STUDENT PERCEPTIONS OF THE AIMS OF EDUCATION IN AN INDEPENDENT SCHOOL AND THE DIFFERING VALUE PRIORITIES EXPRESSED. A Q-METHODOLOGICAL STUDY.

by

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ABSTRACT

This research gathered student perceptions of the aims of their senior school education in an independent school. The data was collected using Q-methodology. Participants completed the same Q-sort twice. The Q-sorts were factor analysed resulting in three factors for Q-sort 1 expressing students' own perceptions; these were titled: Future personal success, Enjoyment and care, and Empowerment. Four factors were retained from Q-sort 2, where students completed the same Q-sort from a hypothetical teacher's point of view; these were titled: Social cohesion and enjoyment, Academic importance, Fulfilling potential, and Personal development and wider societal benefits.

Literature around the aims of education, the statements for the Q-set and the resulting factors were analysed using Schwartz's model of basic human values and pan-cultural baseline of value priorities as an analytical lens. This showed that although the aims of education align with Schwartz's findings of societal values, the participants in this study expressed differing value priorities to those in Schwartz's pan-cultural baseline. Through this lens, it was found that student perceptions of the aims of their education in this independent school focus mainly on the value of self-determination, in line with Schwartz's findings in societies. Differing from Schwartz's findings in societies, however, is the high prevalence of self-enhancement and hedonism values in the students' perceptions of the aims of their education. Also differing majorly from Schwartz's findings is the low prevalence of benevolence and universalism in the students' perceptions of the aims of their education. The study concludes that further research into the values of independently educated students would provide further valuable insights, and that schools should consider carefully the values that may be enhanced or demoted through certain educational activities.

For Kate, who loved teaching, and loved her students.

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CHAPTER 1: INTRODUCTION

1.1 Introduction

This research explored student perceptions of the aims of their education within an independent school, analysing the values that these expressions may reveal. The research is an in-depth look at how students perceive the aims of their senior school education within one independent school and analyses the differing value priorities using an established model of societal values as an analytical lens. The findings of the research reveal insights into the views that students hold regarding their education, when viewed through the lens of societal value priorities and the schools own stated values.

Student perceptions of the aims of their senior school education were gathered using Q-methodology (Chapter Three). Students were then asked to complete the same Q-sort as if they were a teacher in the school. Factor analysis was conducted (Chapter 4) identifying groupings of similar viewpoints, following which literature that had been used to construct the Q-set on the aims of education was reviewed using Schwartz's model of basic human values as an analytical lens (Chapter 5). The factors were then analysed using this values model and Schwartz's pan-cultural baseline of value priorities (Chapter 6), followed by a discussion of the themes drawn from this analysis in order to investigate the values that these perceptions may have revealed (Chapter 7).

The results of this research show that the values that may be expressed through the perceptions that students have regarding their senior school education in this independent school differ in significant ways from the value priorities held by societies in general, as shown in Schwartz's research. The perceptions of the students regarding the aims of their education in this research focus on the prevalence of self-direction, self-enhancement and hedonism. The results also show that benevolence and universalism are not prevalent aims of education in the perceptions of the students, whereas these two values are ranked the highest in Schwartz's (2012) pan-cultural baseline of value priorities. This raises important questions regarding the values that students are developing through their education, which may be both explicitly and implicitly communicated through schooling. Schwartz (2012) suggests that values can predict behaviour; that values can be enhanced or demoted through particular actions as well as leading to particular actions. By analysing the values underlying the students'

perceptions of the aims of their education, my research prompts important questions regarding values that we want to enhance in pupils, if this is possible, and creates discussion around the aims of education. This may be particularly important to consider in the context of independent education, which is an under-researched field but one which has been shown to produce the future leaders in society (Kirby, 2016), as well as educating an increasing number of students.

In this chapter, I explain how my interest in student voice, the independent sector and the aims of education developed, describe the institutional context of the research and give a brief outline of the methodology and analytical frameworks that I draw on. A summary of each subsequent chapter is included.

1.2 Background

This research took place within the contexts of pupil voice, the independent school sector and viewpoints around the aims of education. Although there are many examples of research stating the importance of investigating student perceptions, it has been argued that there is less research that actually engages with student perspectives (Reay and William, 1999). This has been found to be particularly true of the independent context, where recent research has started to explore certain areas of independent schooling in the UK (such as Maxwell and Aggleton, 2016), however no studies were found investigating student perceptions of the broader aims of their education in an independent school. There has been an increase in research into independent schools with a more recent emergence of research into 'elite' education, particularly in the USA, (Gaztambide-Fernandez and Howard, 2010); however relatively little educational research is conducted specifically within the context of independent schools. This research contributes to a growing interest in researching the 'elite' by providing an insight into student perceptions in an independent school in the UK.

Despite the recognition of the importance of researching student perceptions (Daniels *et al*., 2001; Jeffrey and Woods, 1997; Lincoln, 1995; Pollard *et al*., 1997; Reay and William, 1999), this area, and that of student values, is under-examined in the context of independent schools in the UK. There has been a recognition of the influence of independent education on elite positions in UK society (Kirby, 2016), however little research has been conducted into student perceptions within independent schools. This research provides insight into the values that students in independent schools express with regards to their education, and analyses some of the potential influence

that their school context may be having. Investigating student perceptions is not just valuable in itself in increasing understanding within this school, but is particularly important due to the influential roles that independently educated students are likely to go on to occupy in society.

This research ties in with current discussions and government policies around the importance of values in education. It has been argued that the aims of education should be based on enduring values (White, 2004), and it has been suggested that the development of children's character is an obligation (The Jubilee Centre, 2017); therefore the research of perceptions around the aims of education may help to reveal the values on which these are based. The current teacher standards (Department for Education, 2011) refer frequently to values and include a dedicated section regarding teachers' personal and professional conduct, and it has been argued that teachers need to be persons of good character (The Jubilee Centre, 2017). In November 2014 the Department for Education released advice on promoting Fundamental British Values (FBV) as part of the curriculum (Department for education, 2014b) and in December 2014 announced plans to improve 'character education' in England (Department for Education, 2014a), with research showing that character can be taught through and within school subjects (The Jubilee Centre, 2018). These policies appeared to suggest an increased focus on the place of values in school education. These policies have influenced not just state-funded education but the independent sector, becoming a key focus of the Independent Schools Inspectorate.

This research aims to contribute some insight into an identified research gap within independent education in the UK, in light of a growing recognition of the importance of engaging with student perceptions, the potential influence of independent education in general on elite positions in society, and the importance of exploring educational aims and values. Pring and Pollard described the importance of understanding educational aims and values: "It would seem self-evident that policy and practice should be shaped by clear aims and values," (Pring and Pollard, 2011, p.15) but go on to state that little attention is often given to this. Therefore, this research aims to contribute greater understanding of educational aims and values in this independent school from the view of students.

1.2.1 Discussing the aims of education

This research is a case study of an independent school and although it has been said that the nature of education is wider than schooling (Gewirtz and Cribb, 2009), for this research 'education' is referring to that which takes place in the senior school.

The aims of education are a contested topic (Garratt and Forrester, 2012). Although an aim is defined as a purpose or intention and a desired outcome (Oxford Dictionary of English, 2006), the aims of education are debated and numerous, with new suggestions regularly appearing in the media regarding what schools should be teaching. Winch argued that education has no single overarching aim: "A healthy education system should have a variety of aims suited to the implementation of different but not mutually incompatible, goals," (Winch, 1996, p.43).

There are differing views regarding the aims of education. I believe it is important to consider the aims that orientate schooling, as it is a compulsory and largely universal experience through which all people partake in their most formative years. It has been argued that although it is difficult to establish ultimate aims, we have to assume that there are more and less plausible conceptions of education (Barrow, 1999). Marples (2010) expressed concern with 'vast' amounts of money being spent on an education system that had no pre-thought-out aims before writing the national curriculum around which it is all based. As there is accountability in education and measurement of school success, it is important to consider what exactly those aims are in order for that accountability to operate (Winch, 1996). Without this, covert aims may result. Aims would likely then be set by the most influential group. Perhaps an education system without clarity on its aims is unlikely to be effective and will always be buffeted by contradictory aims from influential stakeholders. However an alternative view has been given, that education need not have aims (Standish, 1999). It has been argued that the aim of education is to teach the value of activity for its own sake, not always as a means to an end (MacIntyre, 1964). I would argue that any practice, such as formal schooling that is also inspected according to set criteria, is founded on aims based on underlying values. It is important then to explore the aims and values on which school education is based. This research therefore gathers student perceptions of education in an independent school, and analyses these using an existing values model as a lens to potentially reveal the values that students may be consuming through their schooling and expressing in this research.

1.2.2 A summary of the aims of education

This research explores students' perceptions of the aims of their education, examining literature around the aims of education through the lens of Schwartz's model of basic human values in Chapter Five. This section therefore calls for a summary of the aims of education that are explored in this research, as they make up the statements used in the data collection with the students, and therefore the factors that result from the factor analysis which are then analysed using Schwartz's values model.

As described above, the aims of education are wide and contested, therefore this section summarises the themes regarding the aims of education that made up the Q-set statements used in the data collection. There are, therefore, many authors that are not referenced in this thesis due to the wide scope of the topic of 'aims of education'. However, as will be explained in Chapter Four, the Q-set of statements has been judged as comprehensive in covering the theme of the aims of education. Statements regarding the aims of education were gathered from literature and other sources, and from participants. When the literature and statements from participants (the 'concourse') were reviewed, there emerged eleven general categories of the aims of education that will now be used to structure this section.

1.2.2.1 Discipline and behaviour

Education has long been stated as a means of producing certain behaviours (Dewey, 1916), with behaviour management policies rewarding those behaviours which conform and punishing those which do not. Five themes emerge in the literature regarding discipline and behaviour as an aim of education: improving teaching and learning (Blanford, 1998; Clarke and Murray, 1996; Cowley, 2003; Gutman and Vorhaus, 2012; Relf *et al.*, 2000; Rogers, 2007), enabling group learning environments (Ellis and Tod, 2015), recruitment and retention of teachers (Department for Education, 2012, 2014c; McGuiness, 1993), and benefits which are both personal to the student and also bring wider societal benefits (Lee *et al.,* 2010; Department for Education, 2012; Ellis and Tod, 2009; Elton, 1989). This theme is explored in Chapter Five through the lens of the value of 'conformity'.

1.2.2.2 Critical thinking and creativity

Again, it has long been said of education that the most important thing is that thinking is the method of an educative experience (Dewey, 1916). Critical thinking has become a greater focus in education over the last twenty years (Hare, 1999), with many schools adopting specific 'critical thinking' programmes. Although several participants gave 'creativity' as an example of an aim of education, current trends in education show that the uptake of more 'creative' GCSEs has declined (Busby, 2018).

1.2.2.3 Social experiences

Education has been described as an inherently social activity (Gilroy, 1999), and a driver of social cohesion (Blaire, 1996). There are obviously then important social aspects to education. Social experiences could be ways of students learning the social conventions and behaviours described above as necessary for society. In Pring and Pollard's (2011) outline of educational aims, they propose a balance between economic, personal and social well-being with a strive towards public good. This is an interesting concept in the context of this research as the education is privately paid for and therefore not necessarily for public good. Social experiences in this context therefore may focus more on personal benefits and enjoyment, rather than on improving social conditions for others.

1.2.2.4 Economic benefits

The improvement of social conditions just referred to links strongly with economic aims of education. It has been stated that education is the engine of our economy (Gibb, 2015) however economic aims of education have been contested and can be controversial. Arguments have been made against the link between education and the economy (Anyon, 2011; Wolf, 1998). On the other hand, the benefits of economic aims have been defended (Winch, 2002). The economic aims of education often feed into the argument around whether education is the driver of social mobility (Gibb, 2015) or is actually enabling the transmission of cultural capital and social class (Lowe, 1998).

Regardless, education and the economy have become inextricably linked (Garratt and Forrester, 2012).

1.2.2.5 Qualifications

Gaining qualifications in public exams is a clear aim of the education system in the UK and is often the main factor on which schools are judged and compared. The term 'exam factories' has been used in several media reports (such as Courtney, 2016; Garner, 2014; Wiggins, 2016), however independent education has often been asserted as focusing on aspects such as leadership qualities more than academic qualifications (Fox, 1985), therefore this might impact the context of this particular research.

1.2.2.6 Increasing knowledge

Education has been described as the transmission of knowledge from one generation to the next, however there have been several arguments for increased empowerment as well as this (Freire, 1972; 1992; 1998; Walton, 1993). The transmission of knowledge could involve social knowledge and link to the reproduction of class systems referred to above. Education has been described as involving stimulation (Walton, 1993) which could develop a spirit of enquiry.

1.2.2.7 Morals and values

Education has been described as a means of developing children's characters and to consider the development of the child to have a flourishing life (The Jubilee Centre, 2017). With this aim, education has been described as never being neutral, with values always being transmitted (Pike, 2013). This therefore makes education a highly moral activity. With the compulsory inclusion of Fundamental British Values (Department for Education, 2014b) in schools, having 'morals and values' as an aim of education cannot be ignored. Education has been described as an intermediary between the child and

reality, and is therefore an intensely moral activity due to the shaping nature involved in the student's thought process (Wilson, 1964). However, it has also been argued that moral education as separate from the acquisition of knowledge is practically hopeless (Dewey, 1916). The challenge for schools therefore, is perhaps to produce the morals and values (or virtues) necessary for a child to flourish in life not separately to knowledge, but as an essential part of that process.

1.2.2.8 Preparation for adult life

Since the 1970s, the aims of education have often focused on personal fulfilment and skills acquisition necessary for a working life (Chitty, 2014). The broadest aim of education has been described as preparation for adult life (Arcilla, 1995). Therefore in education there is often a focus not just on 'knowledge', but on the 'skills' necessary for future employment, with an important focus of the education system in providing for changes and job transitions later in life (Springhall, 1993).

1.2.2.9 Becoming useful citizens

Preparing students to be active citizens is often an aim of education, seen also in the inclusion of 'democracy' in the Fundamental British Values. The preparation of students for life in society has been described in terms of the cultivation of behaviour acceptable in society (Dewey, 1916) as well as preparing students for the workplace, and enabling social mobility (Gibb, 2015).

1.2.2.10 Basic skills and functions

When gathering statements from students and teachers regarding the aims of education, skills such as literacy and numeracy were mentioned, along with other general skills and functions. Largely several of these overlapped with the theme 'preparation for adult life', although some participants in the research argued that

these skills were the aim of primary school education and therefore not the aim of their senior education. Literacy and numeracy have been included in the skills needed to succeed in a demanding economy (Gibb, 2015).

1.2.2.11 Personal development

Various aspects of personal development are espoused as aims of education, such as assisting students to some appreciation of what it means to live well (Carr, 2017), stimulating and guiding self-development (Peters, 1964), and personal fulfilment (Walker and Soltis, 2009). Aspects of character such as self-discipline, persistence, and learning to overcome adversity are all considered necessary for a fulfilling life (Blanford, 1998), and therefore aims of education. Personal development is a broad theme in education.

This section has shown that the aims of education are wide-ranging, and no absolute consensus exists regarding which of these aims take prominence. Many of the aims described are intertwined, and cannot be a sole goal of education. For example, The Jubilee Centre state that: "Schools should aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens," (The Jubilee Centre, 2017, p.1). Pring and Pollard (2011) advocate for a balance between economic and social aims, including community, collaboration and justice; moral seriousness; practical capabilities; economic utility; sense of fulfilment; motivation to continue learning; and understanding of the physical, social and economic worlds. Just these two examples show that the aims of education are indeed far-reaching.

1.2.3 Independent schools

This research takes place in an independent school in England. Research into independent schools has highlighted that various terms are used to describe fee-paying schools, including 'independent', 'private', 'public', and 'elite'. In this research, the terms used to describe the case study school are 'private', 'independent' and 'fee-paying'. The term 'public' has not been used due to its confusing nature and reference to the original historic boys' public schools. The term 'elite' has also not been chosen to describe the case study school. Aguiar (2012) discussed in detail the various definitions of the term 'elite' in a variety of contexts, largely describing a small but powerful set of people. Although the case study school is an independent fee-paying school, and therefore could certainly be classed as 'elite' as it is only available to those with the required resources, I hesitate to use the term 'elite' in this research to describe the school. As will be outlined in section 1.3, the school although fee-paying is one of the more affordable private schools in the area, does not have a sixth form, does not cater for any boarders and is largely non-selective in its intake. In comparison to other independent schools described in the various histories available, the school does not feature. This is probably due to its origin as a girls-only school until the year 2001, and its relatively small number on roll. However research in other independent school contexts does use the term 'elite' therefore it could be argued that the term should also be used to describe the context of this research project. To narrow down the range of terms, the words 'private', 'independent' and 'fee-paying' have been used to describe the case study school.

Although the case study school in this research may not be considered as 'elite' as others, it is worth outlining some of the influence private schooling can have in the UK. In 2016 the Sutton Trust released its most recent report on Leading People (Kirby, 2016). This outlined the disproportionate number of privately educated people entering Oxbridge and the nation's top jobs. The report states: "Across the years, these reports have shown the staying-power of the privately-educated at the top of the UK's professional hierarchy," (Kirby, 2016, p.6). This, I believe, will not change quickly as the report also describes the replacement of those who retire with those of similar educational backgrounds. Although it is perhaps less likely that the students in this particular case study school will go on to achieve elite positions in society due to the non-selective nature of the school, the students are still in a fee-paying educational

context. Though not as 'elite' as other independent schools, this research still attempts to provide some insight into perceptions of students in this particular case study school who are privately educated.

