccuracy, it was by no means eliminated. For past participation, recall is the only practicable means of obtaining data for a population constructed in this way. However, it is felt that some preliminary preparation of the participants might have reduced errors arising from failures of responding when asked for spontaneous recall. The process itself could, however, have introduced other sources of bias into the information. Similarly, a check by
diary completion by a small sub-sample could be adopted in order to identify areas in which inaccuracy or exaggeration is most likely to occur and to alert the interviewer to this. In any further work, then, additions to the method might improve the reliability of the results.

Another problem presented to the researcher, which has been evident also in previous research, was that of dealing generically with a form of provision so diverse and widely differentiated in forms, aims, and activities. The form of instrument was sufficiently detailed and intensive in order for differences to be discerned in the investigation of the hypotheses, constructed in general terms, and for the results to be interpreted accordingly.

The section of the schedule dealing with perceptions of youth provision, produced data based largely on perceptions of youth organisations. Qualitative results suggested important differences in the ways in which the alternative forms of educational youth provision are perceived and valued, which the interview schedule was not constructed to explore fully.

The study of social participation orientation was necessarily an initial exploration into a very large and relatively un researched field in respect of this population. The Social Participation Index was a 'blunt instrument' with several weaknesses already identified. It is suggested that in further work an established index, such as Bosworth's Community Attitude Index\(^5\), might appropriately be adapted for use. In view of the length of this instrument, which contains sixty items, and the unknown nature of the sample in this respect, use of this type of instrument was ruled out for the purposes of this study. However, preliminary findings suggest that the field is suitable for further study and that the instrument cited would be adaptable for use with the research population in question, and would provide substantially increased reliability. Similarly, the definitions and categorisations adopted in respect of Hypothesis IV required considerable refinement before conclusions could reliably be drawn.
In general, it was considered that the methodology and instruments adopted were successful in producing the data necessary for exploration of the research hypotheses and in producing findings concerning levels and patterns of participation, and their relationships with perceptions of youth provision, to a level of quantitative analysis achieved in few studies in the field.

10.3 Summary of Main Conclusions

Conclusions in respect of the research hypotheses, based upon the sample, may be extended to the population from which the sample was drawn, by virtue of the representativeness of the weighted sample and the nature of statistical procedures adopted.

In respect of HYPOTHESIS I, it was concluded that less than one-third of the population of young industrial employees in the companies under investigation were currently attached to youth organisations. The large majority of the population had participated in youth organisations and other forms of educational youth provision at some time during their teenage years. There was a generally lower level of current participation in youth organisations than in other organisations providing organised 'out-of-work' activity. The majority of young industrial employees engaging in purposeful activity in each of the social, sports, entertainment and educational categories did so through agencies other than youth organisations.

In the population as a whole, the proportion of purposeful 'out-of-work' activity which was channelled through youth organisations was considerably lower than that channelled through other agencies.

In respect of HYPOTHESIS II, it was concluded that the extent to which the young industrial employees had participated in youth organisations increased with their social class and educational level. Their current participation in youth organisations decreased with age.
There was little evidence of the hypothesized associations between personal, social and educational characteristics and participation in alternative forms of educational youth provision.

In respect of HYPOTHESIS III, it was concluded that the main factors underpinning variations in the attitudes of young industrial employees towards youth organisations were the perceptions of

(a) the appropriateness of provision to their status as adults and workers.
(b) the social opportunity afforded by provision.
(c) the worthwhileness of provision and the general interest of its activities.
(d) the opportunities for self-expression and self-determination afforded by provision.
(e) the prescriptiveness and juvenility of provision.

The hypothesised factor of perceived appropriateness to adult and worker status was associated with the level of current participation in youth organisations. The dimensions of authoritarianism represented by perceived prescriptiveness and juvenility of provision and perceived opportunities for self-expression and self-determination were shown to be associated with levels of current and total participation. The perceived availability of provision was not shown to be associated with level of participation. In addition the factor of perceived social opportunity was shown to be associated with levels of current and total participation.

The initial analysis undertaken in respect of HYPOTHESIS IV suggested that a higher degree of importance was attached by the young industrial employees to activities which were expressive, rather than instrumental in nature.
The patterns of current participation in educational youth provision, and the relative importance attached to opportunities were compatible with the location of the majority of the population of young industrial employees in the 'conventionalist' category, while there was some indication that the attitudes towards social participation reflected in the population tended towards those associated with 'constructivists'. There was no evidence that the degree of importance attached to activities designed to facilitate social participation was greater than that attached to other forms of educational opportunity.

10.4 Suggestions for further research

The following lines of further research were indicated by the study:

(i) the development and testing of refined indices based on the factors identified by factor analysis which were shown to be associated with current participation levels (see p 344).

(ii) the extension of the investigation of orientations towards social participation in similar populations, through the construction or adaptation of appropriate instruments of measurement (see p 391).

(iii) the extension of the investigation of features of the participation in specific alternative forms of educational provision, of similar research populations. (see p 391).

(v) the comparative study of participation between geographical areas differentiated by industrial and social characteristics (see p 390).

(v) the development and testing of a means of identifying needs in relation to growth task achievement in similar research populations; identification of those features of selected models of educational youth provision which appear to be associated with success in meeting needs (see p 219).
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APPENDIX A: BLOCK, HAAN AND SMITH'S CATEGORISATION OF STUDENTS INTO 'ACTIVISM' SAMPLES

Using the information available about the political/social behaviour of 1033 students, five categories were defined, according to the following criteria:

'INACTIVES': young people who reported no participation in political or social organisations or activities. They may be either socially isolated or career-oriented young people who have not involved themselves with campus organisations or ad hoc movements.

CONVENTIONALISTS: young people who were fraternity or sorority members but who fell below the mean in their participation in protest activities (sit-ins, picketing, demonstrating, etc.) and in social service activities (tutoring, social agency or hospital volunteer work, helping the handicapped, etc.). The Conventionalists tend in these respects to follow the traditional college student stereotype, more concerned with social functions than with social action.

CONSTRUCTIVISTS: young people whose scores on social service were above the mean of the total sample but whose scores on protest activities fell below the mean. The Constructivists tend to commit themselves to restitutive work aimed at relieving social ills and are infrequently involved in organised protest.

DISSENTERS: young people whose scores on protest activities were above the mean but whose scores on social service activities were below the mean of the total sample. The Dissenters tend to devote their energies to protesting the policies of Establishment-oriented institutions.

ACTIVISTS: young people whose scores on both social action and protest action fell above the means of the total sample. Note that we make a distinction between the Activist and the Dissenter. The Activist, according to our definition, is concerned about the plight of his fellow human beings and works to alleviate pain and poverty and injustice. At the same time, he is disillusioned with.
status quo and involves himself in protest against policies and institutions that do not accord with his image of a just society.

APPENDIX B.: SOME EXAMPLES OF NATIONAL VOLUNTARY YOUTH ORGANISATIONS, BODIES AND SCHEMES, (UNDER THE CLASSIFICATION PREPARED BY THOMAS & PERRY)

I  FEDERATION OF CLUBS
National Association of Youth Clubs, National Association of Boys Clubs; National Federation of 18 plus Clubs of Great Britain; National Federation of Gateway Clubs; Anglican Young Peoples' Association; Association for Jewish Youth; Docklands Settlements; Young Christian Workers.

II  UNIFORMED ORGANISATIONS
Scouts Association; Girl Guides Association; Girls Venture Corps; Air Training Corps; Boys' Brigade; Girls' Brigade; Army Cadets Force Association; Girls Nautical Training Corps; Sea Cadet Corps; Girls' Friendly Society; Church Lads' Brigade.

III  CHURCH CO-ORDINATING BODIES FOR YOUTH
British Council of Churches; Church of England Youth Council; Catholic Youth Service Council; United Reform Church; Baptist Union of Great Britain and Ireland; Provincial Youth Council of the Church in Wales; Presbyterian Church of Wales.

IV  OTHER BODIES WHERE THE PRINCIPAL INTEREST IS NOT IN YOUNG PEOPLE BUT WHERE THERE IS A LEVEL OF NATIONAL SUPPORT TO YOUTH ACTIVITY:
Young Men's Christian Association; Young Women's Christian Association; Salvation Army; British Red Cross Society; St. John Ambulance Brigade; Co-operative Union.

V  VOLUNTARY SERVICE ORGANISATIONS
Community Service Volunteers; IVS; Task Force.

VI  ONE-OFF ORGANISATIONS ORGANISING A SPECIAL ACTIVITY ON ONE OR MORE SITES WITH A NATIONAL CATCHMENT AREA:
Ocean Youth Club; Sailing Training Association; Outward Bound; National Youth Theatre; Duke of Edinburgh's Award Scheme.

<table>
<thead>
<tr>
<th>Section 1: Personal Details, Education and Occupation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Sex of young person</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>(2) Age last Birthday:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>(3) Date of Birth:</td>
</tr>
<tr>
<td>(4) Marital Status:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>(5) Residence:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>(6) I would like to start by asking a little about yourself:</td>
</tr>
<tr>
<td>Can I check, you are employed as a .................................... in the ....................................... Department of this firm?</td>
</tr>
<tr>
<td>(Filled-in previously by interviewer)</td>
</tr>
<tr>
<td>'Operator' level .......... 1</td>
</tr>
<tr>
<td>Craft Apprentice level ...... 2</td>
</tr>
<tr>
<td>Technician Apprentice level ........ 3</td>
</tr>
</tbody>
</table>
(7) a) What kind of school did you last go to?
   - Secondary Modern ........................................... 1
   - Comprehensive .............................................. 2
   - State Grammar .............................................. 3
   - Independent/Direct Grant ................................. 4
   - Schools abroad .............................................. 5
   - Technical School ............................................ 6
   - Special ......................................................... 7
   - Other types of school ...................................... 8

b) Were you a day pupil or boarder? (for most of the time)
   - Day ............................................................ 5
   - Boarder ....................................................... 6

(8) At what age did you leave school?
   - At 15, or under .............................................. 1
   - At 16 ........................................................... 2
   - At 17 ........................................................... 3
   - At 18, or over ............................................... 4
(9) Here are some reasons that people give for leaving school when they did:

   a) Which of these reasons, if any, apply to you?

Show card below and indicate results in (a)

b) Could you say which of these was most important, second most important, etc., in making you decide?

<table>
<thead>
<tr>
<th>a) Applies</th>
<th>b) Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>I disliked school, on the whole .......... 1</td>
<td></td>
</tr>
<tr>
<td>I wanted to get out to work as soon as I could .................. 2</td>
<td></td>
</tr>
<tr>
<td>I wanted to be independent .................. 3</td>
<td></td>
</tr>
<tr>
<td>My parents wanted me to leave .............. 4</td>
<td></td>
</tr>
<tr>
<td>I wasn't good enough at school work to stay .. 5</td>
<td></td>
</tr>
<tr>
<td>I thought I would have a better chance of getting the job I wanted by leaving then ... 6</td>
<td></td>
</tr>
<tr>
<td>Most of my friends were leaving ............. 7</td>
<td></td>
</tr>
<tr>
<td>You couldn't stay on after 16 ............... 8</td>
<td></td>
</tr>
<tr>
<td>I wanted to continue my education in a different sort of college .................. 9</td>
<td></td>
</tr>
<tr>
<td>I had got as much from school as I wanted ... 10</td>
<td></td>
</tr>
<tr>
<td>I wanted to earn money .......................11</td>
<td></td>
</tr>
</tbody>
</table>

c) Was there any other important reason for your leaving school which has not been mentioned here?

(10) While you were at school, did you take any CSE or GCE 'O' or 'A' Level examinations?

If 'Yes', which -

CSE ........................................... 1 → A
GCE 'O' ........................................... 2 → B
GCE 'A' ........................................... 3 → C

If 'No', or other examinations mentioned, go to (11).
A. If CSE taken -
   (i) What subjects did you take in CSE?
   (ii) For each subject taken: what grades did you get in this subject?
       
       Record in Columns 1 & 2 below

B. If GCE 'O' Level taken -
   (i) What subjects taken at 'O' Level? (ii) What grades?
       
       Record in Columns 1 & 3 below

C. If GCE 'A' Level taken -
   (i) What subjects taken at 'A' Level? (ii) What grades?
   (iii) Did you take any 'A' Levels which were awarded 'O' Level passes?
       
       Record in Columns 1 & 3, if not already recorded.

Did you study for all of these examinations at school/college or outside school?

       Record answers in Column 5 below

<table>
<thead>
<tr>
<th>(1) Subject</th>
<th>(2) CSE Grade</th>
<th>(3) GCE 'O' grade</th>
<th>(4) GCE 'A' grade</th>
<th>(5) Has studied for: At school</th>
<th>Outside school</th>
</tr>
</thead>
</table>
(11) (a) Since leaving school have you taken, or are you taking any of the following types of courses?

Show card and prompt, as necessary.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Taken in Past</th>
<th>Taking at Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Full-time Course</td>
<td>Yes (1)</td>
<td>No (2)</td>
</tr>
<tr>
<td></td>
<td>Yes (3)</td>
<td>No (4)</td>
</tr>
<tr>
<td>A Sandwich Course</td>
<td>Yes (1)</td>
<td>No (2)</td>
</tr>
<tr>
<td></td>
<td>Yes (3)</td>
<td>No (4)</td>
</tr>
<tr>
<td>A Part-time Course (Day-time)</td>
<td>Yes (1)</td>
<td>No (2)</td>
</tr>
<tr>
<td></td>
<td>Yes (3)</td>
<td>No (4)</td>
</tr>
<tr>
<td>A Part-time Course (Day &amp; Evening)</td>
<td>Yes (1)</td>
<td>No (2)</td>
</tr>
<tr>
<td></td>
<td>Yes (3)</td>
<td>No (4)</td>
</tr>
<tr>
<td>A Part-time Course (Evenings only)</td>
<td>Yes (1)</td>
<td>No (2)</td>
</tr>
<tr>
<td></td>
<td>Yes (3)</td>
<td>No (4)</td>
</tr>
<tr>
<td>Other Courses (specify)</td>
<td>Yes (1)</td>
<td>No (2)</td>
</tr>
<tr>
<td></td>
<td>Yes (3)</td>
<td>No (4)</td>
</tr>
</tbody>
</table>

If no courses are mentioned, go to 14.

(b) Which examinations, if any, were/are you studying for? (ring code below)

(c) Have you completed the Course, are you still studying, or have you given up the Course?