This research investigates the perceptions of students in order to explore their potential values. This could also be looked at in terms of norms and values. Trompenaars and Hampden-Turner (1997) described norms in a culture as the mutual sense a group has of right and wrong, whereas values determine the definition of what this means. A culture can be said to be stable when norms align with values. The disproportionate number of privately educated people in the country's elite jobs can be viewed negatively by society (O'Hagan, 2017; Turner, 2017) therefore perhaps showing disconnect between this and society's accepted norms and values. Perhaps a recent expression of discontent with this was expressed in the recent EU referendum vote, with a clear split between the highest educated (Moore, 2016) and the richer and 'middle-class' (Goodwin and Heath, 2016) voting to remain and the less educated and poorer 'working-class' voting for leave. This vote recently highlighted discrepancies in the country that education and levels of wealth may bring. Perhaps, therefore, greater research of those in independent education is needed in an attempt to further understand values that might lead to these differences.

The independent sector in the UK is not widely researched and therefore perhaps not well understood. This is despite more people currently in private education than ever before, as illustrated in Figure 1.1:

Figure 1.1 ISC pupil numbers since 1974 (key milestones)

ISC PUPIL NUMBERS SINCE 1974 (KEY MILESTONES)

Number of pupils

- 310975 — 1974 (first year the census was completed)
- 404542 — 1982 (first census completion on a computer)
- 474203 — 1990
- 484052 — 2000
- 514531 — 2009 (pre-recession high)
- 506500 — 2011 (post-recession low)
- 522879 — 2017

Key milestone years
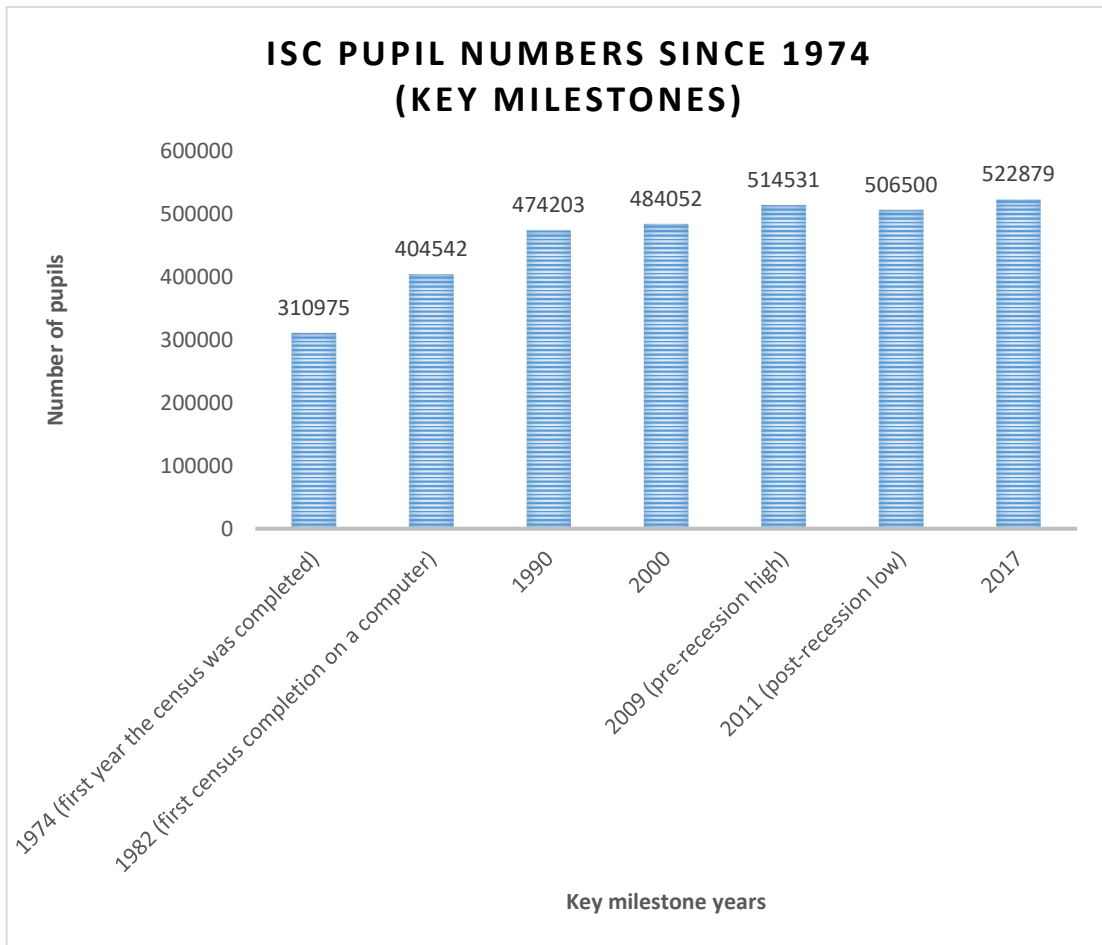
(Data taken from Independent School Council, 2017, p.8)

The independent sector now educates more people than ever before, experiencing an overall increase since the first census was completed in 1974. Research within the context of independent education is perhaps becoming even more important as more people are independently educated and maintain a large proportion of elite positions in society.

Greater understanding is needed of this growing sector, particularly considering its influence.

1.3 The research context

The research was carried out at Summerson House (pseudonym), an independent, fee-paying, co-educational day school in a semi-rural area of England. The school has 355 pupils on roll aged 3-16 years. The senior school has 25 teachers and four senior management. A largely traditional array of school subjects are taught, as well as a variety of activities through the Combined Cadet Force. There are a wide range of extra-curricular activities. Teaching groups are restricted to twenty and there is a strong house system. Each student is part of a form group. Classes are set according to ability, option blocks, or mixed ability groups. Internal exams take place three times during the academic year and parents are sent exam grades and effort scores each term, with an annual written report.

Summerson House contains pupils with a variety of ethnic origins and religions. Pupils come from a variety of home backgrounds as, although it is an independent school, fees are not always paid by parents themselves. A number of families run their own businesses and parents tend to have professional or skilled occupations. The school is not highly selective and 55 students in the senior school have been identified as having special educational needs, though no student has an EHCP.

The stated mission is: 'To enable our students to enjoy school, to achieve good academic qualifications and to develop those personal attributes and qualities which will guide them on their journey through life.' Stated values include excellence, enthusiasm, friendship and success. These aims go beyond academic study and focus on other social aspects of education. This is summarised as: 'There is more to life than exam results alone and while the school enjoys the reputation of receiving good GCSE results this is not our sole focus. We want to offer our pupils a foundation in life, working with them to become confident, motivated and articulate young people ready for the next stage in their education and life beyond.'

There are two other prominent independent senior schools in the area, one co-educational and one single sex girls' school. Both offer boarding. Summerson House does not offer boarding and fees are lower than other local private schools.

1.3.1 Researcher background

My position is that of an inside researcher, seeking to understand more about my school and the perceptions of students. My assumptions and values may influence the research as I conduct it from my own perspective. It is possible, even likely, that my own perceptions of school education may influence my interpretation of the results. My own educational experience at school was positive and I place a high value on education. This experience may have produced biases about the value of academic learning and formal education, having found success in the process myself whilst in it and also as a teacher. My values include hard work, commitment and pro-social behaviours.

My interest in the aims of education stem from a critical incident in my own teaching career; the suicide of one of my students. This led me to examine my views, and those of others, around the aims of school education as it led me to question the purpose of schooling and whether in some way we had failed that purpose. This led to a greater interest in student voice and research particularly within the independent sector. My MA dissertation also involved research using student voice at the same school (Burke, 2012), therefore there was an established interest in this field.

At the school under study, I have experienced a mixture of views from parents about the importance of academic success, with many expecting this from a fee-paying school. However, I have also experienced parents who do not have high academic aspirations for their children and send them for happiness and safety. I have heard many parents state that their main aim is for their children to be happy at school. These conversations have added to my desire to explore more perceptions of the aims of education as there appear to be, perhaps inevitably, disputed aims of the school.

This research acknowledges the qualitative view of the researcher's involvement, rather than the quantitative thoughts of an impartial and detached researcher (Walshaw, 2012), and is a subjective topic. It is my beliefs and values that have led to the research questions and will influence my interpretation of the findings. However, my beliefs and values are subject to change throughout the research process as I construct and continually re-construct my understanding, particularly in light of the findings that the research reveals regarding the students. It could be that my views of myself are also flawed, my own perception of myself is in itself an interpretation and a construction of what I believe are my values. Therefore, although this research

acknowledges the influence of the researcher, there is an acknowledgment that not all potential influences or biases have been outlined here either due to the changing nature of these or unawareness.

Researchers enter settings with a general sociological perspective (Sturman, 1997), however this is not necessarily a problem unless the preconceived ideas I hold dictate what is relevant and what is not. The values I hold may affect the way in which I conduct the research as it will always be from my own unique position. An acknowledgement of my values may not prevent bias in analysing the perceptions and values of others. However, it is hoped that the methodology chosen helps to reduce researcher bias by providing a scientific way of researching subjectivity and a statistical analysis of the data.

1.4 Analytical framework

The aim of this research was to investigate student perceptions of the aims of their senior school education in order to analyse the values that these perceptions may reveal. This is achieved using Q-methodology, followed by factor analysis which identified groupings of similar viewpoints. Schwartz's model of basic human values and pan-cultural baseline of value priorities were chosen as a lens to analyse the factors. The use of a values model as an analytical lens following the factor analysis brings an element of mixed-methods into the research. Q-methodology itself is not described as mixed-method, as it is one method that encompasses both quantitative and qualitative aspects. However, the additional use of Schwartz's model as an analytical lens brings the benefits of an alternative method to the research, providing an additional tool with which to approach the data. Schwartz brings an additional viewpoint with which to analyse the factors. Using Schwartz's research provides an element of triangulation to the research, using both factor analysis and interpretation, and an established values model as an additional interpretative method.

No other studies were found linking Q-methodology and Schwartz's model. The model was chosen due to its appositeness to the Q-set statements, as well as its breadth of application in societal research. As a consequence of the values model being chosen following the data collection, its justification and an explanation of its use appears later in the thesis. The use of Schwartz's model follows the factor analysis of the Q-

sorts and leads into Chapter 6 where the factors are analysed using Schwartz's value model. This analysis identifies interesting trends in the perceptions of the students which show some differences between the values they hold regarding their education and those which Schwartz has shown are more widely held by societies. Chapter 7 then discusses the potential reasons for, and implications of, these differences in value priorities.

Underpinning the study is a review of literature discussing the aims of education, research conducted into the use of and justification for student voice, and research involving students in independent schools regarding their perceptions of their education.

On this basis, three research aims were chosen:

Research aim 1

1. To investigate and analyse the perceptions of students regarding the aims of senior school education at Summerson House.

> **Research objectives:**
>
> 1.1 To produce a Q-set of statements of the aims of education
>
> 1.2 To carry out Q-sorts with a sample of students exploring their perceptions of the aims of senior school education
>
> 1.3 To factor analyse the data to identify groupings of commonly held viewpoints

Research aim 2

2. To investigate and analyse the perceptions that students have regarding what teachers believe are the aims of senior school education at Summerson House.

> **Research objectives:**
>
> 2.1 To carry out the same Q-sort with the sample of students asking them to complete the task as if they were a teacher
>
> 2.2 To factor analyse the data to identify groupings of viewpoints

Research aim 3

3. To analyse and discuss the potential underlying values of the students' perceptions.

    Research objectives:

    3.1 To analyse the factors from the Q-sorts using a theoretical model of societal values to identify any similarities and differences for discussion

    3.2 To discuss the potential reasons for, and implications of, the values held by the students regarding the aims of their education.

1.5 Summary of Chapter One and an outline of the thesis

Chapter One has introduced the themes on which the study is based. There is an assumption that viewpoints can be identified through the use of Q-methodology and subsequent factor analysis. Schwartz's theory regarding universal values is used as an analytical tool following the factor analysis, identifying differences between the values expressed through the Q-sorts and wider societal values.

Figure 1.2 outlines the timeline for this research, showing a brief summary of the order in which the research was conducted and analysed. Definitions of terminology used can be found in section 3.5.

Figure 1.2: Structure of the thesis

The research aimed to investigate the perceptions of students in an independent school regarding the aims of their education, and to analyse the possible underlying values of these assumptions.

Q-methodology was chosen as the data collection method to gather these perceptions.

A Q-set was produced involving analysis of the 'concourse', including literature, regarding the aims of education.

Q-sorts were carried out and factor analysed.

Following the factor analysis, a theoretical model of values was chosen to aid the ensuing discussion. The literature around the aims of education was reviewed using Schwartz's model as a lens. The statements from the Q-set were aligned with the values in Schwartz's model.

Schwartz's model of universal values, and pan-cultural baseline, was then used as an analytical lens to view the factors produced from the Q-sort. This enabled further analysis of the students' perceptions to include an in-depth exploration of the potential values underlying these perceptions.

This analysis showed that although the statements regarding the aims of education reflected Schwartz's model, the factors produced showed a difference in hierarchy to that found in wider societies.

In order to reflect the timeline of the research process, the remaining chapters are organised as follows. Chapter Two contextualises the study in the relevant literature of researching student perceptions and research within independent schools. Chapter Three is an account of Q-methodology data collection. In Chapter Four, the factor analysis of the data is outlined and the factors are presented, with a descriptive interpretation of each. Chapter Five brings in the values model chosen following the construction of the Q-set in Chapter Three and the analysis of the factors in Chapter Four. The literature used in the construction of the Q-set is analysed in this section using Schwartz's model of basic human values. In Chapter Six, the factors are analysed using Schwartz's model, followed by a discussion of themes drawn from this in Chapter Seven. Finally, in Chapter Eight, conclusions are drawn regarding the aims of the research, the contribution to knowledge, the limitations of the thesis and the possibilities for further research.

CHAPTER 2: LITERATURE REVIEW –STUDENT PERCEPTIONS AND THE INDEPENDENT SECTOR

This literature review starts by exploring research that has taken place using student voice and the arguments for researching student views. The second section examines research that has been conducted in the independent sector, with a focus on student voice. Research in the independent sector largely falls into two brackets: historical accounts of the independent sector and more recent research involving pupils in independent schools. Having outlined the aims of the research in Chapter One, this chapter reviews what we already know about researching student voice and research that has taken place within independent schools. It positions this research in the overlap of these two areas: researching student perceptions and research in independent schools. Little research was found in this area.

The literature in this chapter demonstrates that research involving student voice has been conducted within schools on a variety of themes, and that much of this literature argues for the continued expansion of research involving students. This literature review also reveals a lack of research involving pupils in independent schools in the UK, with the majority of current research focusing on the impact of gender and the reproduction of social class. No research was found asking students about their perceptions of the aims of their education within an independent school.

2.1 Researching student perceptions

Many researchers have argued the importance of examining children's perception of their education and of listening to their voices (such as Daniels *et al*., 2001; Jeffrey and Woods, 1997; Lincoln, 1995; Reay and William, 1999). However, it has previously been suggested that research studies that deal directly with pupils' learning experiences have been relatively few (Pollard *et al.,* 1997). This suggests that researching student perceptions of their schooling is an important but under-researched area, although research in this area has increased.

Research has shown a variety of benefits of pupil voice. It saw a resurgence in the 1990s and has remained popular in educational settings (Fielding, 2010). Benefits are

seen both for the school and students when pupil voice is utilised, from making teaching more effective (Fielding, 2006), to personal benefits for the student including the fulfilling of children's rights' expectations, promotion of active citizenship and democracy, school improvement, and enhancing personalisation in education (Cheminais, 2008). Studies have also found a variety of other benefits of pupil voice (for example Fielding and Bragg, 2003; Jackson, 2004; MacBeath and Mortimore, 2001; McCall *et al.*, 2001) but it has previously been thought that students do not get many opportunities to engage in expressing their views (McCall *et al.*, 2001).

Pope (2001) described how when reviewing the literature on adolescents in secondary schools, despite a wide range of topics there were few studies that addressed the experience from the students' point of view. She stated: "It seems ironic that we require young people to attend high school, and yet we know relatively little about what they think of the place," (Pope, 2001, p.xiii). Although student voice research has increased, no studies were found asking students about their perceptions of the overall aims of their education.

2.1.1 Research themes involving student voice

There have been several arguments for the use of pupil voice (Cheminais, 2008; Jackson, 2004; MacBeath *et al.*, 2003), with research often found to involve pupil voice gathering feedback on particular elements of schooling. It has previously been stated that apart from Rudduck (1995) and Pollard *et al.* (1997): "There is virtually no literature which engages with students' perspectives," (Reay and William, 1999, p.344), and Brown *et al.* (2009) described a lack of research regarding student perspectives despite an increase in student-centeredness of assessment for learning. Little attention appeared to have been paid to student views, even though the use of pupil voice had increased (Bragg, 2010). Although research involving pupil voice has increased, there do not appear to be studies which engage students in discussions of their educational experience as a whole, or of the purposes of their education and the values that they may be acquiring through this experience. Two major areas of research which focused on student perspectives have been described as: school improvement and student evaluation of teaching (Brown *et al,* 2009).

Reay and William (1999) highlighted the importance of considering children's perspectives if we are to glimpse the extent to which new subjectivities are being constructed. Their research focused on the effects of national curriculum tests in the primary school, with the understanding that high-stakes testing is permeating children's perceptions of education at all levels. Student voice is increasingly actively encouraged by many organisations as well as from a grass roots level (Fielding, 2010) and comprehensive literature reviews of the use of student voice have been carried out by the likes of Sara Bragg (2010) and Coad and Lewis (2004). Bragg (2010) identified several types of research using student voice: consultation seeking views regarding a particular programme, evaluation collecting information about a programme in order to make judgments about it, and research aiming to 'find things out'.