<table>
<thead>
<tr>
<th>Exams studied/studying for</th>
<th>Course completed</th>
<th>Still studying</th>
<th>Course abandoned</th>
</tr>
</thead>
<tbody>
<tr>
<td>No examination</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>T.E.C</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C.S.E</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>'O' Level</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>'A' Level</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ONC/D</td>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>HNC/D</td>
<td>7</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>R.S.A.</td>
<td>8</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>City &amp; Guilds</td>
<td>9</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Others (specify)</td>
<td>10</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
(11) (d) For each item mentioned, ask -

First item: Which kind of college/institution did you/do you attend for the Course(s)?

| College of FE/Technical College/ Commercial College | 1 |
| Correspondence Institute | 2 |
| Adult Education Institute or Organisation | 3 |
| University/Polytechnic | 4 |
| College of Art | 5 |
| Other (specify) | 6 |

Second item: Which kind of college/institution did you/do you attend for the Course(s)?

Enter here, if different from above:

| College of FE/Technical College/ Commercial College | 1 |
| Correspondence Institute | 2 |
| Adult Education Institute or Organisation | 3 |
| University/Polytechnic | 4 |
| College of Art | 5 |
| Other (specify) | 6 |

(12) (a) To those undertaking Further Education

At the moment, do you feel that you would like (if opportunities were available) to -

(i) continue studying immediately after finishing present course ... 1
(ii) give up studying as soon as present course is completed .......... 2
(iii) take a break from study with the intention of taking education further at a later stage ................................................ 3
(iv) don't know ........................................................................ 4
(12) (b) To those who have not undertaken any form of Further Education:

Have you ever considered taking your education further, through part-time or full-time courses?

Yes ................. 1
No .................. 2

If YES, go to (i),
If NO, go to (ii)

(i) Why did you decide against taking Further Education?
Which reasons were most important?

Suitable course not available ....................... 1
Fed up with study ................................... 2
Not enough time .................................... 3
No opportunities for day release ................... 4
Did not think I would be able to cope ............... 5
Was not allowed to do it ............................ 6
Couldn't afford it .................................. 7
Other reasons (specify) ............................. 8

(ii) Could you say why you have not considered Further Education:

Not interested ..................................... 1
Don't want to study ................................. 2
Don't know of any opportunities ................... 3
Other reasons (specify) ............................ 4

(13) Apart from your present job, how many full-time paid jobs have you had since leaving school, not counting holiday jobs?

(Specify - jobs with different employers)  


SECTION II: INTERESTS AND LEISURE-TIME ACTIVITIES

(14) (a) We have spent some time thinking about your job and your education. Thinking about your life, in general, what would you say your main interests are.

None ............ go to (15)

(i) .................................................................

(ii) .................................................................

(iii) .................................................................

(iv) .................................................................

(v) Others: .................................................................

(b) How do you keep up with your interest in .........................

How do you keep up with your interest in .........................

(named interest)

•PROBE: ACTIVITIES ENGAGED IN? ON OWN? IN GROUP? IN A COURSE, ETC.? ?

(i) First main interest .................................................................

(ii) Second main interest .................................................................
(iii) Third main interest ...........................................................

(iv) Fourth main interest ..........................................................

(v) Fifth main interest ............................................................
Can we talk about your spare time, in general, now? (time not spent at work)

(a) You have already mentioned the things you do in connection with your interests in X, Y or Z. Can we talk a bit more about those, and also about the other things you do in your own time?

Which of these activities do you do?

How often?

<table>
<thead>
<tr>
<th>(Including membership of clubs)</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>On own</th>
<th>With family</th>
<th>With adults</th>
<th>With other Y.P.'s</th>
<th>YES</th>
<th>NO</th>
<th>Do you do most youth through youth organizers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entertainment: e.g. Cinema, Discos, Concerts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>Most, Half and a half, Little.</td>
</tr>
<tr>
<td>Sports &amp; Outdoor Activities: e.g. Walking, Football, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>Most, Half and a half, Little.</td>
</tr>
<tr>
<td>Courses, Studying, Educational Activities, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>Most, Half and a half, Little.</td>
</tr>
<tr>
<td>Hobbies &amp; Interests other than Sports</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>Most, Half and a half, Little.</td>
</tr>
<tr>
<td>Home Activities: e.g. TV, friends, reading records, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>Most, Half and a half, Little.</td>
</tr>
<tr>
<td>Social Activities: e.g. Going out for drinks, meals, or just to meet other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>Most, Half and a half, Little.</td>
</tr>
</tbody>
</table>

Note: The table is a matrix that organizes the activities and their frequency. The options range from Often to Never, with corresponding questions and responses for each activity.
(16)  (a) Do you feel that there are things you would like
to do with your free time that you don't at
present have opportunities to do?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

(b) What are those things?

(c) What prevents you from doing those things?

<table>
<thead>
<tr>
<th>First item mentioned:</th>
<th>Not available, generally</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes (Code on RHS)</td>
<td>Not allowed to</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Not enough money</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Hasn't friends/contacts necessary</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Not enough time available</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Not available to young workers</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second item mentioned:</th>
<th>Not available, generally</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes (Code on RHS)</td>
<td>Not allowed to</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Not enough money</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Hasn't friends/contacts necessary</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Not enough time available</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Not available to young workers</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third item mentioned:</th>
<th>Not available, generally</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes (Code on RHS)</td>
<td>Not allowed to</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Not enough money</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Hasn't friends/contacts necessary</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Not enough time available</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Not available to young workers</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>7</td>
</tr>
</tbody>
</table>
I would like to ask you a few questions about things that you belong to, such as clubs and organisations.

(If there is a social club(s) attached to the firm, ask (A), and ask all those attending Technical College (B))

(A) I understand that there is a social club attached to the firm:--

(i) Do you ever get involved in any of its activities?

| If YES ........... 1 [Go to (ii)] |
| If NO ............ 2 [Go to (iii)] |

(ii) Which activities and how often.* Is it a youth activity?

*(Check frequency/month?)*

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Youth Activity?</th>
<th>*Check f/month</th>
<th>*Check f/month total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest</td>
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<tr>
<td>Entertainment</td>
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<tr>
<td>Social</td>
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</tr>
</tbody>
</table>

(iii) If NO, then why?

- Not interested in activities associated with work ........ 1
- Too many older people ........................................ 2
- Never does anything interesting ............................ 3
- Only for 'office' employees ................................. 4
- Never considered ............................................ 5
- Not open to young people .................................... 6
- Work too far from home .................................... 7
- Organised by older people ................................... 8
- Other ......................................................... 9
(B) To those attending Technical College

(i) Do you get involved in any activities offered by the Students' Union?  
   If YES ............ 1 [Go to (ii)]
   If NO ............ 2 [Go to (iii)]

(ii) Which and how often.*  (If YES).
   *(Check frequency/month?)

Enter here

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Is this a Youth Activity/Organisation</th>
<th>*Check f/month</th>
<th>*Check f/month total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports</td>
<td></td>
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<tr>
<td>Interest</td>
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<td>Entertainment</td>
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<tr>
<td>Social</td>
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</tbody>
</table>

(iii) If NO, then why not?

No time ............................................ 1
Day-release students do not feel sufficiently part of College.  2
Only caters for full-time students .................................. 3
Nothing of any interest ........................................... 4
Have never considered it ........................................... 5
Too far from home ................................................. 6
Don't agree with things Students' Union stands for ............... 7
Don't like mixing with full-time students .......................... 8
Other ......................................................... 9

(18) (i) Do you go along/belong to any other kinds of clubs or societies?  
   e.g. football clubs, political groups, church clubs, scouts,  
   activity groups, social groups?
   *(If applicable: I think you mentioned some clubs earlier  
   when we were talking about interests)

   YES .......... 1
   NO .......... 2
If YES, list here:

<table>
<thead>
<tr>
<th>Name or description of Club(s)/Organisations</th>
<th>Is it a Youth Organisation?</th>
<th>*Check f/month youth</th>
<th>*Check f/month total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports</td>
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<tr>
<td>Interest</td>
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<td>Entertainment</td>
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<td>Uniformed</td>
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<tr>
<td>Social</td>
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</tbody>
</table>

(ii) If no youth organisations mentioned, why not?

- No time .................................................. 1
- Not available ............................................. 2
- Don't offer activities of any interest .................. 3
- Too many young children there ............................ 4
- Have never considered it .................................. 5
- Poor facilities ............................................. 6
- Too much supervision by leaders ......................... 7
- Activities too childish .................................... 8
- You find that people are unfriendly ...................... 9
- Too many restrictions on you ............................. 10
- Too far from your home .................................... 11
- Many other more interesting things to do ................. 12
- Other ......................................................... 13

(19) Could I check now, that altogether you attend _________ organisations. Is that right? and that ________ of these are youth organisations?

Enter total numbers:

<table>
<thead>
<tr>
<th>All organisations</th>
<th>Youth organisations</th>
</tr>
</thead>
</table>

Total frequencies

<table>
<thead>
<tr>
<th>All organisations</th>
<th>Youth organisations</th>
</tr>
</thead>
</table>
(20) If you belong to at least one club.

Can I ask you a little more about the clubs and groups you belong to?

Could you tell me (for each club you've mentioned) what do you do there, what ages are other people who go, how long since you joined, how long since you have been there?

Refer to previous answers
Enter youth organisations first, in cases where total organisation attachment is greater than three.

1. (a) Firstly ____________________________________ Club.

<table>
<thead>
<tr>
<th>Name and Description of Club or Centre</th>
<th>Activities</th>
<th>Age Group</th>
<th>How long since you joined?</th>
<th>How long since you've been there?</th>
</tr>
</thead>
<tbody>
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</table>

(b) Why did you join - what did you hope to get out of it?

c) What do you enjoy most about it?

d) How is the club run?

By older leaders ...................................... 1
By members .............................................. 2
By members under supervision of older person ............ 3
By committee, including older people and members ........ 4
By professional Managers ............................. 5
Other ............................................... 6
2. (a) Secondly ____________________ Club.

<table>
<thead>
<tr>
<th>Name and Description of Club or Centre</th>
<th>Activities</th>
<th>Age Group</th>
<th>How long since you joined?</th>
<th>How long since you've been there?</th>
</tr>
</thead>
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</tbody>
</table>

(b) Why did you join - what did you hope to get out of it?

c) What do you enjoy most about it?

d) How is the club run? By older leaders ............... 1
   By members ........................................ 2
   By members under supervision
   of older person .................................. 3
   By committee, including older
   people and members .............................. 4
   By professional Managers .................... 5
   Other ............................................ 6
(20) (Continued .....)

3. (a) Thirdly ________________________ Club.

<table>
<thead>
<tr>
<th>Name and Description of Club or Centre</th>
<th>Activities</th>
<th>Age Group</th>
<th>How Long since you joined?</th>
<th>How Long since you been there.</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

(b) Why did you join - what did you hope to get out of it?

(c) What do you enjoy most about it?

(d) How is the club run?  
- By older leaders .................. 1
- By members ........................ 2
- By members under supervision of older person .................. 3
- By committee, including older people and members .............. 4
- By professional Managers ............. 5
- Other ............................... 6
(21) To those who attend at least one club, group or centre:

(a) Do you hold any positions of responsibility in any of the organisations you go to? (Committee Member, Leader, Organiser, etc.)

If YES ............ 1 [Go to (b)]
If NO ............ 2 [Go to (c)]

(b) Which positions? (Note club and position)

PROBE: What are you responsible for in that position? Did you help to start the organisation? etc.

(c) Have you ever felt that you would like to be involved in running activities, taking decisions, in any of the organisations you've mentioned

YES ............ 1
NO ............ 2

If YES, what prevented/prevents you?

(22) I know it's asking a lot to remember, but could I make a note, briefly, of organisations you've belonged to in the past - since secondary school age (11) (including school, church clubs, scouts, groups, etc.)

<table>
<thead>
<tr>
<th>Organisation</th>
<th>How long did you join?</th>
<th>How often did you go?</th>
<th>How long did you attend for, in all?</th>
<th>Why did you leave?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports</td>
<td></td>
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<tr>
<td>Interests</td>
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<td>Entertainment</td>
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<td>Uniform</td>
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<tr>
<td>Social</td>
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</tbody>
</table>

(23) Did your parents encourage you to join youth clubs and organisations?

............................................................................
(24) (a) Have you ever attended/been involved in any youth courses? e.g. Outward Bound, Duke of Edinburgh Award Scheme, etc.?

YES ........ 1

NO ........ 2

If YES, What course? Organized by whom? When?

(b) Have you attended any other special activities or courses outside the formal courses you have already mentioned? e.g. Industrial Courses, Trade Union Courses, etc., Adult Education Courses, Weekend Courses, School Leaver Courses, etc.

YES ........ 1

NO ........ 2

If YES, What course? Organized by whom? When?

PROBE

(Probe for any informal work-based course).

(25) Thinking about the ideal sort of club or centre that you would want to go to/enjoy going to at the moment.

NOTE: If wouldn't want to go to any club, record reason (if any) and go to (26)

(a) What sorts of people would be there?

<table>
<thead>
<tr>
<th></th>
<th>Mainly</th>
<th>Even Mix</th>
<th>Mainly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger</td>
<td></td>
<td></td>
<td>Older</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Young Workers</td>
<td></td>
<td></td>
<td>School students, etc.</td>
</tr>
<tr>
<td>Working-class</td>
<td></td>
<td></td>
<td>Middle/Upper-class</td>
</tr>
</tbody>
</table>

Would you like there to be any age limit?

Why?
(25) (b) What sorts of things would you be able to do there?

If mentions only social types of activity, PROBE, as follows:-
(Otherwise go to (d))

(c) (i) You have mentioned only social types of activity.
Does that mean you would like it to be purely a
social centre, .............................. 1
or a place where you could learn about things which
you are interested in as well .................... 2
If 1 - go to (d)
If 2 - ask (ii)

(ii) What sorts of interests would you like to be able
to develop in your ideal centre?

(d) What sorts of facilities would it have?
(25) (Continued .....)

(e) How would it be run?

By leaders (older people)? ......................... 1
By young people themselves? ...................... 2
By committee of older & younger people .......... 3
By full-time professional managers ............... 4
By members under supervision of older people ... 5
Other .................................................. 6

(f) How important would it be that you felt you could organise your own activities and influence decisions in the club?

(26) Do you know of any clubs/groups/centres like the one you describe?

(Are any of the clubs you attend/have attended like that?)
SECTION III: PERCEPTIONS OF ORGANISED YOUTH PROVISION

(27) (a) Thinking of youth clubs/groups/centres that you know about, would you say that they attract certain types of young people more than others (e.g. in terms of personality, job, family background), or do they attract young people of all kinds, generally?

Certain types ........... 1

All kinds ............... 2

If 1, how would you describe them? ......................
In your opinion, what sorts of people go to youth organisations?

Below are some ways in which people can be described, printed like this:

LIVELY  1  2  3  4  5  DULL

What we want you to do is to tell us whether you think that people who go to youth groups are, on the whole, very like the word on the left, rather like the word on the left, and so on, right through to very like the word on the right.

So if you think that, on the whole, people who go to youth organisations are quite lively you should ring number 2, like this:

LIVELY  1  2  3  4  5  DULL

If you thought they were very dull, of course, you would ring number 5.