2.1.2 Reasons for researching student perceptions

Many researchers have previously put forward arguments for listening to young people, particularly within the context of education. In their book 'Children and their curriculum,' Pollard *et al.* (1997) outlined four reasons for the importance of listening to student perspectives on education; including the harmful effects of a romanticised and patronising view of childhood experiences which undermines their status as people; the moral obligation to listen if young people are equally citizens and therefore have the right to participation; and an improvement in educational standards by engaging with student motivation. The fourth reason they give is to identify the powerful messages that can be found in the hidden curriculum. It has been argued that listening to students can provide critical contributions to educational debates. They urge, therefore, that listening to pupil voices should be taken seriously due to the important contribution they make to educational thinking and development.

In 2001, Shultz and Cook-Sather published the, stated, first book to contain student voices on their experience of school in their own words. The aim was to place student voices in the foreground, although co-authors were still used. The research contained first-hand accounts of student experiences of school and the curriculum. One student posed the question: 'An education for what?' (Marzan *et al.,* 2001). Her perception of

high-school was that its aim was to prepare students for college, although college was not the answer for everyone. She stated that in answer to the question: why do students go to school? The answer is 'to get an education'. But, an education for what? The students described the social experiences that come with schooling as being more influential in their development than lessons that go on in the classroom. This research also shows that 'schooling' and 'education' encompass a much wider array of activities than that which goes on in the traditional classroom.

The importance of researching perceptions has also been outlined by Bosworth *et al*. (2011) when researching student and teacher perceptions of safety at school. They describe the perception of safety as being more important than the reality in terms of affecting students' success in school. Perhaps the perceptions students have regarding the aims of their education may also be more important and more influential in their success at school than the reality of the aims of the school. Therefore the importance of understanding student perceptions becomes paramount if there is a desire for improvement in student success at school.

Focusing on student perspectives of assessment for learning, Brown *et al.* (2009) questioned how much we really understand about student experience, and the effects that high-stakes testing might have. In their discussion, they describe how teachers are aware of the consequences of testing however it is much less certain how students perceive these. Brown *et al*. described how we make assumptions about student perspectives, however their perspectives might not be the same as ours, and that understanding student perspectives is important:

> Students are not passive, *tabula rasa* recipient-responders to assessment: they have their own understandings, beliefs, attitudes, opinions, and perspectives of and about what they are participating in; they have their own reasons, motivations, goals, and purposes for cooperating, or not as the case may be. (Brown *et al.*, 2009, p.3)

Although focusing on assessment here, Brown *et al.* went on to describe how classroom practices are the social construction by joint interaction of teacher and student, and therefore what takes place in education partly depends on the students' beliefs, intentions, goals, attributions and motivations. In this case, any reform needs to be with the involvement of students.

Another argument for researching student voice is the potential influence on policy and practice. Edge and Khamsi (2012) in examining the impact of 'international school

partnerships' on students described how there was a lack of empirical research, and that as the aim of the partnerships were to influence student global learning and understanding, the lack of evidence exploring student perspectives created a considerable challenge for policy makers and practitioners. Freeman (1997), in researching African American student perceptions, had also concluded that student voices provide valuable insights for researchers and policymakers. Freeman's research aimed to provide a way of allowing students to express their perceptions in their own voices, having found that often the students at the heart of the research inquiry are not given a voice in the dialogue.

Quinn and Owen (2014) advocated the power of student voice. They described education as an institution being responsible for the protection and care of children and their rights, explaining that it is a child's right to be treated as a capable, competent social actor involved in the education process. They urge educators to recognise the transformative potential student voice can have for innovative education, and the importance of soliciting and respecting students' voices through their involvement. As well as the significant benefits of involving students in terms of engagement, motivation and individual development, they state that it is a student's right to participate in decisions that will affect them. Kidane and Worth (2014) also aimed to influence policy in South Africa by researching student perceptions regarding school agricultural education, aiming to gain insight in order to identify areas for improvement. Their reasoning tied into the belief that education requires coordinated participation of students and teachers. It seems rare that education policy in the UK has been consulted on by students with the aim of engaging them in the process of decision making that will affect them, although arguments have been made for the benefits of including student voice in policy decisions (Fleming, 2015).

Another benefit of understanding student perceptions could be the influence that perceptions have on behaviour, as Way (2011) found in researching student perceptions of discipline practices in schools. The importance of behaviour as an aim of education is discussed in Chapter Five, raising the question that if appropriate behaviour is an aim of education, and if this is better achieved through understanding student perceptions, then this should be a good reason to research student perceptions. Agbuga *et al.* (2016) discussed the importance of student autonomy in increasing motivation and attainment and described autonomy as the students' need to have a voice, make choices, or take ownership in their learning. Listening to student voices, then, may increase motivation and engagement in schools. In researching

school ethos and student perceptions of school, Markham *et al*. (2012) found very weak associations between value-added education and most student perceptions of school, although the only near significant relationships were between high value-added scores and pupil perceptions of better school environment and greater involvement with school. The perception of being more involved in school could also be linked to students feeling like they are listened to and that they play a role in their education. Perhaps some correlation between this perception and higher value-added success is possible.

In researching student perceptions of school climate, Fan *et al*. (2011) described the variations found in student perceptions at both a school and individual level, with student perceptions being shaped by individual characteristics and experiences. Therefore it is to be expected that differences in perceptions will be found within the same context. Fan *et al.* (2011) also found differences in perceptions in terms of gender and ethnicity.

2.2 Researching student perceptions in independent schools

Research involving independent schools largely falls into the categories of historical and case study descriptions of the life of private schools, and research which takes place within the context of private schools involving pupils or parents. This section presents a review of research 'about' private schools, followed by a review of more contemporary research involving pupils within private schools.

Unlike the case study school, many independent schools offer boarding, with a large number being single-sex schools. The 2017 Independent Schools Council (ISC) census of registered independent schools states that between the years of 7 and 11, over 35% of schools have single-sex year groups. Boarding pupils are catered for at 37% of all ISC schools (ISC, 2017). Therefore, much of the literature, particularly older literature, tends to focus on boarding (for example Wakeford, 1969) and/or single-sex independent schools which used to be more of a feature of private schooling. As the case study school is co-educational and exclusively non-boarding, it is perhaps a more unusual case than more common research into independent schools.

2.2.1 Research about independent schools

Several books have been published charting the history of the more elite private schools in Britain and describing the political contexts that these schools have faced throughout their history (Peel, 2015; Rae, 1981). Private education was described by Griggs (1985) as having been a controversial matter for much of the last century, and the discussion outlined in Chapter One highlights the continuing controversy today. While Griggs presented arguments against independent schools, other publications described the more positive aspects of private schools (such as McConnell, 1985) and are more neutral in their descriptions.

A detailed account of the history of independent schools is not being recounted here, however for context it is important to remember that despite the independent sector appearing to be in a weak position in the 1970s (Salter and Tapper, 1985), as evidenced in Chapter One the independent sector has gained strength and now educates more people than ever before.

As well as historical accounts of private schools, some research has also been conducted into the views of parents with regards to choosing private education for their child Fox (1985), which found that reasons are varied but parents are buying a mixture of the advantages that they believe it will bring. Fox described how these beliefs are based on the values that the parents hold regarding social order. The perceived benefits of independent education have been described as access to higher education, 'getting on' in society, discipline and character building and the idea that privilege can be purchased (Walford, 1990). Several studies have researched the parents of students at independent schools and their reasons for school selection (Ball, 1997; Dearden *et al*., 2011; Irwin and Elley, 2011; 2013) with others focusing on the reproduction of privilege through independent education (Brantlinger, 2003).

Other studies have taken place within private schools exploring academic success, the experience of pupils in terms of social capital, and the views of students towards higher education for example (various in Lowe Boyd and Cibulka, 1989; Walford, 1984). Salter and Tapper (1985) described how much of the literature on public schools was devoted to an analysis of how they reproduced class structure. Walford (1990) also put forward this view.

Previous research has therefore largely focused on case study descriptions of some of the more traditional private schools, as well as some research into the influence that

private schools have on reproducing social structures. Aguiar (2012) described the urgency and opportunities in 'studying up' and the reticence there is to study the elite. He described this as disappointing since elites are publically asserting their identities, and as has been discussed continue to dominate elite jobs; as Aguiar stated: "decisions elites make have profound impact on our lives," (Aguiar, 2012, p.4). Therefore although research into students in independent schools is increasingly important in this growing and influential sector, there is not a large pool of research. In the last ten years, however, there has been an increased focus on researching the independent sector in the UK by a small number of researchers. This contemporary research will now be reviewed.

2.2.2 Research within private schools, involving student perceptions

Contemporary research within the independent sector in the UK and USA falls into the broad categories of gender, and the reproduction of privilege. There are several contemporary researchers in the UK conducting studies into student perceptions within independent schools, with a large body of current research stemming from Joan Forbes, Claire Maxwell and their colleagues. There is a growing interest globally in the education of elites, with a small but increasing body of research within the UK.

A large amount of contemporary research within independent schools in the UK focuses on gender. Much recent research in independent schools in England has been conducted by Claire Maxwell and Peter Aggleton, with much additional research being conducted in Scotland by Joan Forbes and others. A recent focus has been on girls in independent schools (Forbes and Weiner, 2015; Maxwell and Aggleton, 2010; 2014; 2015; 2016), researching the concepts of privilege, agency and affect (Maxwell and Aggleton, 2013), and the way in which independent schools prepare girls for particular trajectories (for example Forbes and Lingard, 2015, and cosmopolitanism in Maxwell and Aggleton, 2016). The Scottish Independent Schools Project, consisting of several researchers (Forbes, Lingard, Weiner, Horne, Maxwell, McCartney and Weiner) was started in 2007 to examine the experiences of pupils and staff in independent schools in Scotland, focusing on the production and reproduction of various capitals in these contexts (Scottish Independent Schools Project, no date). There has been a focus on gender and reproduction of privilege (Forbes and Lingard, 2013; Forbes and Weiner,

2015) as well as ways in which independent schools construct themselves discursively (Forbes and Weiner, 2008). These studies largely took place within single-sex schools and focused on student perceptions of privilege and gender providing valuable insight into these aspects. The formation of this project suggests an increasing interest in research in independent school contexts, with the most recent publication currently in press.

Koh and Kenway's description regarding the influence of elite schools makes a strong case for further research in this context: "In all the countries where research on elite schools has been conducted, such research has consistently revealed that these schools underwrite, and sometimes help to rewrite, class, race and gender privilege and the associated relationships of power," (Koh and Kenway, 2016, pp.2-3). They described the need for research of elite schools to be multi-scalar.

Some research into the values of independently educated students in the USA has been conducted by Howard (2008). While teaching at a private school, Howard carried out research into the ways that privileged identities are constructed by the lessons students in private schools are taught about their place in the world. Howard found that the values educators, students, and families at these schools valued most in education were academic excellence, ambition, trust, traditions and service. Although these values have been identified to some extent in this research, the results of my research suggest a different hierarchy of values at the case study school to those identified by Howard. Howard described privilege in terms of identity:

> Values, perceptions, appreciations, and actions are shaped, created, re-created, and maintained through this lens of privilege. Social systems function in ways that support and validate the social construction of a privileged identity for some while limiting and discouraging its construction for others. (Howard, 2008, p.23)

This lens of privilege is perhaps how the participants in the present study approached the research question and their views of education. Mangset *et al.* (2017) described the importance of exploring journeys through family, school and higher education in order to better understand how particular kinds of values are shaped and promoted in these contexts and the need for a variety of further research into education and elites. As Howard described, understanding privilege has the potential for interrupting privilege and creating more critical awareness; perhaps a further justification for research in independent schools.

2.3 Responding to the literature

Previous research involving student views has largely focused on evaluating particular elements of schooling. My aim in this research was to explore beyond the topics that students are usually asked about, to consider the overall aims of educational experiences and the values that might be expressed in these perceptions. No research has been found asking students about the aims of their education, therefore this research aims to provide new insights into this topic.

Research has suggested that students are being impacted by the prevalence of high-stakes testing. My research, though not solely focusing on this, will provide insight into whether student perceptions of their education are influenced by high-stakes testing in this independent school.

My research assumes that the students are able to express their own views regarding the wider aims of their education while being participants in it. It assumes that they are subjects rather than objects within their education and are able to critically reflect on their thoughts about its aims. In response to reasons outlined for listening to student perspectives by Pollard *et al.* (1997), if the moral obligation for researching student voice is true, then it is equally so in this context. Whether the results of my research will lead to improving educational standards is unknown, it is not an explicit aim of the research, however may certainly have that effect by encouraging the students to critically reflect on their experiences.

The question posed earlier: 'an education for what?' (Shultz and Cook-Sather, 2001) is the theme explored in my research, especially in light of the purpose of senior school education that ends in the case study school at 16 but which is compulsory for all the students until 18. The results of the Q-sorts described later in this research show that these students, along with those in Shultz and Cook-Sather's research, perceive the aims of their education to be wider than traditional academic learning.

Although research has taken place to gather student views on aspects of schooling, no research was found asking students about the wider aims of their education. Perhaps it could be argued, however, that there is no difference between the underlying aims of education and the practices with which it is carried out, or that to students they are one and the same. However I would return to the question posed earlier: 'an education for what?' in order to highlight the potential difference between underlying aims of education and teaching practices in the classroom. Perhaps by involving

students in research regarding teaching practices in the classroom, it appears as if students are involved in research regarding their education, however the underlying aims of education remain unquestioned and seemingly unchallenged in student voice research. The purpose of research in the fields of school improvement and school evaluation of teaching could be focused on measureable results which benefit teachers, policy-makers, government departments, donors etc., rather than the use of students' perspectives for the purpose of further understanding students' views and including students as participants in the practice of education. It has been argued that using student views in these two fields still uses students as observers and consumers of the education they are being asked their perspective on, rather than co-creators in the process (Bragg and Manchester, 2012).

Literature has highlighted the importance of understanding student perceptions (Bosworth *et al.*, 2011; Brown *et al.*, 2009) as perceptions can be hugely influential and can impact classroom practices. If education is the result of student perspectives, and not just the cause of student perspectives, then it could be argued that this makes understanding student perspectives essential to the practice of education. It has also been argued that students could influence educational policy and practice, however it appears that vast amounts of policy is produced without the input of research that examines its effect on students from their perspective. Increased understanding of what students think about the aims of education is valuable in understanding more about the way they perceive their environment and social world. A better understanding of perception can help to inform policy and practice by understanding more about what participants think is going on, particularly if the perception does not match up with the stated aims of the organisation.

Koh and Kenway (2016) described the need for research of elite schools to be multi-scalar. This research project is small in scale and aims to get close to the perceptions of students in one particular case study to examine the values that may be constructed regarding their education within the context of the case study school. Published research in independent schools is largely a mixture of arguments for/against private education, combined with historical accounts and descriptive case studies. However, despite a recent increase in contemporary research into independent schools in the UK, no research was found regarding student perceptions of the aims of their education and of the potential values that these students may hold.

Therefore although there are active researchers within independent schools, no studies have been found which examine student perceptions of their education as a

whole. Despite some research exploring student values in respect of gender or privilege, no studies have focused on the values that students may have towards their own independent education. Understanding more about the perceptions of students within independent schooling is valuable because this understanding could influence the policy and practice of independent education towards a focus on cultivating particular values, or at least provide greater understanding and self-awareness of the values that students appear to have regarding their independent education.

2.3 Summary of Chapter Two

Chapter Two has reviewed literature which gives reasons for the importance of researching student voice, revealing a gap both in the research of student voice in independent schools and research into student perceptions of the wider aims of their education. Considering there are many arguments made for researching student perspectives in schools it is perhaps surprising that there appears to be little research using student voice in independent schools. Perhaps also surprising is a lack of research in independent schools in the UK at all, not forgetting a small number of active researchers. Research of the elite is an essential addition in the context of educational research that can lead to a greater understanding of values, social mobility and equal opportunities in the field of elite jobs. As well as the arguments put forward in the literature examined for researching student voice, I argue that there is a need to couple this with research in the independent school context in order to address this apparent lack.

In order to research student perspectives of the aims of their education in the context of an independent school, Q-methodology was chosen as the research method in order to identify groupings of similar viewpoints amongst the students with regards to the aims of their education. This methodology is outlined in the following chapter and produces data which gives insights into the perceptions of students in this independent school. This data is then analysed to examine the underlying values that students appear to be expressing, using Schwartz's model of basic human values as an analytical lens.

CHAPTER 3: Q-METHODOLOGY

The research uses a mixed-methods approach by using Q-methodology to carry out the data collection, and a values model as an analytical lens with which to examine the data. Chapter Three outlines the philosophy behind the research and the chosen design and strategy of Q-methodology. Q-methodology was used to gather student perceptions of the aims of their education within the case study school. Q-methodology involves producing a set of statements (the Q-set) from relevant literature and other sources (the concourse) which students then sort (the Q-sort) into a fixed distribution to express their opinion. The Q-sorts are then factor analysed and interpreted in Chapter Four to identify groupings of similar viewpoints. A values model is then used to analyse the resultant factors in Chapters Six and Seven.