Please go through the list quickly and don't stop to think too much.

PEOPLE WHO GO TO YOUTH ORGANISATIONS ARE:

(i) ROUGH 1  2  3  4  5 WELL BEHAVED
(ii) CHILDISH 1  2  3  4  5 MATURE
(iii) LIVELY 1  2  3  4  5 DULL
(iv) PEOPLE WHO THINK FOR THEMSELVES 1  2  3  4  5 PEOPLE WHO FOLLOW THE CROWD
(v) LONELY 1  2  3  4  5 PEOPLE WHO MAKE FRIENDS EASILY
(vi) BEHIND THE TIMES 1  2  3  4  5 UP TO DATE
(vii) FRIENDLY 1  2  3  4  5 UNFRIENDLY
(viii) WELL OFF 1  2  3  4  5 HARD UP
(ix) PEOPLE WHO OBEY THEIR PARENTS' WISHES 1  2  3  4  5 PEOPLE WHO DO AS THEY PLEASE
(x) SOPHISTICATED 1  2  3  4  5 UNSOPHISTICATED
(xi) INTERESTING 1  2  3  4  5 BORING
(xii) PEOPLE WHO HAVE PLENTY OF INTERESTS 1  2  3  4  5 PEOPLE WHO CANNOT FIND ANYTHING ELSE TO DO
(xiii) SNOBBISH 1  2  3  4  5 ORDINARY
(29) SELF-COMPLETION

Thinking of the clubs/groups/centres you have belonged to, or know about, which have older leaders, how would you describe the sort of people who become youth leaders?

Below is a list of pairs of opposite words which will help you to summarise what you think of people who run youth groups are like, on the whole. As you did before, please ring the number which tells us how far you think that leaders are like the words at the ends of the lines:

**ON THE WHOLE, YOUTH LEADERS ARE:**

<table>
<thead>
<tr>
<th>(i)</th>
<th>BOSSY</th>
<th>1 2 3 4 5</th>
<th>WILLING TO LET YOU TO THE THINGS YOU WANT TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ii)</td>
<td>PEOPLE WHO MIX IN WITH YOUNG PEOPLE</td>
<td>1 2 3 4 5</td>
<td>PEOPLE WHO KEEP THEIR DISTANCE</td>
</tr>
<tr>
<td>(iii)</td>
<td>TRYING TO FORCE THEIR IDEAS ON YOU</td>
<td>1 2 3 4 5</td>
<td>PEOPLE WHO RESPECT YOUR IDEAS</td>
</tr>
<tr>
<td>(iv)</td>
<td>BEHIND THE TIMES</td>
<td>1 2 3 4 5</td>
<td>UP TO DATE</td>
</tr>
<tr>
<td>(v)</td>
<td>SYMPATHETIC</td>
<td>1 2 3 4 5</td>
<td>UNSYMPATHETIC</td>
</tr>
<tr>
<td>(vi)</td>
<td>PEOPLE WHO UNDERSTAND YOUNG PEOPLES' PROBLEMS</td>
<td>1 2 3 4 5</td>
<td>PEOPLE WHO DO NOT UNDERSTAND YOUNG PEOPLE'S PROBLEMS</td>
</tr>
<tr>
<td>(vii)</td>
<td>INTERESTING</td>
<td>1 2 3 4 5</td>
<td>DULL</td>
</tr>
<tr>
<td>(viii)</td>
<td>KNOWLEDGEABLE</td>
<td>1 2 3 4 5</td>
<td>IGNORANT</td>
</tr>
<tr>
<td>(ix)</td>
<td>INTERESTED IN YOUNG PEOPLES' IDEAS</td>
<td>1 2 3 4 5</td>
<td>NOT INTERESTED IN YOUNG PEOPLES' IDEAS</td>
</tr>
<tr>
<td>(x)</td>
<td>PEOPLE WHO TRY TO IMPOSE DISCIPLINE AND RULES ON YOUNG PEOPLE</td>
<td>1 2 3 4 5</td>
<td>PEOPLE WHO ALLOW YOUNG PEOPLE TO WORK OUT THEIR OWN STANDARDS</td>
</tr>
<tr>
<td>(xi)</td>
<td>PEOPLE DOING AN IMPORTANT JOB</td>
<td>1 2 3 4 5</td>
<td>PEOPLE DOING AN UNNECESSARY JOB</td>
</tr>
</tbody>
</table>
The following sentences are things that people have said about organisations and clubs provided for young people in their teens, such as youth clubs and centres, scouts, church clubs, 'hobbies' groups, etc.

Thinking about the sorts of youth groups that you have been to, or know of, (or have read or heard about), please would you tell us whether or not you agree with these views.

These numbers enable you to tell us what you think about each statement. Just ring the number which best shows how much you agree or disagree with each statement.

<table>
<thead>
<tr>
<th>STRONGLY AGREE</th>
<th>AGREE ON THE WHOLE</th>
<th>DISAGREE ON THE WHOLE</th>
<th>STRONGLY AGREE</th>
<th>UNCERTAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

1. Youth organisations are meant for people who are still at school.
2. Leaders in youth organisations are always telling you what to do.
3. There aren't enough youth organisations available for young people.
4. Youth organisations are for people who are used to being told what to do.
5. Youth organisations are good places to meet friends of your own age.
6. Youth organisations are places where you can get away from the influence of older people.
7. Being in a youth organisation is like being in school.
8. Youth organisations give you a chance to take part in interesting activities.
9. Youth organisations are too juvenile for young people who have left school.
10. Youth organisations are places where you are treated as an adult.
<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree on the whole</th>
<th>Disagree on the whole</th>
<th>Strongly Agree</th>
<th>Uncertain</th>
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<tr>
<td>Statement</td>
<td>Strongly Agree</td>
<td>Agree on the whole</td>
<td>Disagree on the whole</td>
<td>Strongly Disagree</td>
<td>Uncertain</td>
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<tr>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>25 Youth organisations are places where people are interested in you as a person.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26 Youth organisations are places where you can take part in interesting activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>27 Youth organisations are good places to take a boy/girl-friend for an evening.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28 Youth organisations are places where there are a lot of fights and violence.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29 Young people only to to youth organisations if they can't find anything else interesting to do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30 Young people often feel 'left out' when they go to youth organisations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>31 Youth organisations don't have as good facilities as commercial and adult organisations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please add any comments you have about youth organisations which aren't covered by the above.
(31) Thinking of other sorts of centres and clubs/organisations you might go to e.g. pubs, discos, night clubs, etc. In general, would you expect to enjoy yourself more or less at a commercially run place than the sorts of youth clubs/organisations we were talking about.

For example:

(i) **A Pub:** (if not relevant, move on down list)

   Would enjoy more ...................... 1.
   Would enjoy less ...................... 2.
   Would enjoy both the same ............ 3.

   If coded 1 or 2,
   Why?

(ii) **A Disco/Nightclub:**

   Would enjoy more ...................... 1.
   Would enjoy less ...................... 2.
   Would enjoy both the same ............ 3.

   If coded 1 or 2,
   Why?

(iii) **A 'Working-men's Club:**

   Would enjoy more ...................... 1.
   Would enjoy less ...................... 2.
   Would enjoy both the same ............ 3.

   If coded 1 or 2,
   Why?

(iv) **Sports Centre:**

   Would enjoy more ...................... 1.
   Would enjoy less ...................... 2.
   Would enjoy both the same ............ 3.

   If coded 1 or 2,
   Why?
(v) 'Amusements' Centre, e.g. Bowling Alley, or other:

Would enjoy more .................... 1.

Would enjoy less ..................... 2.

Would enjoy both the same ........... 3.

If coded 1 or 2,

Why?

PROBE

What sorts of people would you expect to mix with in these places?

Would they be different from the sort of people you would mix with in an organised youth group?

How would you describe them?
(32) SELF-COMPLETION

I am going to ask you a bit about the sorts of opportunities that people have said that young workers ought to have.

Thinking about life, in general (work and leisure), could you tell us, for each item listed, how important you think it is that young people, like yourself should have that opportunity available to them. There are four columns labelled Very Important, Fairly Important, Not Important and Don't Know. Please ring the number in the column which would tell us, most closely, how important you think that particular item is.

YOUNG PEOPLE AT WORK OUGHT TO HAVE:

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Very Important</th>
<th>Fairly Important</th>
<th>Not Important</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opportunities to learn about the political and social life of the country.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Opportunities to develop their personality.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Opportunities to form personal relationships/friendships outside the family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Preparation for learning throughout their lives.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Help, support and advice easily available on personal problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Opportunities to get wider experience of life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Opportunities to find new interests.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Opportunities to find new interests already started at school or elsewhere.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Opportunities to meet a wide range of people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Opportunities to mix socially with members of the opposite sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Opportunities to take on new responsibilities at work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Opportunities to get experience of joining in discussion with older workers/management about work matters (e.g. organisations, unions, work loads, conditions, etc.).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very important</td>
<td>Fairly important</td>
<td>Not important</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>13.</td>
<td>Opportunities to learn about a wide range of subjects outside the job training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14.</td>
<td>Opportunities to get experience of organising activities at work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15.</td>
<td>Opportunities to get involved in activities of benefit to the community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16.</td>
<td>Opportunities to find out about job/educational opportunities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17.</td>
<td>Opportunities to learn about individual rights as a citizen.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18.</td>
<td>Opportunities to get to know wide range of the arts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19.</td>
<td>Opportunities to learn about responsibilities as a citizen.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20.</td>
<td>Opportunities to learn about industrial relations matters, such as unions, management, the structure of industry.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21.</td>
<td>Opportunities for physical recreation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22.</td>
<td>Help in adjusting to life at work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.</td>
<td>Opportunities to learn about religious experience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24.</td>
<td>Opportunities to learn how to mix well socially with people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25.</td>
<td>Opportunities to get involved in political activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26.</td>
<td>Opportunities to find suitable accommodation away from home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27.</td>
<td>Opportunities to learn about world problems/international affairs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28.</td>
<td>Opportunities to get involved in competitive/award-giving activities, e.g. Duke of Edinburgh Award competitions, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
(33) How well prepared do you think you were for life as an adult member of the community by
(a) school .................................................................
(b) youth organisations you have participated in ..............
(c) other organisations and groups ................................
(d) your firm ..............................................................
(e) family .................................................................
Which have been most helpful/least helpful to you in adjusting to adult life?  (Code, if possible)

(34) (a) Have you ever undertaken any voluntary/community work in your spare time?
What? ........................................................................
When? ........................................... Are you still involved? ....
For which organisation (if any)? .................................
As an individual, or through a youth group of which you are a member? ..............................................

(34) (b) Have you ever undertaken any voluntary/community work through your institution/school/work place (in their time)?
What? ........................................................................
When? ........................................................................
Are you still involved? ..............................................
Which organisation (if any)? .................................
(35) Have you ever been involved in any political/community activities on this list (SHOW LIST BELOW) Give examples, if necessary.

(i) attending political meetings
(ii) writing/contacting M.P. about community/political matters.
(iii) attending a demonstration or march
(iv) attending a 'community action' meeting (such as: residents' meeting)
(v) attending community discussion meetings/talk-ins
(vi) contacting the local authority/council about community matters
(vii) approaching local Youth Councils/Youth Services with ideas, suggestions, comments.
(viii) attending Trades Union meetings
(ix) attending meetings called at work to discuss matters affecting yourself/others at work
(x) putting forward suggestions to management for improvements at work
(xi) attending national policy youth conferences, such as the TUC, CBI national conferences, Youth Charter, etc.

Have you ever been involved in any other activities of this kind which have been left out of this check list?

[PROBE] Obtain more details of activities mentioned and enter below.
(36) What, in general terms, is your view of the Trades Union movement?

Is it important? Do you support it, etc.?

PROBE

Are you a member?

Will you become a full member when you have finished your training?

What part would you want to play in a Union? (e.g. Would you stand for 'shop steward'?)

(If NO)

Why not?
(37) Will you use your vote in a General Election?
   Have you used your vote in Local Elections?

   Why?

(38) A lot of people, especially young people, say that they have very
     strong views in social/political matters, such as for example, 
     racialism, the unions, abortion, religion.

     These are just a few examples.

     Would you say that there are any things of that kind that you feel
     very strongly about?

     What things?

(39) Finally, I want to ask you about your views on how young people feel
     about their involvement in the community. A lot of older people
     say that young people are out to change society. I want to know a
     bit about what you think of that.

     Here are SIX sets of statements. For each set I want you to pick
     out the one which you agree with most.

     If you don't agree with any, please can you give another view.
SET "A"

On the whole -
1. Young people at work are not really interested in community life.
2. Young people at work have a responsibility to fit into the community as it is, not to try to change it.
3. Young people at work ought to be actively involved in changing standards of community life.

SET "B"

1. Managers and bosses know best how to run things at work. Young people don't know enough to get involved.
2. Young people should have a say in matters affecting their lives at work, including how the firm is run.
3. 'Having a say' is not important to young people at work.

SET "C"

1. In job training and education, teachers know best what should be taught and how. Young people are there to learn from them.
2. Training is better when young people have a say in the way that they are taught and the things they should learn.
3. Young people don't think very much about the way they are being trained.
SET "D"

1. Young people at work should be members of some form of community or youth organisation, so that they can have a 'voice' in society.

2. There is no real point in young working people getting involved in community/youth organisations.

3. Young people at work only need to join community/youth organisations if they want to meet more people and have a more interesting social life.

SET "E"

1. Politics are of no relevance or interest to young people at work.

2. Young people have a responsibility to get involved in the political life of the country.

3. Young people at work do not know enough to get involved. Politics should be left to the politicians.

SET "F"

1. There is only one reason for joining a Union and that is to get better wages and conditions.

2. Every worker should join a Union because workers should stick together.

3. To join a Union is a denial of individual freedom.
JUST A FEW FINAL QUESTIONS:

(40) Where do you live? ................................................

.................................................................

.................................................................

Would you describe it as a rural or a built-up area? .................

.................................................................

.................................................................

(41) What is your father's occupation? ................................

What is your mother's occupation? ...................................

(42) Would you be willing to be interviewed again, if we need any more information?