3.1 The philosophy of the research

The aim was to explore student perceptions of the aims of their education, and to analyse these using an established values model as a lens. Q-methodology was chosen as the means of data collection. My ontological position in this research is that it is possible for a participant to express a viewpoint, and to interpret this as a researcher, regarding a subjective topic. The assumption is taken that the researcher is able to observe expressions of viewpoints through the use of a Q-sort that gives enough information to be able to identify groupings of similarly expressed viewpoints using factor analysis.

My epistemological position in this research is constructionist; meaning is derived from community consensus. This is what this research shows: that groupings of similar viewpoints can be found within a social group in a particular context because viewpoints contain at least an element of social construction. The nature of knowledge in this research aligns with the view of constructivism as it consists of individual and collective expressions of viewpoints. Constructionism claims that meaning is constructed by people as they engage with and interpret the world (Crotty, 1998). The ontology is based in constructivism, described as relativism: "local and specific constructed and co-constructed realities," (Guba and Lincoln, 2005, p.193).

There are many varieties of constructivism which theorise how people create meaning systems for understanding the world (mainly Personal Construct Psychology, radical constructivism and social constructionism), with all sharing the belief that all constructed meanings reflect a point of view and are therefore subjective though with disagreement about the implications of this (Raskin, 2002). This research is founded on the theory of Personal Construct Psychology (PCP), the notion that people understand the world by creating bipolar dimensions of meaning (Raskin, 2002), however I would argue that this sits within the theory of social constructionism rather than outside of it. Rather than tensions between theories of PCP and social constructionism, I would argue that PCP sits within the theory of social constructivism: "The individual human subject engaging with objects in the world and making sense of them," (Crotty, 1998, p.79), which in turn sits within social constructionism: "the *mélange* of cultures and sub-cultures into which we are born provides us with meanings," (Crotty, 1998, p.79) and that therefore people are constructing their own individual constructs but within a societal context. This could then result in similar viewpoints being constructed within a particular social context: "Social constructionism is relativistic in emphasising how contextual, linguistic, and relational factors combine to determine the kinds of human beings that people will become and how their views of the world will develop," (Raskin, 2002, p.9). This is described as individual construction and social construction, where construction takes place in the 'social arena', which is then internalised individually (Ernest, 1996). Constructivism in this research is being referred to as an epistemology, a way of participants constructing their knowledge (viewpoint) on the subject.

Arguments could be made against a constructionist position however, if viewpoints are not socially constructed. Another argument could be that the identification of group viewpoints reduces the complexity of a multiplicity of individual viewpoints to something which does not in reality reflect any one person's viewpoint. This research is based on the assumption that viewpoints are constructed through individual interpretation based on context and previous experience, and acknowledges that each viewpoint expressed shows only a snapshot at that particular time, in that particular location, in that particular context. As people construct the social world in different ways, there can be different understandings of what is real (Bassey, 1999). However, there can also be similarities in the way in which people construct their social worlds. Within groups, situated learning can take place which argues that knowledge is shaped both by the context in which it is acquired and through peer interaction, including beliefs and attitudes (Eraut, 2000). Therefore, as a perception is an expression of

belief, and a belief is something that can be constructed within a context and through interaction with others, it is possible that within the same context a similar construction of beliefs may take place amongst groups of people.

It has been argued that people always experience the same event in different ways (Fay, 1996), therefore people's perception will be different based on their interpretations. As a result of this, although there may be groupings of similar opinions within a context, there is always a multiplicity of voices particularly regarding subjective matters. It is with this understanding that Q-methodology was chosen to identify student perceptions. Although individual differences exist between the participants' viewpoints, I believe that there are a limited number of differences possible. Each viewpoint is made up of certain ingredients, these I believe are reflected in the statements in the Q-set which aim to provide a wide range of viewpoints regarding the aims of education. As each participant's viewpoint in this study will be made up of these statements, there is a limited number of potential viewpoints that can be expressed and observed, therefore these can be identified using the factor analysis.

The paradigm is interpretivism. I aim to understand the viewpoints within the particular context of the research, the multiple voices that are there reflecting the multiple realities that may exist amongst the students. Due to the factor analysis, this statistical element potentially brings in a positivist view as well. Perhaps some tensions exist here between the interpretivist and positivist aspects of the research. These potential qualitative/quantitative tensions are explored further below. Three main types of interpretivism have been described as symbolic interactionism, phenomenology and hermeneutics, with "the interpretivist approach looking for culturally derived and historically situated interpretations of the social life-world." (Crotty, 1998, p.67).

Phenomenology attempts to create meaning by putting aside cultural contexts in the making of meaning (Crotty, 1998), however by providing a Q-set of statements this research could be argued to be providing the cultural context from which the participants are invited to make meaning and is therefore not aligned with a phenomenological interpretivist approach. The research is exploring the participants' subjectivity, looking at common meanings as well as individual perspectives, and therefore is not trying to dismiss the cultural aspect in which the perspectives of participants are being gathered. The research uses texts to produce the Q-set, and the resulting Q-sorts are then analysed, bringing in an element of hermeneutics in terms of

interpreting language, however does not do so with a structured hermeneutical process as such.

The interpretivism in this research most closely mirrors that of symbolic interactionism, described as the making of meaning through the interaction of the individual with shared symbolic tools, such as language, and the idea of understanding a person's perspective by putting oneself in their place. Only through dialogue can we understand and interpret the meaning others have made (Crotty, 1998). Symbolic interactionism sees meaning arising from interactions between people, rather than emanating from the intrinsic make-up of the thing that has meaning or arising from psychological elements in the person making the meaning (Blumer, 1969). This is the view taken in this research, that although participants are interpreting both the statements in the Q-set and the 'aims' of their schooling individually, it is through interactions in this social context that they make meaning and create their viewpoint. Meaning as a social product is what links the theoretical perspective of this research to PCP, social constructivism and social constructionism.

Q-methodology was chosen to examine student subjectivities and is described as a hybrid of quantitative and qualitative methods, using a term coined by Stenner and Stainton Rogers (2004): qualiquantology, rather than a 'mixed methods' approach. The data is not drawn from different research designs as in more common mixed methods research (Walshaw, 2012) but is one method providing both quantitative and qualitative aspects to the data. Q-methodology is mainly a quantitative procedure due to the factor analysis, however its aim is addressing emerging qualitative data by allowing participants to express their subjectivity. Q-methodology is also not quantitative per se in that it does not claim to be conducting measurements, instead it is aiming at identifying patterns within a group. The research focuses on convergences and variation within a specific population and context and therefore could be considered positivist (Walshaw, 2012). Q-methodology is described as mainly quantitative: "Q-methodology provides a quantitative, systematic method for identifying different viewpoints about a subjective topic that are in existence within the same group of individuals," (Chinnis *et al.*, 2001, p.253). However by attempting to reveal subjectivity it also has qualitative aspects and is therefore often considered a way of combining quantitative and qualitative methods (Gorard and Taylor, 2004). It could be argued that tensions exist within Q-methodology due to the quantitative and qualitative elements of the methodology. Q-methodology takes a qualitative, subjective, topic and includes subjective viewpoints of this in the data collection.

However once the data is collected, which is itself qualitative, it is factor analysed bringing in the quantitative statistical analysis element. In this way the research uses both quantitative and qualitative elements together in the same method. However Brown (2019) argues that Q-methodology is not a hybrid and that considerations of quantitative/qualitative/mixed methods are not relevant, rather is a 'new' method with a methodology of its own.

An 'interbreeding' of research disciplines and perspectives is happening in social sciences (Guba and Lincoln, 2005) resulting in a range of methodologies that are no longer as clear cut as they used to be. This research is an example of that, blurring together the disciplines of psychology and attitudinal research with education, and a method which bridges quantitative and qualitative paradigms. The factor analysis attempts to address the depth behind the patterns identified and therefore goes further than the surface-level description often associated with quantitative research (Walshaw, 2012). This element of qualitative research fits with the subjective aspect of the topic under study: "The intent of qualitative researchers to promote a *subjective* research paradigm is a given. Subjectivity is not seen as a failing needing to be eliminated but as an essential element of understanding," (Stake, 1995, p.45).

There is an element of social constructionism in this research, due to the assumption that viewpoints are socially constructed and that there exist shared viewpoints: "Constructionist research typically deals with practical workings of *what* is constructed and *how* the construction process unfolds," (Holstein and Gubrium, 2008, p.5). However constructionist inquiries in education: "illuminate how learners' identities and competence, distinctions between valued and devalued subject matter, and the social organisation of schooling are constructed, and in so doing they may help education better achieve its transformative potential," (Wortham and Jackson, 2008, p.107). Although this research aims to identify common perceptions held by students, and also explore the potential values that underpin these perceptions, an illumination of how these are constructed is beyond the scope of this project.

Despite most research in the social sciences being applied (Kumar, 2014), this research is an example of pure research as it attempts to add to the existing body of knowledge with a case study examining people's viewpoints although does not actually attempt to measure them, rather analyses these viewpoints using a values model as a lens. I have used Guba and Lincoln's comments (2005) regarding research paradigms to help situate this research project. The aim of the research is both towards explanation but not necessarily prediction and control (which Guba and Lincoln situate as positivism

and postpositivism) but is also about understanding (situated as constructivism). This research is therefore descriptive as it describes the factors drawn from the data, but could also be considered explanatory as in analysing the factors it attempts to explore reasons for groupings (correlations) of viewpoints (Kumar, 2014).

3.2 The research design and strategy

Data were collected within the school in which I worked. Practically, I had access to participants and a location in which I could conduct the research with relative ease and within the logistical and time constraints. Justifications have also been made for researching within an independent school context in Chapter One.

The research design is therefore that of a case study. A case study is an investigation of an individual, group, or phenomenon (Sturman, 1997). It is a focus on the complexity of a single case (Stake, 1995). This research focuses on a 'case' – one particular school– in order to learn more about a phenomenon under investigation: viewpoints regarding the aims of education and the values that these may express. This type of design provides participants with a voice and is suitable for the research questions. The point of a case study is to understand the case more deeply, rather than make general claims (Walshaw, 2012) and this is what this research attempts.

Case studies are a valuable way of understanding more about a topic by focusing in on one context. It has been stated that they allow for the retention of holistic and meaningful characteristics of real-life events, (Yin, 2009), such as the expression of viewpoints, and are an ideal design for understanding and interpreting observations of educational phenomena (Merriam, 1988). Bassey (1999) described how case study can be a prime strategy for developing educational theory to illuminate policy and enhance practice. It has been argued that case studies can be appropriate when information from participants is not subject to truth or falsity, but is more about the most compelling interpretation, the perspectives of individuals (Merriam, 1988). As this research explores subjective viewpoints and the similarities that may exist, recognising the embeddedness of social truths that may cause groupings of similar viewpoints and the complexity of this, the benefits described here of a case study design make it an appropriate choice. The assumption that groupings of similar viewpoints exist within a particular contextual group has been linked to the use of case study research due to

the belief that human systems are not loose collections of traits but develop a characteristic wholeness (Sturman, 1997).

There have been many attempts at classifications of types of cases study (Cohen *et al.*, 2011). My research could be said to be intrinsic: "if it is undertaken because, first and last, the researcher wants better understanding of this particular case," (Stake, 2000, p.437). I have chosen to conduct a case study due to its applicability to the research question, the logistics of the data collection process, but mainly because it is a valuable form of research. Bassey argued that: "Educational research is critical enquiry aimed at informing educational judgements and decisions in order to improve educational action," (Bassey, 1999, p.39). These insights enable us to reflect more effectively on the values that may be enhanced through education. Schwartz (2012) describes how values can lead to predictive behaviour, therefore if in this case study values regarding education can be identified these may enable us to identify potential future behaviours of participants, which in turn could allow us to critically reflect on the values that the school may want to enhance in its pupils.

3.3 An outline of Q-methodology

Q-methodology was originally invented and advanced primarily in psychology by William Stephenson in the 1930s (Brown, 1980). Stephenson proposed Q-methodology as an antidote to the increasing reductionism he saw in psychological research and the reliance on measurements of tests and scales, stating:

> We propose to throw away all such measurement. Yet we shall study man's attitudes, his thinking behaviour, his personality, his social interaction, his *self*, his psychoanalytical mechanisms, and all else objective to others or subjective to himself; and we can do this scientifically, without using any formal scales or measuring instruments of any kind with which psychology is familiar. This is achieved by Q-technique. (Stephenson, 1953, p.5)

Q-methodology was designed to scientifically study human subjectivity. Q-methodology gives participants a set of statements regarding a topic (Q-set) and asks them to rank-order the statements according to a given instruction (the Q-sort). Q-sorts are then correlated and factor analysed. Stephenson adapted Spearman's

traditional method of factor analysis to identify clusters of persons who sorted the statements in essentially the same way, known as factors (Brown, 1980). He had a desire to examine the holistic person and uniqueness, rather than generalisations across large populations (Wigger and Mrtek, 1994). Q-methodology does not seek to measure the spread of views across a population, but to identify groupings of views and can then measure individuals' affinity with those views (Eden *et al.*, 2005). In essence the difference between Q-methodology and traditional factor analysis is in terms of what is considered the 'sample' with which comparisons are made. In traditional R-analysis, participants are the sample and comparisons are made between a participant and the rest of the sample – other participants. In Q-methodology however, the factor analysis is inverted. The statements that make up the Q-set are considered the sample, not the participants (who are called the P-set). Therefore comparisons are made between a Q-sort and the rest of the sample – the other Q-sorts. Comparisons are therefore made between expressions of viewpoints as demonstrated through the Q-sorts, resulting in factors of similarly expressed viewpoints.

Q-methodology stems from the theory of Personal Construct Psychology as set out by George Kelly in the 1950s (Centre for Personal Construct Psychology, 2009). The theory is based on the notion of 'constructs' – internal ideas of realities that people have which help them to understand the world around them. Constructs are based on previous interpretations of observations and experiences that people have and are bi-polar. Allowing someone to explore the constructs that they have leads to a greater understanding of essential constructs like values and beliefs. It is a piecing together of information (as in a constructivist view of knowledge) rather than a traditional scientific aim of arriving at the whole and absolute truth. Q-methodology is based on a belief in multiple constructed realities and a focus on subjectivity, expressed through attitudes and behaviour (Wigger and Mrtek, 1994). This research explored the subjective views that students have regarding the aims of their education. These views are subjective in that there is no absolute agreed consensus of what they should be, and they are an expression of individual beliefs and opinions. Q-methodology therefore allows for an exploration of subjective views by asking people to explore their constructs around education, addressing the bipolar aspect of constructs by asking people to decide on statements they agree and disagree with to differing degrees.

The use of a Q-sort forces the consideration of subjective opinions by getting the participant to initially decide whether they agree or disagree with a statement, and then

forcing decisions between statements on the extent to which they agree or disagree. More traditional approaches such as using a scale to get participants to rate statements does not give this same sense of consideration of the belief of a statement in terms of its relativity to another. By filling in a survey where a participant decides for each statement separately what score to assign for it in terms of how much they agree or disagree does not force the participant into considering statements of aims and values as a whole set. The Q-sort, by contrast, forces participants to consider their view of statements in consideration of others rather than as separate items. This allows for a holistic expression of subjective views regarding the aims of education as it forces the participant to consider their views as a whole, rather than just as independent statements. Q-methodology has been described as a way of systematically and holistically identifying different types of viewpoints (Stainton Rogers, 1995; Watts and Stenner, 2012). Therefore I chose Q-methodology for the study because of its holistic nature: "due to its emphasis on the interpretation of factors in a holistic manner it is sensitive to the complexities and nuances of viewpoints," (Moen and Kvalsund, 2014, p.15).

Many previous studies have found Q-methodology to be an effective way of exploring viewpoints and beliefs (such as Akhtar-Danesh *et al*., 2011; Anderson *et al*., 1997; Barbosa *et al*., 1998; Bond, 1962; Chang, 2012; Chinnis *et al*., 2001; Corr, 2001; Cross, 2005; Cummins, 1963; Ellingsen *et al*., 2010; Hunter, 2011; LeCouteur and Delfabbro, 2001; Moen and Kvalsund, 2014; Rimm-Kaufman *et al*., 2006; Sheldon and Sorenson, 1960; Stainton Rogers, 1995; Stone and Green, 1971; van Exel and de Graaf, 2005; Wittenborn, 1961; Woosley *et al.,* 2004; Wooley and McCginnis, 2000). Brown describes clearly why Q-methodology is an appropriate method for examining subjective viewpoints, referring initially to Wittgenstein's description of how we picture facts to ourselves:

> A *Q* sort is such a picture, being an individual's conception of the way things stand. As such, it is subjective and self-referent. It is operant in that it is in no way dependent on constructed effects. There is no right or wrong way to do a *Q* sort. The individual merely operates with the sample of statements in order to provide a model of his viewpoint vis-à-vis the subject matter under consideration; his elicited response indicates what is operant in his case, e.g. that he agrees with statements *a* and *b* more than *c.* The resultant factors point to categories of operant subjectivity (Stephenson, 1973, 1977), i.e., to persons bearing family resemblances in terms of subjectively shared viewpoints. All is subjective, yet the factors are grounded in concrete

behaviour, are usually reliable and easily replicated, and, happily, are subject
to statistical summary which facilitates more careful description and
comparison. (Brown, 1980, p.6)

It is important in Q-methodology to believe that at a given time an individual has a
definite position regarding a given subjective topic and that this can be represented
through a Q-sort (Barbosa *et al.,* 1998). A Q-sort is an individual's conception of reality
and is therefore subjective and self-referent (Brown, 1980).

3.4 Terminology

Q-methodology/Q-method/Q-technique: These terms can be used to describe Q-
methodology. For consistency, 'Q-methodology' is used in this research. The term Q-
methodology covers the philosophical, methodological and practical aspects of this
particular research design.