Please tick appropriate box  YES

NO

THANK YOU FOR YOUR HELP.
APPENDIX D:

CONSTRUCTION OF THE INTERVIEW SCHEDULE:

A key to the questions of the interview schedule designed to provide data pertaining to each research hypothesis.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>HYPOTHESIS I</td>
</tr>
<tr>
<td>16</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
</tr>
<tr>
<td>(7, 9, 11, 12, 20)</td>
<td>Supporting data;</td>
</tr>
<tr>
<td>6</td>
<td>HYPOTHESIS II (a)</td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
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<tr>
<td>17</td>
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<td>18</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>HYPOTHESIS II (b)</td>
</tr>
<tr>
<td>17</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>HYPOTHESIS II (c)</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
</tr>
<tr>
<td>(7, 9, 11, 12)</td>
<td>Supporting data;</td>
</tr>
</tbody>
</table>
HYPOTHESIS III

Supporting data: (25, 31)

HYPOTHESIS IV

Supporting data: (37, 38, 35, 36)

It should be noted that many questions are composite questions comprising several sections, and carrying variables relating, in some cases, to different hypotheses.
###APPENDIX E:

**THE INTERVIEW SCHEDULE: SUMMARY OF SOURCES OF QUESTION DESIGNS AND ITEM POOLS**

<table>
<thead>
<tr>
<th>QUESTION NUMBER</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Item pool extended and adapted from that used in Bone and Ross (1976: p.224, Question 5), by items emerging from preliminary work involving discussions with young people in the research categories and from the pilot project.</td>
</tr>
<tr>
<td>15</td>
<td>Categories selected by examination of groupings emerging in previous research cited in Chapter IV, Parts 4.2.8 and 4.2.9.</td>
</tr>
<tr>
<td>16</td>
<td>Item pool generated by preliminary work involving discussions with young people in the research categories.</td>
</tr>
<tr>
<td>17</td>
<td>Categories selected by examination of groupings emerging in previous studies.</td>
</tr>
<tr>
<td>17A(iii), B(iii)</td>
<td>Item pool generated by preliminary work involving discussions with young people in the research categories, and pilot study.</td>
</tr>
<tr>
<td>18 (ii)</td>
<td>Item pool generated by previous research and extended through preliminary and pilot work.</td>
</tr>
<tr>
<td>20</td>
<td>Question design modelled on Bone and Ross (1976: p.234, Question 17).</td>
</tr>
<tr>
<td>25</td>
<td>Question design modelled on Bone and Ross (p.236; Question Item (c) introduced in order to overcome problems identified by Bone and Ross's analysis of the interpretation of organisations or club only in social terms.</td>
</tr>
<tr>
<td>QUESTION NUMBER</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>27</td>
<td>Question introduced in the pilot study in order to test it as a possible alternative to Question 28. The question was shown to generate responses providing data complementary to that produced by Question 28 and was therefore retained in the main study.</td>
</tr>
<tr>
<td>28, 29</td>
<td>Question design based on that used by Bone and Ross (pp.279-280, Sections III and IV). Item pool extended and adapted through preliminary work involving discussions with young people.</td>
</tr>
<tr>
<td>30</td>
<td>Form of self-completion questions based on Bone and Ross (p.276, Section I), also subsequently used for factor analysis. Item pool generated by literature survey, preliminary and pilot work.</td>
</tr>
<tr>
<td>31</td>
<td>Question form designed to overcome problems encountered by Bone and Ross in questioning on preferences in respect of undifferentiated commercial provision (p.239, Question 22).</td>
</tr>
<tr>
<td>32</td>
<td>Question design modelled on King (1974: p.429 Question 28) with ranking of items replaced by rating of individual items in terms of importance.</td>
</tr>
<tr>
<td>39</td>
<td>Question design modelled on that used by Fryer (Ed. Bulmer, 1975) as a means of developing indices reflecting various social attitudes.</td>
</tr>
</tbody>
</table>
APPENDIX F:

SKILL LEVEL FROM DAVID NELSON'S CLASSIFICATION OF OCCUPATIONS (1962)

1. HIGHER PROFESSIONAL AND ADMINISTRATIVE WORK

This group includes occupations which require university training to at least a three-year standard, and senior administrator occupations in commerce, industry, the Civil Service and local government.

Examples are: Chartered Accountant, Actuary, Administrative Civil Servant, Advocate, Aeronautical Engineer (prof. qual.), Analytical Chemist, Architect, Attorney-at-Law, Bacteriologist, Barrister-at-Law, Biologist, Botanist, City Treasurer (when qual. Accountant), Civil Engineer (prof. qual.), Clergyman, Clerk in Holy Orders, Commissioned Officer in Regular Armed Forces, Company Secretary (if Solicitor), Dental Surgeon, Dentist, Director of Education, Economist, Electrical Engineer (prof. qual.), Entomologist, Geographer, Geologist, Graduate Teacher, Gynaecologist, Headmaster, University or College Lecturer, Mechanical Engineer (prof. qual.), Member of Parliament, Minister of Religion, Municipal Treasurer (when qual. Accountant), Naval Architect, Obstetrician, Oculist, Ophthalmic Surgeon, Pathologist, Physician, Physicist, Physiologist, Principal (Civil Service), Principal (College or University), Psychiatrist, Psychologist, Research Worker, Scientist (qual. scientific workers of all types), Solicitor, Statistician, Surgeon, Town Clerk (with degree), Under Secretary (Civil Service), University Professor, University Reader, Veterinary Surgeon.

Higher management with board status, men holding directive responsibility for an organisation, employers in more than a small way.

2. LOWER PROFESSIONAL TECHNICAL AND EXECUTIVE WORK

This group includes jobs which require several years of specialised training (and in most cases a background of advanced education), a variety of executive jobs of a more responsible kind and acumen.
Examples are: Chief Accountant, Advertising Executive, Agricultural Estate Manager, Architectural Draughtsman, Articled Solicitor, Artist, Assistant Master, Assistant Principal (Civil Service), Assistant Secretary (Civil Service), Author, Bank Manager, Bailiff, Buyer, Chief Constable, Company Secretary of Accountant standing, Critic, Director of small business, Dispenser, Engineering Draughtsman a Designer, Farmer (to include Cattle Farmer, Dairy Farmer, Horse Breeder, Stud Farmer, only if owner), Farm Manager, Film Producer, Forestry Officer, Journalist, Manager of medium-sized factory or business house or of major branch of big organisation, Departmental Manager, Manufacturer, Hospital Matron (qual.) Librarian (Fellow), Optician, Parliamentary Agent, Pharmacist, Physiotherapist, Planning Engineer, Probation Officer, Schoolmaster, Scientific Technician, State Registered Midwife, State Registered Nurse, Surveyor, Teacher, Transport Manager (50-plus employees).

3. HIGHLY SKILLED WORKERS
This group includes highly skilled craftsmen with special training and a fair amount of responsibility, some of the more responsible and exacting commercial jobs and most industrial supervisory jobs.

Examples are: Assistant Accountant, Air Hostess, Commercial Artist, Carpet Planner (measuring, making up and laying carpets), Stockbroker's Cashier, Clerk of Works, Accountants Clerk, Senior Accounts Clerk, Bank Clerk with responsibility (4-plus under him), Legal Clerk, Solicitor's Clerk, Commercial Traveller, Draughtsman, Estate Agent, Electrical Fitter, Machine Shop Foreman, Manager of small store (outfitters), Masseuse (female) with qualifications, Senior Monitor, Certificated Nurse, Air Pilot, Senior Retail Salesman in large establishment, Private Secretary, Shorthand Typist with qualifications, Laboratory Technician, Teller, Toolmaker.

4. SKILLED WORKERS
This group includes trained skilled workers (technical, clerical) and some personal services.
Examples are: Boiler Maker, Cabinet Maker, Canvasser, Carpenter, Cashier, Accounts Clerk, Booking Clerk, General Clerk, 'middle range' Clerk, Coach Builder, Dressmaker with training, Engine Driver, Heating and Ventilating Engineer Fitter, Furrier, Ladies' Hairdresser, Lithographer, Machinist, Monitor, Children's Nurse (qual.), N.C.O., Pattern Maker, Policeman, Printer, Shop Assistant, Professional Sportsman, Station Master, Senior Storeman, Tailor, Turner, Routine Typist with qualifications, Upholsterer, Warrant Officer, Wood Machinist.

5. MODERATELY SKILLED WORKERS

This group includes certain of the less technical tradesmen such as: Bricklayers, House Painters, Plasterers, Plumbers, Sheet Metal Workers, Welders.

A wide range of the more skilled factory operatives in the metal, chemical, textile, etc. industries.

A wide range of store and transport workers such as: Despatch Clerk, Bus and Tram Driver, Railway Guard, Railway Signalman.

A wide range of workers in certain of the personal services such as: Barber, Butcher (hand), Boot Repairer, Filing Clerk, low-grade), Dressmaker's Cutter, Fireman, Gamekeeper, Goods Checker, Horse Groom, Lorrydriver, Tailor's Machinist, Miner, Child Nurse (unqualified), Panel Beater, Private in Regular Armed Forces, Proprietor of small boarding house, Quarrying Operative, Receptionist, Junior or Ordinary Shop Assistant, Storeman, Taxi Driver, Telegraphist, Telephone Operator, Telephonist, Threshing-Machine Worker, Typist (unqualified), Head or Senior Waiter.

6. SEMI-SKILLED WORKERS

This group includes many factory operatives engaged on semi-automatic machines, assembly etc., and domestic transport and personal service workers of the sort: Caretaker, Chambermaid, Cinema Usherette, Bus and Tram Conductor, Window Cleaner, Dairy Hand, Deliveryman, better graded Domestic Servant, Truck Driver,
Hospital Orderly, Routine Machinist (single items only), Lady's Maid, Milkman, Mother's Help, Park Keeper, Parlourmaid, Porter, Postman, Scaffolder, Ticket Collector, Waiter, Waitress, woodman.

7. UNSKILLED WORKERS
This group includes persons engaged in unskilled labour or coarse manual work, and includes: Automatic-Machine Operator, Chimney Sweep, Bus Cleaner, Office Cleaner, Contractor's Labourers and Navvies, Daily Help, Dock Labourer, lower grades of Domestic Servants, Dustman, Labeller, Labourers, Laundry Hand (folder, junior), Kitchen Maid, Packer, Presser (automatic), Road Sweeper, Stoker.

[Source: VENABLES, E: Apprentices Out of Their Time, Faber and Faber, 1974, 163]
APPENDIX G:

LETTERS OF APPROACH AND SUPPORTING MATERIAL SENT TO SELECTED COMPANIES

AN EXAMPLE:

Mr 'X'
Group Personnel Manager,
Company 'G'
GUILDFORD
Surrey

4 October 1977

Dear Mr

I am writing to you on the advice of Mr J Moore, Director of the Bureau of Industrial Liaison within the University.

I am a member of staff in the Department of Adult Education engaged in a three-year research project, investigating aspects of the continuing education of young workers. The particular focus of the research is explained on the attached sheet.

I am very keen, in the first stages of the research, to make contact with people, like yourself, who are involved professionally with young workers in their place of work.

I should be very pleased if you would let me know if it would be possible for me to visit you at the offices of to discuss the topic I have selected for my research. I should very much value your advice and observatio

With many thanks,

Yours sincerely,

KAREN EVANS (Mrs.)
Staff Tutor

Enclosure
Mr 'Y'  
Senior Personnel Officer  
Company 'G'  
GUILDFORD  
Surrey GU1 1BW  
6 December 1977

Dear Mr  

Many thanks for giving up so much of your time to discuss my research project with me recently. I found the session extremely interesting.

Thank you very much for your kind offer of the opportunity to interview some of the young employees in your Guildford and Woking branches during the coming year. I would not expect to reach this stage of my fieldwork until the Autumn next year, so I will contact you in the Summer to discuss this further and make a mutually convenient arrangement.

Thank you again for your interest and support in this project.

Yours sincerely,

KAREN EVANS (Mrs.)  
Staff Tutor
Statistics suggest that participation of the 16+’s in youth provision is low, (Bone and Ross, 1972). The Youth Service and other agencies involved in the social and personal education of young people are particularly concerned about this lack of involvement, and see the provision of more attractive opportunities for the young adult group as a priority area for development. In line with EEC proposals for young worker education, they are seeking, in particular, to improve links with schools, industry and other institutions in creating relevant 'youth development' opportunities for young people in their last year at school and early years at work.

The dearth of information concerning the needs of the young worker in this respect, suggested a study of the perceptions of young manual workers of informa 'youth' provisions available to them.

The study aims to investigate:
(a) level and patterns of participation of young workers in socially educative youth provision.
(b) characteristics of participants versus non-participants (age, social class, education).
(c) Attitudes of young workers to existing provision. An analysis of major factors influencing participation.
(d) Needs of young workers in relation to participation in the life of (i) their industry and (ii) their community.

Hypotheses formulated for the research will be investigated by means of structured (1 to 1) interviewing of young manual workers (16 to 20) employed in the manufacturing industries locally.

Sample of approximately 200 young people, drawn from Surrey firms.

Background information is also being collected through informal interviews with
employers, youth workers, liberal studies tutors and others professionally involved with young people in a variety of contexts.

Time for research: three to four years.

Fieldwork:
- Main Fieldwork: From April, 1978.
PROJECT: Young Worker participation in educational youth provision in industry and the community.

SPECIFICATION FOR PROPOSED FIELDWORK: (Subject to discussion)

1. **Population:** Young people (aged 16 - 20 inclusive), employed at
   
   (i) manual operator
   
   (ii) craft/technician apprentice level
   
   in eight selected firms in the area surrounding Guildford.

2. **Total Sample Size:** \( N = 220 - 250 \).

3. **Sample from**
   
   A sample of young employees defined, as above, is suggested.
   
   The sample would be stratified by - (i) age
   
   (ii) 'category' of employment/training.
   
   and would exclude undergraduate apprentices.

4. **Fieldwork Method:**
   
   Information relevant to the research problem (outlined in survey previously discussed) will be collected by means of a structured interview schedule.
   
   The schedule has been tested and refined in pilot fieldwork and contains both pre-coded quantitative questions as well as qualitative questions of a variety of types.
   
   The interviews are designed to be conducted on a one-to-one basis, and will all be undertaken by the researcher.

5. **Duration of Fieldwork:**
   
   It is anticipated that the fieldwork will take a maximum of ten working days to complete, if the suggested sample size is agreed upon.
   
   The fieldwork will be conducted according to a pre-planned timetable, constructed in consultation with the training school/company.
6. 'Timing' of Fieldwork:
The starting date and arrangement of the fieldwork is flexible; it could be undertaken in a 'block' of 10 days, or over a longer period on a one- or two-days-a-week basis, depending on the working arrangements of the company.

7. Facilities:
The only facilities required for the research will be a small room in which to conduct the interviewing.

8. Confidentiality:
All information collected from individual employees is confidential. Interview responses are numbered, and names are not recorded.

Full acknowledgement of co-operation will, of course, be given to the firm in publications arising from the research and full research findings will be available to the firms concerned.

9. Opportunities to meet and discuss informally with training school staff, and others, during the course of the field work would also be greatly appreciated.

KAREN EVANS
Staff Tutor
Department of Adult Education
University of Surrey.
APPENDIX H: THE FACTOR SOLUTION: VARIMAX ROTATED FACTOR MATRIX  
(Computed by SPSS Subprogram Factor)

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