Concourse: Communication of all possible aspects that might surround a topic
(Ellingsen *et al.*, 2010). The total 'population' of statements regarding the topic under
investigation that will be sampled to form the Q-set.

Q-sample: The reduction of the concourse to the chosen statements used to make up
the Q-set.

Q-set: The final set of statements that are generated to represent possible views of
participants that will be used in the Q-sort.

Q-sort: The sorting of the Q-set statements into a forced pattern from the point of
view of the participant under particular instructions.

P-set: The participants that conduct a Q-sort.

3.5 Operant subjectivity

Within Q-methodology 'subjectivity' is regarded as a person's communication of a point

of view (McKeown and Thomas, 2013). Q-methodology uses a Q-sort in the belief that subjectivity is operant, that it is not an isolated aspect of the mind but is a behaviour (Brown, 2003; Stainton Rogers, 1995; Watts and Stenner, 2012). Operant subjectivity is defined as a behavioural activity that constitutes a person's current point of view (Watts and Stenner, 2012). The use of a Q-sort enables the participant to express their subjectivity through the act of sorting: "Q sorting is a means of capturing subjectivity – reliably, scientifically and experimentally – in the very act of being an operant," (Watts and Stenner, 2012, p.26). Through Q-methodology, self and subjectivity are rendered operational through the Q-sort, the factors that emerge from the subjective sorting are therefore categories of operant subjectivity. These factors are naturalistic and uncontaminated by the researcher, because they have occurred naturally by the participants' actions (Brown, 2003). As has been stated: "The researchers' views or theoretical preferences do not predetermine the outcome," (Anderson *et al.*, 1997, p.337). Participants are given an active role in the construction of the Q-set as the concourse contains their own views, therefore the subjective viewpoints of the participants are taken seriously and the factors emerge from the participants themselves (Ellingsen *et al*., 2010).

Q-methodology is based on the belief that objectivity and subjectivity are complimentary modes of activity and exist mutually (Watts and Stenner, 2012). The use of a Q-sort is subjective in that it allows the participant to act out their subjectivity (Brown, 2003). The completed Q-sort is objective in that it is the product of the experience of the participant. The aim of this process thus allows subjectivity to then be studied scientifically through factor analysis as the subjective process produces an object which can then be statistically analysed. Q-methodology therefore was chosen as a means of limiting the influence of an insider researcher. However, I believe there is no way of removing the influence of a researcher, and in this method it may be most obvious in the construction of the Q-set. The Q-set requires a reduction of the concourse and choices made on which statements to include, which to exclude and how they are worded. Assumptions are made on the part of the researcher regarding the interpreted meaning of these statements and therefore the influence of the researcher is still present.

3.6 A note on social cognitive theory

Bandura (2001) described the agentic perspective of social cognitive theory. People are agents in the world, producing and being produced by social experiences. Social cognitive theory has moved away from the early behaviourist theories, which did not attribute agency to the individual. Bandura described how people are not just reactive, but reflective, demonstrating considerable self-direction in the face of competing influences. The social context is powerful also, leading to shared beliefs in which people do not live in isolation. By researching people's subjectivities using the Q-sort and subsequent factor analysis, I am exploring this concept of a lack of dualism between individualism and collectivism. The Q-sorts allow an examination of both individual viewpoints as expressed by individual participants, but also groupings of shared viewpoints which I believe are found amongst people within the same context due to the socially constructed nature of beliefs. Bandura described how human agency is rooted in social systems, therefore the action of Q-sorting is an expression of human agency which in itself is also rooted in the social context in which it is conducted and is therefore inseparable from the shared groupings of viewpoints identified in the factor analysis of the Q-sorts.

3.7 Choosing Q-methodology

Q-methodology was chosen to conduct the data collection because it provides a way of studying individuals and their viewpoints; it is a ways of studying 'many voices' (Stainton Rogers, 1995) while identifying groupings of similar viewpoints. Therefore using other methods that would compare individuals across group averages would not have been an appropriate choice (Barbosa *et al.*, 1998). The use of methods using traditional inferential statistics (such as surveys and questionnaires using scales as measurement) were discounted as I did not wish to examine individual responses in comparison with averages in the group. Q-methodology was chosen as a good method for the case study because: "Q-methodology provides a quantitative, systematic method for identifying different viewpoints about a subjective topic that are in existence within the same group of individuals," (Chinnis *et al.*, 2001, p.253). The Q-sort process itself may also be a method which participants find more engaging as it

involves some activity on their part, more than questionnaires which are often supplied to students who may rush them and not give them the consideration required in a forced-choice situation. Q-sorts are relatively easy to administer and Hunter described it as a good method because: "Participants are not bored by, or intimidated at the prospect of filling out a lengthy questionnaire. Nor does it require the lengthy interaction necessary for conducting face-to-face interviews," (Hunter, 2011, p.342). The Q-sort can be administered to groups of participants which an interview could not, unless it was a focus group in which case the responses from participants may be influenced by others and also by my presence as an insider researcher. Using Q-methodology, rather than interviews or focus groups, is not a traditional way of accessing pupil voice as some may argue that the pupil's voices themselves are not being expressed through the use of the statements. However it has been argued that pupil voice is not just spoken word but any way in which pupils express feelings or views about their school experience (Robinson and Taylor, 2007), in this case through the use of a Q-sort. It has been said of Q-methodology that: "It is a suitable and powerful methodology for exploring and explaining patterns in subjectivities, generating new ideas and hypotheses, and identifying consensus and contrast in views, opinions and preferences," (van Exel and de Graaf, 2005, p.17), which is what this study aims to do.

Initially, Q-methodology was primarily used in psychology (Brown, 1980) but its use has increased into other areas of research. Q-methodology has been used as a way of examining attitudes and beliefs in a variety of contexts such as nursing and healthcare (Akhtar-Danesh *et al*., 2011; Barbosa *et al*., 1998; Chinnis *et al.*, 2001), tourism (Hunter, 2011), IT (Chang, 2012), social work (Ellingsen *et al*., 2010) and coaching communication (Moen and Kvalsund, 2014). Within education it has been used in the high-school classroom (Anderson *et al*., 1997; LeCouteur and Delfabbro, 2001; Sheldon and Sorenson, 1960), on numerous occasions within a higher education context (Bang and Montgomery, 2013; Cummins, 1963; Falchikov, 1993; Jervis *et al.,* 1958; Sheldon and Sorenson, 1960; Stone and Green, 1971; Wigger and Mrtek, 1994; Woosley *et al*., 2004), and also with young people in an extra-curricular context (Bond, 1962). In 2005, Eden *et al.* stated that 'Web of Science' cited 91 papers published about or using Q-methodology from 1990 to 2003. A search conducted in January 2016, narrowed to the research area 'Education educational research', found 133 papers using Q-methodology through its entire timespan.

Q-methodology explores subjective operants which, unlike a scale response on a questionnaire, is neither right or wrong: "It would seem unprofitable on the face of it to ask a person a question or to administer a scale to him if a decision has already been made as to what the response will mean," (Brown, 1980, p.3). The use of a Q-sort allows participants to express their subjectivity without any decision being made in advance of what their responses will mean.

3.8 Gaining access

The research was carried out within my own workplace. Permission was gained from the Head Teacher as a 'gatekeeper'. Parents of participants were contacted by email with a participant information sheet and explanation of the nature and purpose of the research. This gave parents the option to opt-out their child's data from the research; no parents took this option. The students were also given the option to not save their data at the end of the Q-sort process if they did not want their data to form part of the research. It is uncertain whether any students took up this option. There were a few students who did not save Q-sorts, however there could be other reasons for this.

3.9 Ethics

Participants were aged 11-16. Some are also identified as having 'special educational needs', however no student's needs are severe enough to require an EHCP or one-to-one support within the classroom. All students take part in mainstream education and both parents and students were given the option of their data not being used in the research.

There was a small risk that participants may disclose information of a sensitive nature, in which case school safeguarding policies would have applied, however this was not necessary.

The data collection with students was carried out during a lesson. The activity was considered valuable educationally as it encouraged students to critically consider their views on the aims of education. All students took part during the lesson and then had

the option to have their data discounted from the research process, thus protecting their right not to be researched. It was not necessary or practicable to give students the option of opting out of the activity as it did not differ greatly from their normal lesson activities. Having all children take part in the activity also removes the anxiety of choosing to opt out as this would not be normal lesson practice. As I was the participants' teacher, there was the potential for participants to experience pressure to take part in the research. However, as all participants took part in the activity no participant was going to stand out should they not save their data. Students could also remain anonymous by inputting a fake email address.

I believe that the Q-sort is a good method for the participants in this study as it offers a non-threatening and simple way of gathering an individual's view without them having to verbalise it (Ellingsen *et al.*, 2010). Other methods may have been difficult due to the influence of power-relations. The Q-sort avoids the difficulties participants may have in voicing their opinions in an interview situation. The act of sorting statements is also familiar as normal classroom practice and one which students would understand without lengthy instruction, thus not taking up a disproportionate amount of their time.

Q-methodology allows for some removal of the researcher from the method to attempt to avoid researcher influence and bias. There is an element of internal validity through the factor analysis of the Q-sorts and the inclusion of those Q-sorts in the formulation of factors that are most statistically significant. There is some external validity in being able to link the conclusions of the research to other elements in the literature explored and also an element of concurrent validity with the use of the Q-sort procedure, the demographic data and written response questions from participants. This case study, unlike others, does not rely on observations of the participants by the researcher which could lead to bias both in the recording of observations and in the interpretation of findings. The use of Q-methodology allows for less bias in the collection of data and analysis due to the impartiality of the factor analysis. There is inevitably researcher input into the interpretation of the factors, however the factors themselves have arisen from the participants and have been identified by the factor analysis without any bias from the researcher.

3.10 Insider research

Being an insider in the research location required thought and preparation in order to minimise my influencing of the research where appropriate. However as the researcher I interact with the participants in the construction and interpretation of the data. Choosing Q-methodology was a part of this decision. As aims can be an expression of underlying values, even though this research is about perceptions participants may feel like they are being questioned about their values. There can be some concern around this: "Explicit concern with values can distort communication. That is precisely because people do not usually talk about their values directly and when they are encouraged to talk in that way to people with whom they have a relationship that is primarily professional in nature, they tend quite reasonably to talk at an abstract and uncontroversial level," (Halliday, 2002, p.55). It is due to this that I chose Q-methodology to collect the data and did not conduct face-to-face interviews with participants. This was also why the research questions focused on aims of education, rather than explicitly asking people about their values. I believe that more meaningful data was collected by questioning people's perceptions of the aims of education in an anonymous manner.

I believe that it is not possible to remove or ignore my own position, therefore my values will affect the way that I interpret, analyse and communicate the findings. I believe that the values and beliefs that I hold have been largely influenced by the social experiences that I have been exposed to and by the influence of others. The choice of Q-methodology may help to reduce my own biased influence in both creating the Q-set and analysing the data. The Q-set is created using participants' own words as well as literature and the factors derived from the data analysis are a result of the participants' views grouping themselves with other similar participants' views, not me as the researcher choosing how to group the participants (Ellingsen *et al.*, 2010). The aim is to engage with the topic, rather than remain aloof from it, to approach the data analysis reflexively and fully aware of the subjectivities and interpretive nature involved in this type of research. As stated: "The subjectivity of the researcher is therefore to be valued rather than elided," (Eden *et al.*, 2005, p.421).

My voice in this research is described in the constructivism paradigm as: "Passionate participant: as facilitator of multivoice reconstruction," (Guba and Lincoln, 2005, p.194). This is necessary as I am facilitating the multiple voices that have 'spoken' through the data collection. I cannot remove myself from the research as it is my

interpretation of the data that has been gathered, which cannot be communicated separately from myself as meaning cannot be reported in a way which is independent of the observer (Halliday, 2002).

3.11 Population and sampling

Some explanation of 'population' and 'sample' are relevant here due to the inverted nature of Q-methodology. In Q-methodology, the 'population' of this study, is the concourse of statements regarding the aims of education, rather than the total number of pupils that could have been sampled. The 'sample' is the Q-sample of statements that is derived from the concourse. This is because in the factor analysis that takes place, groupings are identified amongst the Q-sorts, rather than amongst the participants.

Participants (the P-set) were chosen to represent as wide range of views as reasonably possible. Eden *et al.* stated that: "In Q, participants are chosen for comprehensiveness and diversity, rather than representativeness or quality," (Eden *et* al., 2005, p. 417). In choosing representative participants the goal is to simulate, not represent the subjective structure of beliefs and to compare individuals' views, therefore respondents are selected to provide a reasonable representation of points of view which roughly reflect the larger population but do not need to reproduce relative frequency (Wooley and McCginnis, 2000). The P-set were chosen with the aim of representing the research population, defined as the students in the senior school. The participants were also selected for convenience due to accessibility. The P-set consisted of 56 students from years 8-10, out of a total of 158 senior school students (years 7-11). This sample is of an adequate size and range to examine viewpoints of students in the senior school who are in key stage three and key stage four. Therefore I was able to examine viewpoints pre-GCSE and during GCSE study. In terms of Q-methodology, the P-set is of an appropriate size for factor analysis.

3.12 The data collection

In Q-methodology, a Q-sort is used to gather viewpoints. Data collection occurred as follows:

1. Statements were drawn from the concourse
2. The Q-sample was created
3. The Q-set was formed from the Q-sample and the Q-sort designed
4. A pilot study was conducted
5. The Q-sorts were carried out
6. The Q-sorts were factor analysed and interpreted

Each of these stages will be discussed in turn below.

3.12.1. Statements were drawn from the concourse

Stephenson based Q-methodology on the theory that viewpoints of the participants can be expressed using a sample of all possible statements regarding a given topic. The overall population of statements is called the concourse and can include published literature, common knowledge and any form of social knowledge or discussion regarding a topic (Brown, 1991; Stainton Rogers, 1995). The 'concourse' was a combination of literature and primary data collected from students and teachers. The concourse is explored, following the factor analysis, in Chapter Five using a values model as an analytical lens.

Early in the research process, I collected statements from students and teachers to contribute to the concourse. The aim was to gather as many viewpoints as possible to ensure that the concourse, and subsequently the Q-sample of statements, was comprehensive. I followed the example of Akhtar-Danesh *et al*. in their 2007 study of viewpoints, where participants were asked to submit at least five statements that described their experiences and feelings around the topic in question. I used this same technique as it was simple to carry out and was not as time-consuming as interviews, as has been done in other studies (Chang, 2012; Falchikov, 1993). I gave the instruction: 'Give at least five aims of school education'. I used the term 'school education' as this is the focus of the research, being conducted within a school, rather

than higher education. I avoided the term 'in your opinion' in order to widen the responses to include a range of different aims that could be considered. The same process was carried out with students. Additional statements were also gathered from conversations with other relevant people at training events and with other teachers at different schools with the purpose of gaining as wide a range of statements as possible covering the topic.

Convenience sampling was used to gather statements from students. Forty-five students were questioned resulting in a raw 203 statements. 44 raw statements were gathered from teachers.

There was a distinct difference in the gathering of statements with classes of different age groups and abilities. Year 7 students struggled with the concept of the question, attempting to get the right answer and having few ideas about what the aim of education could be. An immediate reflection on the lesson with one Year 9 class is below. It is difficult to know if the students were more engaged with the task because they were older, more experienced in education, of a higher ability or just due to the nature of personalities within the class.

Statement gathering reflection

Top set, Year 9

This class were very animated in their discussions regarding the aims of education. Many had never considered the question before and therefore found it difficult. However, when prompted, they came up with a variety of ideas and were quite passionate about their views. Opinions ranged from an academic focus to more social focuses, with many students wanting 'useful' and practical lessons in aspects that will 'actually help' them in day-to-day life. They considered many subjects to be abstract and irrelevant to life, only learning them for exams. For some students, passing GCSEs was the aim of education. Many students discussed the stress they continually felt regarding exams in education. One student explained that he thought that education should not be compulsory and that if younger children had been taught well they would know the value of education and would continue with it at their own choice, and would therefore be more motivated and willing to learn.

3.12.2. The Q-sample was created

The number of statements forming the concourse can be too high and needs to be reduced to form the Q-sample: "This consists of identifying which statements should be used to represent the different facets and complexity of the concourse, but in a limited number," (Ellingsen *et al*., 2010, p.398). An initial raw 247 statements from participants were gathered. Statements that had been gathered from other sources such as conversations, personal reflections, online media, as well as literature reviewed in Chapter Five were added to this number. These statements then formed the Q-sample, from which a smaller selection of statements needed to be made to form the Q-set.

3.12.3. The Q-set was formed from the Q-sample and the Q-sort designed

An initial narrowing of the Q-sample by removing identical, or almost identical, statements resulted in 354 raw statements. Statements were then narrowed again by combining similar statements resulting in 198. This refining continued by removing duplicates and combining similar statements until 43 statements remained which were used for the pilot study. Statements were reworded to provide consistency and to make them more easily understandable. Re-wording of statements is normal practice and ensures that appropriate language for the participants is used as well as ensuring that the statements make sense together as a set (Eden *et al*., 2005).

It is important to avoid ambiguity in the statements and to use clear everyday language (Anderson *et al*., 1997; Barbosa *et al*., 1998; Sheldon and Sorenson, 1960) therefore the use of statements gathered from participants helped. Although it is recommended by Brown (1980) that statements are changed as little as possible in order to retain the naturalness of the participants' expression, there was such a wide variety of writing styles that the raw statements were not easily understandable as a group. I was also conscious that the Q-sort participants were aged between 12 and 16 and needed to ensure that the language in each statement could be understood, as far as possible without losing meaning: "A variety of statements can be used in a Q study, although in choosing the character and number of statements, the researcher has to

consider the complexity of the topic as well as the participant's age, patience and cognitive ability," (Ellingsen *et al*., 2010, p.404).

3.12.3.1 Representativeness

The main aim of a Q-set is that it is broadly representative of the opinion domain and covers all the relevant ground in as thorough a fashion as possible (Watts and Stenner, 2012). The Q-set was not strictly structured, although key themes were identified in order to help the refining process. 27 first level categories and 22 second level categories were initially identified when the statements were narrowed to 198. After some initial narrowing, Figure 3.1 shows the categories and number of assigned statements:

Figure 3.1 Categories of statements: version 1

This was considered too many categories as there was much overlap and the number of statements needed to be narrowed down. When the statements were reduced to 78, eleven first level categories and an additional 17 second level categories were chosen.

When the statements were narrowed to 43 for the pilot study, the eleven first level categories were retained and an additional 15 second level categories were identified, show in Figure 3.2:

Figure 3.2 The final statements for the Q-set, arranged using their original categories
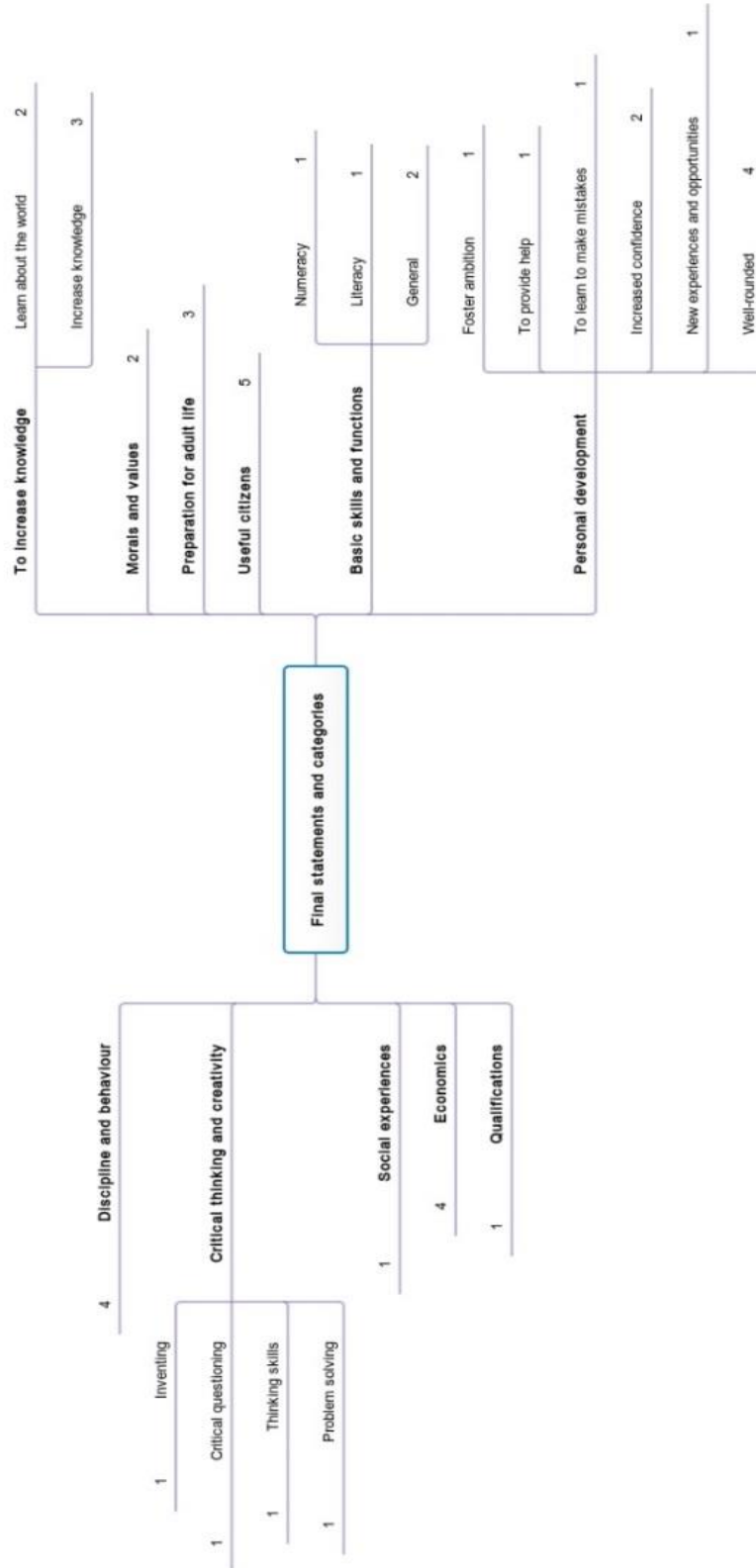
At this point, as statements were combined to avoid overlap, the categories in some places began to look unbalanced in representation. I attempted to re-categorise the 43 statements to check for a balanced Q-set that did not provide too large a number of similar statements that would inevitably influence the results in the factor analysis. I sought the opinion of other education professionals regarding the Q-set in order to gain further critical opinions on the representativeness of the statements prior to the pilot study.

The number of recommended statements for a Q-set varies greatly, with several studies using between 20 and 40 statements (Anderson *et al*., 1997; Bang and Montgomery, 2013; Barbosa *et al*., 1998; Chang, 2012; Ellingsen *et al*., 2010; Hunter, 2011; Moen and Kvalsund, 2014; Rimm-Kaufman *et al*., 2006; Sheldon and Sorenson, 1960; Wigger and Mrtek, 1994; Woosley *et al*., 2004). Some studies use a greater number of statements, for example 69 (Chinnis *et al.*, 2001), 83 (Falchikov, 1993), and 118 (Bond, 1962). In narrowing down the statements I arrived at a Q-set of 43 that I felt, having consulted with others, represented as far as practicable the concourse. I believed that 43 statements was an achievable number for the participants to sort in a reasonable time. I feared that making the task too difficult and time-consuming would impact the ability to get genuine Q-sorts from participants who may become bored or disengaged with the task if it was not achievable for them to complete it. After narrowing the Q-sample I was satisfied that the 43 statements were appropriate for carrying out the pilot study and that they were sufficiently independent of each other (Sheldon and Sorenson, 1960) and subjective and self-referent rather than factual (Ellingsen *et al*., 2010) as Q-methodology requires for a successful Q-sort. Figure 3.3 shows the final list of statements.

Figure 3.3 The final Q-set

1 The aim of senior school education at Summerson House is to learn how to behave appropriately
2 The aim of senior school education at Summerson House is to learn self-control
3 The aim of senior school education at Summerson House is to learn to respect others
4 The aim of senior school education at Summerson House is to learn about rules and laws

5 The aim of senior school education at Summerson House is to be able to experiment and be creative
6 The aim of senior school education at Summerson House is to critically question
7 The aim of senior school education at Summerson House is to develop thinking skills
8 The aim of senior school education at Summerson House is to be able to solve problems
9 The aim of senior school education at Summerson House is to have social experiences
10 The aim of senior school education at Summerson House is to prepare students to do jobs
11 The aim of senior school education at Summerson House is to find out what you are interested in
12 The aim of senior school education at Summerson House is to enable students to earn more money in the future
13 The aim of senior school education at Summerson House is to enable the country to make more money
14 The aim of senior school education at Summerson House is to pass exams
15 The aim of senior school education at Summerson House is for adults to pass on knowledge
16 The aim of senior school education at Summerson House is to understand our culture and way of life
17 The aim of senior school education at Summerson House is to understand how to take care of our environment
18 The aim of senior school education at Summerson House is to learn facts about the world and increase knowledge
19 The aim of senior school education at Summerson House is to understand more about other cultures
20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong
21 The aim of senior school education at Summerson House is to become more open minded
22 The aim of senior school education at Summerson House is to prepare students for further study

23 The aim of senior school education at Summerson House is to prepare students to make wise choices
24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality
25 The aim of senior school education at Summerson House is to produce people who are useful in society
26 The aim of senior school education at Summerson House is that people learn how to get on with each other
27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better
28 The aim of senior school education at Summerson House is to help your country
29 The aim of senior school education at Summerson House is to learn the importance of democracy
30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths
31 The aim of senior school education at Summerson House is to be able to manage money
32 The aim of senior school education at Summerson House is to improve communication skills
33 The aim of senior school education at Summerson House is to learn general life skills
34 The aim of senior school education at Summerson House is to inspire and motivate students
35 The aim of senior school education at Summerson House is to provide students with help and support
36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure
37 The aim of senior school education at Summerson House is to build confidence and self-esteem
38 The aim of senior school education at Summerson House is to have power, freedom and independence
39 The aim of senior school education at Summerson House is to have new experiences and opportunities
40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential

41 The aim of senior school education at Summerson House is to produce interesting, well-rounded people
42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life
43 The aim of senior school education at Summerson House is to enjoy it

3.12.3.2 Forced-sort conditions and fixed-shape distribution

I decided on a fixed-shape distribution which provided forced-sort conditions, rather than total freedom of choice. Having to choose between statements forces the participant to consider the statements as a whole, in reference to each other. Having a free-shape distribution would have allowed participants to consider the statements independently of each other, rather than relative to each other. This was explained to participants briefly on the recommendation of a study by Chinnis *et al.* (2001) who found that after some complaints from participants regarding the forced-choice nature of the sort, explaining what the forced nature intended to accomplish helped facilitate the sorting process for some participants. The fixed-shape required participants to use the entire range of the scale to allocate a set number of statements at each point. The choice of distribution patterns has often been discussed in Q-methodology (Brown, 1971) however it is concluded by Brown that factors will be more influenced by ordering preferences than distribution preferences. Therefore a fixed-shape distribution pattern does not inhibit the results of the study, rather encourages participants to use the whole scale. My concern was that students may choose the neutral option, rather than being forced to consider the wider range of the scale. I also thought that it would be easier for participants to envisage what was required in the Q-sort if they had a clear grid in which to place the statements.

I decided to use the scale 'most like my opinion' to 'most unlike my opinion', as recommended by Watts and Stenner (2012) as both poles are designed to capture strong feelings. This should encourage the statements of less important to proliferate towards the middle, as opposed to the place on the scale where it could say 'least like my opinion'. The use of a double Q-sort to explore participants' own perspectives and to then ask them to sort the statements from a different viewpoint has also been

carried out in previous studies (Jervis *et al.*, 1958; Moen and Kvalsund, 2014; Stone and Green, 1971, Woosley *et al.*, 2004).

3.12.3.3 The Q-sort process

Q-sortware was used to produce and conduct the Q-sorts. Q-sortware is an online software programme by Dr Alessio Pruneddu used for conducting Q-sorts. The Q-sort was set up, containing the two Q-sorts students were to complete.

The question for the Q-sort was: 'What are your views on the aims of school education?' This type of question is a conduct question as it asks participants to respond with their opinion to the subject matter in question, rather than explain their understanding or representation (Watts and Stenner, 2102). Participants were also asked to complete a demographic questionnaire to accompany their Q-sort, as has been used in previous studies (Bang and Montgomery, 2013) to enable further analysis of the factors that emerge from the Q-sorts.

After the welcome screen, participants were faced with the initial sort of the statements into: definitely disagree, unsure, definitely agree; under the instruction: 'What do you think are the aims of senior school education at Summerson House?' After this, participants moved onto the Q-sort which asked them to sort the statements along a scale from 'most unlike' to 'most like' their opinion under the same instruction question. Once participants had finished sorting, they were asked to explain why they chose their four most extreme statements and were given the option to make additional comments.

Students completed the second Q-sort where they were given the same statements and the same sorting process but under the instruction: 'What would a teacher at Summerson House think are the aims of senior school education at Summerson House?' Students were asked to sort the statements along a scale from 'Most unlike a teacher's opinion' to 'Most like a teacher's opinion'. Following the sorting, participants were asked the same questions regarding their most extreme statements.

Students were then asked to save their data. All saved data was stored in the Q-sortware programme for retrieval.

3.12.4. A pilot study was conducted

A pilot study was carried out with three volunteers. The main feedback was regarding the sort instruction question. The instruction was given as: 'What are your views on the aims of school education?' Participants required a more specific instruction with which to conduct the Q-sort. The students would give different answers for different schools and needed to know which school they were to answer for. One student stated that her experience of a previous school influenced her view of this school. This is a common understanding that fits with the idea of social constructionism that this research is based upon, even remembering experiences is influenced by experiences you have had since then (Fay, 1996).

Clarification of the question was also required over whether it is about how it 'is' or how it 'should be'. A teacher suggested that the wording of the statements: 'The aim of education is…' implies that the question is aspirational in asking your opinion. For students, answering the question what it 'is' like was easier to answer than what it 'should be' like as they said that they do that all the time. Answering aspirationally from a teacher's point of view would have been very difficult. The students were agreeing with all of the statements, therefore they needed a more specific question. In order to clarify the sorting instruction the question was changed to: 'What do you think are the aims of senior school education at Summerson House?' for the first Q-sort, and 'What would a teacher at Summerson House think are the aims of senior school education at Summerson House?' for the second Q-sort. The wording of the statements was also changed to: 'The aim of senior school education at Summerson House is…' to clarify that the question is not about their aspirations but about their perception.

For the second Q-sort, I was expecting students to struggle with this without thinking about one particular teacher. However, although some students did query this in the actual data collection, in the pilot study the students found this easy as they would have given the same answers for any teachers.

Regarding particular statements, there was some discussion amongst the students about the meaning. Understanding 'to critically question' was difficult as in the statement it was quite an abstract concept. After some discussion students got the idea of what this meant and I decided to leave the statement as it was and discuss meaning with students if necessary. There was also some discussion over what

'helping the country' meant, but students seemed to have an understanding of this and were able to voice their views about it. The comments sections and questions following the Q-sorts were extremely useful in being able to gather student opinions on their Q-sort.

The students did not like not having as many 'positive' boxes as they wanted and did not like placing statements they agreed with against negative numbers, even after explaining the concept of the scale from 'most like' to 'most unlike'. The students would have preferred a scale of 1-10 instead. My concern with this type of scale was the possibility that students may put more neutral statements at the lower end of the scale, at '1'. Whereas in a positive to negative scale, and in Q-methodology, the more neutral statements need to go in the middle while the extreme ends of the scale are both equally for extreme views. As a compromise, and on the advice of Stephen Jeffares (2016) I decided not to put any numbers on the scale, but just to retain the wording at either end of the scale: 'most unlike my opinion' and 'most like my opinion'. The students took 30 minutes to complete the Q-sorts.

As well as the pilot study, I presented my study at a 'T&Q' event to gain feedback from other Q-methodologists. In response to my concern about the interpretation of statements and my worry that something vital would be missed, the main feedback was that I cannot control the meaning of the statements. That is why discussion with participants is necessary, to gauge their understanding of the statements and what they wished to communicate. I concluded that the study is conducted to gather views on the statements that are used, and that nothing wider than that is necessary to claim. There was contention over the use of paper-based and online data collection methods with arguments for and against both. Also useful, was the point that the more a participant understands about Q-methodology, the more they will get involved and engage properly with the process. I therefore ensured that there was plenty of information about the process in the Q-sort itself. The importance of follow-up interviews was also expressed as participants can have different interpretations of the same statement. Stephan Jeffares put forward that face-to-face is the 'gold standard' in order to really be able to engage with the participant in their expression of their viewpoint, however other researchers such as Joy Coogan frequently used written responses from participants, particularly students, as opposed to face-to-face interviews.

After piloting the study with a steeper distribution shape with a shorter scale of +4 to -4 as recommended by Brown (1980) for studies of between 40 and 60 statements, I

decided to use a flatter +5 to -5 scale. I chose this distribution shape, as opposed to a steeper distribution, because the steeper shape is usually used where participants may not have strong feelings about many of the statements and may be more unfamiliar with the topic. Figure 3.4 shows two examples of fixed distribution structures. As I had already discussed the topic of aims of education with the students in a previous lesson I decided that the participants would be able to sort the statements into a flatter distribution shape.

Figure 3.4 Fixed-distribution structures
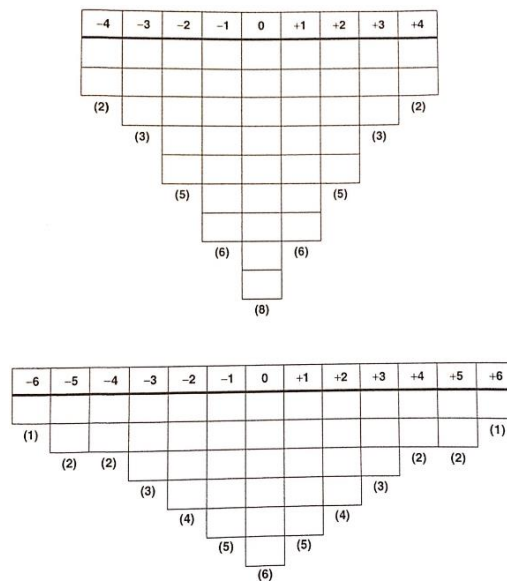
Taken from Watts and Stenner (2012, p.81) showing different fixed-distribution shapes.

3.12.5. The Q-sorts were carried out

Instructions on the Q-sort were explained verbally and written instructions were provided within Q-sortware, as this has been reported to be adequate for participants to understand and take part in the Q-sort (Sheldon and Sorenson, 1960). Q-sorts were conducted during lesson time in a computer room where I was present as their teacher.

The data collection took place in July 2016. Some participants found the Q-sort difficult due to 'all the words' and took a long time to complete it, possibly resulting in less

accurate completion of the Q-sort. Some groups were much quicker at completing the Q-sorts and there was much less discussion over what the statements meant. In one group several students were unsure about the statement regarding democracy so generally put it towards the centre. One student made the insightful point that he was concerned about his view of a teacher's opinion being the same as his opinion, as it is always from his opinion. One student completed theirs in a very rushed manner and did not seem to complete the study correctly. This participant, 'n1', is discussed in the analysis section.

Initially, I had planned to include Year 9 and Year 10 participants in this study as following the pilot study I thought the process too difficult for younger students. However, following the initial data collection I included the higher ability Year 8 class as I felt that that particular group would be able to complete the Q-sorts accurately and within an available time. It would also give insight from a class lower down the school. The students were quick at completing the Q-sorts and seemed to find the task interesting. Again, there were far more statements that students wanted to agree with than disagree with. One student also queried how to complete the second Q-sort as they would give different answers for different teachers, asking the question: 'What if you were a nice teacher or a mean teacher?' Implying that these different types of teachers have different aims of education. The student was told to conduct the Q-sort from the headmaster's point of view.

3.12.6. The Q-sorts were factor analysed and interpreted

Factor analysis is used to identify common patterns in data. Exploratory factor analysis is used in this study as it seeks to uncover the underlying patterns of a set of variables without bringing assumptions about possible interrelations. Patterns are identified in the data and clustered into themes to offer a simple structure (Hartas, 2010).

The aim of factor analysis is to identify the number of natural groupings of Q-sorts by virtue of being similar or dissimilar to each other. A factor loading is determined for each Q-sort, expressing the extent to which each Q-sort is associated with each factor. Original sets of factors are then rotated to arrive at a final set of factors. Each final factor is a group of individual views which highly correlate with each other and are uncorrelated with others. The aim of the factor analysis is to reduce the data by isolating

groups of similar viewpoints (Watts and Stenner, 2012).

The analysis carried out on the data is a form of abduction (Watts and Stenner, 2012). Abduction, similarly to induction, does not start with any formal hypothesis but aims to generate. Whereas induction aims to describe observed phenomenon, abduction aims to explain by questioning why a phenomenon is manifesting itself in a particular way. The factor analysis carried out in Q-methodology aims to explain reasons behind the way people arrange a Q-sort by identifying factors and using the participant demographic data to analyse reasons why these factors may be identified in the particular research context. It is important to remember that: "The aim is to acquire knowledge about how individuals think about the research topic, and subsequently bring forward abductive reasoning that may provide a plausible explanation of the findings that emerge," (Ellingsen *et al*., 2010, p.405). The claim to knowledge therefore is an interpretation of people's expressions of their viewpoints regarding the aims of their education, this knowledge is therefore interpretive understanding and is attempting to grasp meaning behind the expressions (Fay, 1996). The factor analysis process and interpretation is explained in Chapter Four.

3.13 Limitations and generalisability

The strengths of choosing a Q-methodological approach have been discussed in reference to insider positionality and the effect this can have on the data collection. The Q-sort allows for some removal of researcher influence, and anonymity for the participant. Factor analysis allows for a statistical approach to identifying groupings of viewpoints, which I believe strengthens the data as it removes the influence of the researcher in identifying groupings. Therefore I hope that the data genuinely reflects the most common viewpoints held by the participants as a group, as far as possible within the confines of the Q-set.

Weaknesses of the approach are that the Q-sort limits the expression of the participants' viewpoint to the range of statements in the Q-set and the fixed-distribution pattern to which they can be assigned. The use of follow-up questions gave participants the opportunity to express any further opinions. Although factor analysis removes the researcher from the identification of the factors, the

interpretation of these factors can be influenced by subjectivities and biases. My own thoughts will influence the way in which I interpret the statements that make up the most common views.

The methodology starts to merge paradigms between the quantitative data collection usually undertaken in positivist research and the hermeneutical and dialectical methodology Guba and Lincoln (2005) associate with constructivist research. Therefore, although this research bridges different paradigms there are some research paradigms that I have discounted for this study. The research is not considered action research as the aim is not directly about changing or improving a particular situation, though perhaps subsequent research could be undertaken as a result of this study with this aim. The research is not historical or longitudinal and does not examine differences over time. It is also not experimental in design as it is not evaluating any new initiative (Walshaw, 2012).

The research is considered non-experimental in design as it is investigating the relationships between variables (Walshaw, 2012), i.e. people with similar viewpoints. It is also a correlational design as it uses statistical analysis to determine associations between variables. The research, although quantitative in aspects, is more exploratory in nature and seeks to identify trends regarding viewpoints.

The research is designed to examine the viewpoints expressed in one case study and is not designed to be generalizable outside of the research context. Small scale studies are valid in gathering new information (Anderson *et al.*, 1997; Wigger and Mrtek, 1994). As stated: "An operant approach therefore has little use for such platonic concepts as validity. There is no outside criterion for a person's own point of view," (Brown, 1980, p.4). Generalisations from the research are difficult, situating the research as more interpretivist than positivist. However although the purpose of a case study is to understand the case being studied more deeply, findings may still be suggestive of what is happening in the population at large (Walshaw, 2012), or other similar contexts.

There are limitations to the research method. The Q-set used could never be considered to be fully complete and would vary depending on the nature of the concourse used (Bang and Montgomery, 2013). Having pre-determined statements will limit participants in their expression (Cross, 2005). Limitations within the P-set also need to be taken into consideration, for example the age-range of participants, the mix of gender, and the number of participants.

The research produces 'fuzzy generalisations' (Bassey, 1999) by producing general statements regarding the viewpoints of students on the aims of education in the case study school and a tentative suggestion that the identification of groupings of particular viewpoints may also be found similarly in other educational contexts and speak towards the lack of general consensus over the different aims of education as well as more particularly the varying perceptions that exist amongst people within the same context. This is described as: "A fuzzy generalisation carries an element of uncertainty. It reports that something has happened in one place and that it may also happen elsewhere. There is a possibility but no surety," (Bassey, 1999, p.52). This is what my research claims. Using the term 'fuzzy' recognises that there can be exceptions and that this is appropriate in research areas like education where human complexity is paramount (Bassey, 1999), as seen in the factor analysis where some participants did not load significantly on any of the factors.

It could be argued that the Q-sort is too restrictive to allow a genuine expression of a viewpoint due to the statements being written for the participant, however the study is examining the expression of the participant's viewpoint using the Q-set statements. In addition it is argued that the statements are comprehensive. Some may argue that factor analysis cannot reveal the complexities of subjective viewpoints and that individual viewpoints will be lost in the factor analysis, creating a fake group viewpoint. However the factor analysis is used as a way of identifying possible group consensus by constructing commonly held viewpoints within the group. This may not be a perfect reflection of each individual's viewpoint, however that is not the purpose. The aim is to identify group viewpoints within the sample that could highlight consensus or discrepancy between views, to then be further analysed using a values model.

The research takes a snap-shot of viewpoints of a particular group of students at a particular time. Each participant may have interpreted the language used in the research differently, and as the researcher I will also have interpreted the data collected from my own position and context. The findings produced, therefore, are tentative and only attempt to represent viewpoints as interpreted by the researcher. Q-methodology was chosen, however, in an attempt to create some distance and objectivity between the data collected and the way in which it was analysed.

3.14 Summary of Chapter Three

This chapter has outlined the philosophy behind the research and explained the reasons for the chosen methodology used to gather student perceptions of the aims of their education, in order to further analyse these using a values model as a lens. The research is based on the assumption that viewpoints can be socially constructed and that therefore groupings of similar viewpoints exist. The context in this case is as an insider researcher in an independent school. Q-methodology has been chosen as a scientific way to study subjectivity. Q-methodology is an appropriate and effective way of gathering subjective viewpoints, enabling factor analysis to identify groupings of similar viewpoints, with the assumption that a person can express their viewpoint through a Q-sort. The process of Q-methodology has been explained, from constructing the Q-set from the concourse, to the data collection using the Q-sorts. The next step in this process of identifying student perceptions of the aims of their education is to carry out factor analysis on the Q-sorts, which identifies groupings of similar viewpoints which are then discussed and analysed with reference to a values model. Chapter Four, therefore, explains the process of factor analysis and presents an interpretation of the factors.

CHAPTER 4: FACTOR ANALYSIS AND INTERPRETATION

In this chapter, the factor analysis of the Q-sorts is explained and the chapter presents the factors as one way of identifying groupings of similar viewpoints held by the participants regarding the aims of their education. The second section of this chapter interprets these factors, without the use of any external model, and describes the general viewpoint represented by each factor from the view of the researcher. Demographic data is used in places to present an overall description of the viewpoint that each factor contains regarding the aims of education.

4.1 Factor analysis

4.1.1 Method of analysis

Factor analysis was conducted using 'R analysis' software, using the 'qmethod' package. This uses principal component analysis, varimax rotation and automatic flagging. The qmethod function produced factor loadings for Q-sorts, automatic flagging of Q-sorts, z-scores and factor scores for statements, distinguishing and consensus statements and general characteristics of the factors.

4.1.2 Principal Component Analysis

Principal component analysis (PCA) was chosen as the method for data extraction in this study and is a recommended form of factors analysis (Hartas, 2010). There is ongoing debate amongst Q-methodology researchers regarding the use of PCA or centroid factor analysis (see *Q-method Listserv,* 2016). Having considered both techniques, PCA was chosen because it provides a single, mathematically best solution (Watts and Stenner, 2012). This is an appropriate method because the data were

analysed without any theoretically informed lens and therefore did not require judgmental rotation based on theoretical criteria. Regardless of reasons, the choice between specific factoring routines such as PCA, centroid, or other makes little difference (McKeown and Thomas, 2013). Despite PCA technically not being considered as factor analysis, and components are not factors (Watts and Stenner, 2012), the term 'factors' is used in this context to identify the groupings of shared viewpoints that are extracted by the analysis.

4.1.3 Factor rotation

 Varimax rotation was chosen as the method of factor rotation and is an example of orthogonal rotation, producing factors that are uncorrelated (Hartas, 2010). Varimax accounts for as much of the common variance as possible (Watts and Stenner, 2012) and is therefore appropriate for this study as the aim is to identify main groupings of shared viewpoints without any theoretical expectations. The study does not particularly have an interest in minority views, reducing the requirement for by-hand judgemental rotation. As explained: "Varimax may also be a preferable choice if you are using an inductive analytic strategy or if the majority viewpoints *of the* group are your main concern," (Watts and Stenner, 2012, p.123). Varimax takes a purely mathematical view, reducing the impact of the researcher in the identification of factors. Varimax was also chosen due to the large data set and my limited experience in statistical analysis. Varimax seemed therefore to be the most appropriate means of factor rotation due to both the aims of the research and the skills of the researcher.

4.1.4 Analytic strategy

Initially eight factors were extracted then reduced using recommended techniques. Usually, factors with eigenvalues greater than one are considered to represent a good amount of variation (Hartas, 2010). In both Q-sorts the eigenvalues of all eight factors were greater than one, however I did not wish to keep eight factors unless they were largely representative. When retaining eight factors, the variance explained was

between 4.4% and 12.4% for the first Q-sort and between 4.1% and 11.9% for the second, which I found low. In order to identify factors which represented a higher percentage of variance I reduced the number of factors using recommended strategies: two or more significant loadings on a factor and Humphrey's rule (Watts and Stenner, 2012), culminating in the scree test which identified the retention of three factors in the first Q-sort and four factors in the second. The final total variance was over 40%: "Anything in the region of 35-40% or above would ordinarily be considered a sound solution on the basis of common factors," (Kline, 1994, cited in Watts and Stenner, 2012, p.105).

4.1.5 Factor interpretation

Although factor interpretation could have been done using z-scores alone, the factor arrays were produced to re-establish the holistic nature of the research method in identifying a whole viewpoint. The factor interpretation aims to take account of the whole viewpoint exemplified in the factor array, as expressed by the participants. Therefore the factor interpretation takes into account not just the highest ranking items in the factor, but the statements ordered in the factor as a whole. It is the interrelationships of the statements within the factor that is most important in the interpretation.

The system for interpreting the factors is taken from Watts and Stenner (2012). The aim of the interpretation is to be able to appreciate the unique viewpoint of each factor. Abduction is used to examine each factor and to form an interpretation. The original factors as produced by the analysis software have been used in this research, despite the occurrence of some bipolar elements in some of the factors, as I considered the number of factors originally produced in the arrays were enough to gain a view of the different groupings of viewpoints without the additional production of bipolar arrays.

Crib sheets (see Appendix A) were produced to aid in the interpretation of the factors. A crib sheet is a table used to view the statements in each factor in comparison with their ranking in the other factors. The basic template for the crib sheet was taken from Watts and Stenner (2012). To add another point of comparison I added an additional category to separate statements that were ranked higher in that particular factor than

all others, and those that were ranked equal with another factor. After producing each crib sheet, any statements not included but deemed relevant to understanding the factor were added as additional items. Statements not included in the crib sheet, for reasons that they do not aid in understanding the holistic communication of the factor, were listed at the end of the table.

Following this factor analysis, the factors were interpreted. This interpretation forms the first part of the deeper analysis of the meaning of the factors, which occurs in Chapters Six and Seven using a values model as an analytical lens. The interpretation of the factors in this chapter gives a description which aims to highlight the essential elements of the viewpoint, those perceptions that are most strongly identified positively or negatively, and those elements of the viewpoint which make it different to the other factors. As part of this descriptive process, it is common practice in Q-methodology to give each factor a name. The aim of this is to capture the main essence of the viewpoint represented in that factor. Therefore I have named each factor and attempted to capture the essential parts of the viewpoint that make it stand out. This naming of the factors, along with the descriptive interpretation of the factors, is inevitably my own perception. I am constructing, through interpreting the factors, my viewpoint on what the factors communicate. Therefore my interpretation of these factors is just that and does not dismiss that others may have differing interpretations of the meanings of each of the factors. The factor analysis itself does remove some potential researcher bias by allowing a scientific method of identifying the groupings of viewpoints, however the interpretation of the viewpoints is my own.

4.1.6 Q-sort 1: What do you think are the aims of senior school education at Summerson House?

4.1.6.1 Correlations

A correlation matrix was produced and examined (see Appendix B). This produced low- and high-correlating participants.

The correlation matrix highlighted one particular participant who did not correlate with any other participants (n1). During the Q-sort, this participant raised concerns which I noted at the time. Participant n1 did not complete the Q-sort as intended, despite encouragement and discussion with that student. Participant n1 rushed their Q-sort and did not consider the statements, placing them anywhere in the grid. This participant did not take the activity seriously and I was concerned at the time that this would provide unreliable data, hence I noted the participants' identity in order to be able to identify this data during the analysis with the aim of potentially discounting this participant's Q-sort as unreliable. However, as the research is looking at viewpoints regarding the aims of education, I think that this participant's attitude towards the Q-sort could indicate something about the participant's wider viewpoint regarding education and school. I have therefore retained all of the Q-sorts as, even though they may provide 'unreliable data' in terms of how the Q-sort was carried out, they still provide data regarding a participant's interaction with the Q-sort.

Participant 1y also did not correlate with highly with any other participant, other than participant 1p. Participants 1s and p1 did not correlate above 0.3 with any other participant.

The highest correlation of 0.88 occurred between participants a2 and b2. These two participants sat next to each other during the Q-sort and likely have chosen very similar positions for the statements. The second highest correlation of 0.73 occurred between participants u1 and 1d. These two participants were in two different groups for the Q-sorts and cannot have affected each other's viewpoint at the time of the data collection. The third highest correlation of 0.67 occurred between participants d1 and l1. Although in the same group, these participants did not consult during the Q-sort process. Participants y1 and g1, and u1 and a2, correlated at 0.66. Twenty-two

cells correlated at 0.6 or above. Sixty-six cells correlated between 0.5 and 0.599. 170 cells correlated between 0.4 and 0.499. 287 cells correlated between 0.3 and 0.399.

The most negative correlation of -0.5 occurred between participants n1 and u1. Participant n1 has already been discussed in terms of low correlations. Five cells correlated between -0.4 and -0.499, fourteen cells between -0.3 and -0.399 and thirty cells between -0.2 and -0.299.

4.1.6.2 General factor characteristics for Q-sort 1

Figure 4.5 General factor characteristics for Q-sort 1

	Average reliability coefficient	Number of loading Q-sorts	% of loading participants	eigenvalues	% of explained variance
Factor 1	0.8	21	38%	9.2	17
Factor 2	0.8	14	25%	7.3	13
Factor 3	0.8	14	25%	6.9	12
		49 out of 56 Q-sorts accounted for	88%		42% of total variance explained

Four participants who loaded significantly onto Factor 1, also load onto Factor 2. No participants who loaded significantly on Factor 1 also loaded significantly on Factor 3. Seven participants did not load on any of the three factors. Factor loadings can be found in Appendix C.

4.1.6.3 Polarised viewpoints

The data table showing polarised views can be found in Appendix D. Those that load most highly on Factor 2 do not generally load highly on Factors 1 and 3. Those who load highly on Factor 3 do not also load on Factor 1, though there is some overlap with Factor 2. The factor loadings show that there is a polarisation of viewpoints between Factors 1 and 3, largely between Factors 1 and 2, and mostly between Factors 2 and 3.

4.1.6.4 Correlations between factor scores

Figure 4.6 Q-sort 1 factor correlations

	Factor 1	Factor 2	Factor 3
Factor 1	1.00	0.54	0.37
Factor 2	0.54	1.00	0.48
Factor 3	0.37	0.48	1.00

Factors 1 and 2 correlate highly at 0.54. Factors 2 and 3 also correlate significantly at 0.48. In interpreting the factors, it may be helpful to consider Factors 1 and 3 as separate factors, and Factor 2 as a 'middle-ground' between Factors 1 and 3. It has already been mentioned that there is some overlap of Factor 2 with both Factors 1 and 3. Factors that highly correlate could be considered as alternative manifestations of a single viewpoint, rather than separate viewpoints (Watts and Stenner, 2012).

4.1.6.5 Distinguishing and consensus statements

Distinguishing statements are those which have been ranked in a significantly different way to the other factors.

Eight statements (8, 9, 14, 16, 17, 23, 24, 26) distinguish Factor 1, ten statements (3, 5, 12, 13, 18, 29, 32, 33, 36, 37) distinguish Factor 2 and eleven statements (1, 2, 6, 7, 11,

20, 22, 30, 31, 34, 39) distinguish Factor 3. Statement 14 most highly distinguishes Factors 1 and 2, and 1 and 3.

Three statements (19, 21 and 35) are consensus statements that do not distinguish between any pairs of factors, meaning that all the factors have ranked them in much the same way. Statement 19 was largely ranked negatively by all three factors, statement 21 did not feature strongly in either a positive or negative sense, and statement 35 featured highly in all three factors.

4.1.6.6 Factor arrays

The factors arrays are presented here using statement numbers. Factor arrays containing statement wording can be found in Appendix E.

Figure 4.7 Q-sort 1 Factor 1 factor array

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	17	25	6	4	2	1	7	3	30	14
28	27	29	12	5	11	9	8	22	33	37
	31	42	15	18	16	20	10	32	39	
		43	19	38	21	26	40	35		
				41	23	36				
					24					
					34					

Figure 4.8 Q-sort 1 Factor 2 factor array

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	28	17	27	25	4	18	5	42	35	43
12	31	15	6	29	2	34	23	41	30	3
	38	19	24	16	11	10	1	7	39	
		8	14	9	21	40	37	22		
				33	20	32				
					26					
					36					

Figure 4.9 Q-sort 1 Factor 3 factor array

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	29	12	28	31	24	27	40	33	34	38
6	4	15	17	16	9	25	23	11	42	37
	1	8	19	20	26	21	41	32	43	
		2	14	7	18	36	39	35		
				30	10	3				
					5					
					22					

4.1.7 Q-sort 2: What would a teacher at Summerson House think are the aims of senior school education at Summerson House?

4.1.7.1 Correlations

A correlation matrix was produced (see Appendix F). Several participants generally do not correlate highly with other participants: 1h, f1 and n1. Participant n1 has been previously discussed. In responding to the questions regarding the choice of the extreme statements, participant f1 responded "what I think", therefore it is difficult to know why this particular participant sorted the statements in this way. It could be that the participant sorted the statements randomly and therefore does not correlate with the patterns of other participants. Participant 1h explained the choice of the two -5 statements in this way: "These are more for primary school than secondary and you should already understand and have a knowledge of these things," and in response to the two +5 statements: "As in the long run we are made to progress society and help each other and to make decisions in referendums so need thinking skills as well for problem solving." Either this participant completed the sort with a slightly different interpretation than other participants, or this student just has a particularly unique view. Participants k1, p1 and n1 do not correlate significantly with any other participant.

The highest correlation of 0.88 occurred between participants a2 and b2. This pair has already been discussed. Eight cells were found to correlate at 0.6 or greater, 60 cells between 0.5 and 0.599, 137 cells between 0.4 and 0.499. In total, 228 cells correlate significantly at 0.39 or greater.

The most negative correlation occurs between participants 1x and f1 at -0.57. Correlations of -0.53 and -0.56 also occur.

4.1.7.2 General factor characteristics for Q-sort 2

Figure 4.10 General factor characteristics for Q-sort 2

	Average reliability coefficient	Number of loading Q-sorts	% of loading participants	eigenvalues	% of explained variance
Factor 1	0.8	16	29%	8.7	15.5
Factor 2	0.8	11	20%	6.1	11
Factor 3	0.8	6	11%	5.9	10.5
factor 4	0.8	7	13%	5.1	9.2
		40 out of 56 Q-sorts accounted for	70%		46.2% total variance explained

Three participants that load significantly onto Factor 1 also load on Factor 2. Four participants also load on Factor 3. One participant from Factor 1 and one from Factor 3 also loading significantly on Factor 4. Two participants who loaded on Factor 2 also load significantly on Factor 3. No participants load significantly on both Factor 2 and Factor 4. Factor loadings can be found in Appendix G.

4.1.7.4 Polarised viewpoints

The data suggests some polarisation between Factor 1 and the other factors, particularly Factor 4. There is some polarisation between Factor 2 and Factor 4. For factors 3 and 4, there is more overlap with other factors. The full data table of polarised views can be found in Appendix H.

4.1.7.5 Correlations between factor scores for student Q-sort 2

Figure 4.11 Q-sort 2 factor correlations

	Factor 1	Factor 2	Factor 3	Factor 4
Factor 1	1	0.45	0.37	0.17
Factor 2	0.45	1	0.3	0.12
Factor 3	0.37	0.3	1	0.39
Factor 4	0.17	0.12	0.39	1

Factors 1 and 2 correlate the highest amongst the factors. Factors 3 and 4 show some correlation. Factors 1 and 3, 1 and 4, 2 and 3, 2 and 4, do not correlate significantly. Factors 1 and 2 could be considered as alternative manifestations of a single viewpoint, rather than separate factors. The same could apply to Factors 3 and 4, although to a lesser extent.

4.1.7.6 Distinguishing and consensus statements

6 statements distinguish Factor 1 (4, 13, 21, 23, 34, 35), two distinguish Factor 2 (14, 32), no statements distinguish Factor 3 and two statements (8, 20) distinguish Factor 4.

Statement 43 most highly distinguishes Factors 1 and 2, followed by statement 11. Statement 43 also most highly distinguishes Factors 1 and 3, followed by statement 26. Statement 3 most highly distinguishes Factors 1 and 4, followed by statement 1. Statement 15 most highly distinguishes Factors 2 and 3, followed by statement 18. Statement 7 most highly distinguishes Factors 2 and 4, followed by statement 1. Statement 10 most highly distinguishes Factors 3 and 4, followed by statement 2. One statement is a consensus statement (16). This statement ranked low in all four factors.

4.1.7.7 Factor arrays

The factor arrays are presented here using statement numbers. Factor arrays containing statement wording can be found in Appendix I.

Figure 4.12 Q-sort 2 Factor 1 factor array

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	12	4	2	35	10	7	1	5	23	3
28	29	16	6	36	15	9	8	11	26	43
	31	19	17	39	18	32	21	14	30	
		27	25	40	20	37	22	42		
				41	24	38				
					33					
					34					

Figure 4.13 Q-sort 2 Factor 2 factor array

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	9	5	6	10	2	8	1	3	7	14
17	11	16	27	25	4	20	19	18	15	22
	12	28	31	29	24	21	26	34	30	
		43	42	33	32	23	40	35		
				38	36	41				
					37					
					39					

Figure 4.14 Q-sort 2 Factor 3 factor array

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	17	6	1	4	3	2	7	10	33	36
27	25	16	12	5	9	8	14	11	37	40
	28	18	15	23	21	20	35	32	39	
		19	26	24	30	22	41	34		
				43	31	29				
					38					
					42					

Figure 4.15 Q-sort 2 Factor 4 factor array

-5	-4	-3	-2	-1	0	1	2	3	4	5
1	2	3	5	4	11	25	27	30	38	37
13	6	7	8	9	14	28	33	35	40	42
	12	10	16	17	19	29	34	39	41	
		15	20	18	21	31	36	43		
				22	23	32				
					24					
					26					

4.2 Factor interpretation

The factors are interpreted here using the factor arrays and demographic information from the Q-sort questionnaire. Quotes from students are also used, gathered in the questions following each Q-sort. To describe the relative rankings of statements within factors, terms such as 'importance' have been used. It should be remembered that the factors, although expressions of student perceptions of the aims of senior school education, may not necessarily be their view of importance but their perception of the school's aims.

4.2.1 Q-sort 1 Factor 1 interpretation: Future personal success

Figure 4.16 Demographic information for Q-sort 1 Factor 1

	Age	Sex	Age at joining	Do you enjoy school?	Year group	Favourite subject
Mean	14.2		9.6			
Median	14	Female	10	Yes	10	
Mode	14	Female	10	Yes	10	
Other	45% aged 14 40% aged 15 10% aged 12 5% aged 13	40% male 60% female		55% Yes 30% Mostly 15% Sometimes 0 No	15% Year 8 35% Year 9 50% Year 10	30% History 15% Maths 15% Drama 15% PE 15% DT 10% Music 5% English 5% Geography 5% Art

Factor 1 has an eigenvalue of 9.2 and explains 17% of the total variance. The majority of the participants are aged 14 and 15 in Years 10 and 9, and are therefore studying for or have recently chosen their GCSEs. There was largely an equal split of male and female participants. All students express some enjoyment of their education and a variety of subjects were chosen as 'favourite'.

This viewpoint expresses strongly elements of personal success as being primarily important, "Because we focus on things that will help us improve our own lives," (participant 1e). The most highly ranked statements are passing exams (14) and building confidence and self-esteem (37), both of which could be considered important for future personal success. Other features that are deemed important could also be said to contribute towards personal success: problem solving (8), job preparation (10), preparation for further study (22), general life skills (33), an appreciation of standards and quality (24) and basic skills of reading, writing and maths (30). Several students commented on the importance of personal success in this way: "School brings out the best in students," (participant i1), "You need to be confident in yourself," (participant m1) and "They build our confidence by using lessons or school productions," (participant c1).

Several of these features could also be said to contribute to the ability to pass exams. Several students stated that school was about passing exams, with one student stating: "I think that in school you have to pass exams and even if there is more to it than just passing exams and getting on with it, you still have to pass a certain amount of them to get on with what you actually want to do," (participant 1b).

There is also an element of the importance of social experiences (9), communication skills (32), learning about right and wrong (20), self-control (2) and learning to get on with people (26), which could also be interpreted as an important element in future personal success, as described by one participant: "They allow us to improve our social lives outside of school and in later life," (participant x1). Having new experiences and opportunities (39) as well as the opportunity for personal development and fulfilling your own potential (40) also suggest the importance of personal success. Alongside these elements, learning to deal with mistakes (36) is also an important aspect of success.

Despite the focus on personal success, money is not ranked highly (12 and 31). Personal success in this context does not imply financial gain necessarily, with one participant stating that: "You don't need money to have a good life," (participant m1).

Participants in this factor do not see in their schooling the importance of issues wider than their own personal success. The lowest ranking items were both regarding benefits for the country (13 and 28). The environment (17), being useful in society (25), cultural understanding (18 and 16), adults passing on knowledge (15) and changing the world for the better (27) are also not elements that they see in their education as being important.

There is also a theme of the lack of happiness (42) and enjoyment (43) regarding their education. Becoming a well-rounded, interesting person (41) and being inspired and motivated (34) are also not ranked highly. Alongside this is a lack of focus on experimenting and being creative (5) and the ability to critically question (6).

In summary, Factor 1 focuses on personal future success, through passing exams and personal development. Wider focuses such as society and the nation do not feature highly.

4.2.2 Q-sort 1 Factor 2 interpretation: Enjoyment and care

Figure 4.17 Demographic information for Q-sort 1 Factor 2

	Age	Sex	Age at joining	Do you enjoy school?	Year group	Favourite subject
Mean	14		9.7			
Median	14	Female	10	Yes	9	
Mode	14	Female	11	Yes	9	
Other	54% aged 14 15% aged 15 31% aged 13	46% male 54% female		62% Yes 31% Mostly 8% Sometimes 0 No	31% Year 8 46% Year 9 23% Year 10	23% CCF 23% PE 15% English 15% Drama 8% Maths 8% Art 8% French

Factor 2 has an eigenvalue of 7.3 and explains 13% of the total variance. The majority of participants are aged 14 and are not currently studying for GCSEs. The split between male and female was largely equal and the vast majority of students enjoy school. In choosing 'favourite' subjects there was a high focus on more practical subjects such as PE and CCF, followed by English and Drama.

The aim of senior school education is to enjoy it (43), having the opportunity to have new experiences (39) and to be able to be creative (5). Happiness and fulfilment (42) as well as fulfilling your potential (40) are ranked highly.

Alongside this aspect of happiness, is the means of achieving it through becoming well-rounded and interesting people (41). There is also the acknowledgement that the basic skills of reading, writing and maths (30) are important as well as preparation for further study (22) and learning about the world and increasing knowledge (18). One participant described the importance of enjoyment for learning: "You have to enjoy Summerson House to learn," (participant 1d). Learning to deal with making mistakes and failure (36) is ranked lower than in both other factors, perhaps an indication that this group do not associate making mistakes with happiness.

There is also a caring social aspect that involves respect for others (3) which is ranked highly. This care is also highlighted with the importance of school providing students with help and support (35). Participants also find the development of wisdom (23) to

be an important factor and self-control (2), which may indicate both a care for themselves and others, as well as contributing to future fulfilment and happiness. Participant u1 states: "We should enjoy school and we should learn to respect each other," also described by participant w1: "I think it is important that everyone gets along with each other without there being any bullying."

Although ranked lower than in other factors, communication skills (32) and building confidence and self-esteem (37) are still considered important. Linked with the theme of care and respect, learning about rules and laws (4) and the importance of democracy (29) are ranked more highly than in other factors.

This group do not see money as an important feature of their education (13, 12, 31). Passing exams (14) and an appreciation of standards and quality (24) are also ranked low and the group appear more focused on current states of happiness than features of education which may be more unpleasant. This is descried by participant 1g: "Because school isn't just about passing exams and getting A grades, it's also about developing yourself as a person and boosting your confidence."

Perhaps due to being of a younger age, the participants did not rank highly aspects of emancipation (38), understanding about other cultures (19) and being able to critically question (6). One participant described their thoughts on freedom: "I don't feel I have much freedom because we have to do what teachers say," (participant e1). Participant w1 also commented on age: "I don't think that as children we can change the world yet." There is also less of a focus on general life skills (33) which may be less important at a younger age. Surprisingly, having social experiences is not ranked highly (9) despite the focus on enjoyment and happiness. It could be that it is just at school that this is not important, or perhaps social experiences are not the main focus of their enjoyment. This, again, may be due to being of a younger age.

This group focus on current enjoyment and happiness in their education and are less focused on the future or on the more difficult aspects of education. For them, education is about having fun and being caring. This is summarised well by one participant: "Because I feel like you should enjoy everything you do or what is the point in doing it. Also I feel like being a good person is better than being a smart person," (participant e1).

4.2.3 Q-sort 1 Factor 3 interpretation: Empowerment

Figure 4.18 Demographic information for Q-sort 1 Factor 3

	Age	Sex	Age at joining	Do you enjoy school?	Year group	Favourite subject
Mean	13		10.3			
Median	13	Male	10	Yes	8	
Mode	14	Male	10	Yes	8	
Other	18% aged 12 36% aged 13 36% aged 14 9% aged 15	63% Male 37% Female		63% Yes 18% Mostly 9% Sometimes 9% No	55% Year 8 18% Year 9 27% Year 10	36% Drama 36% PE 9% Science 9% Geography 9% Art

Factor three has an eigenvalue of 6.9 and accounts for 12% of total variance. Most participants are 13 and 14, with most being in Year 8. There are slightly more males than females, and the majority of participants enjoy school. Drama and PE were the most popular subjects.

Ranked most highly amongst this group is freedom and independence (38) and confidence and self-esteem (37). Accompanying confidence, is the need for improving communication skills (32). There is a strong focus on the fulfilment of individuals as well as the contribution of individuals to the wider fulfilment and happiness of others. Being inspired and motivated (34), happy and fulfilled (42) and enjoyment (43) are all ranked highly, implying the importance of personal happiness as well as the happiness of others. Statements 34 and 37 are described by one participant: "I chose these two because these are the best things you can learn and I love coming to this school," (participant b2). Personal development such as fulfilling you own potential (40), learning to deal with making mistakes (36) and making wise choices (23) are all ranked highly in this theme of emancipation of the individual and society.

There is a liberal edge to this group who consider being open minded (21) and finding out your interests (11) are important in their education. Having new experiences (39) is also rated positively, although actually lower than the other two factors. Participant g1 states: "Having new experiences shapes you as a person and that's what school should do."

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Unlike the other two factors, there is a greater focus amongst this group on societal benefits, not just personal benefits. Producing people who are useful in society (25) and gaining knowledge to change the world for the better (27) are both featured in this viewpoint. Although ranked lower than in other factors, respecting others (3) is still rated positively. Ranked higher than in other factors is understanding how to take care of the environment (17), understanding more about other cultures (19) and helping your country (31). These statements suggest a more altruistic attitude. Perhaps coupled with this, is the ability to manage money (31), which could be considered in the light of 'responsible stewards' that this theme is suggesting. Participant t1 states "You want to learn and put in all your effort and you want to be interesting and sociable."

Common amongst all factors, is the negative ranking of enabling the country to make more money (13). Despite the focus on societal benefits, the focus is not monetary. Economically linked with this, preparation for future jobs (10) is also not ranked highly. Participants g1 and t1 comment on the monetary statements: "Money is not everything and school should be about yourself and not the country," (participant g1) and: "You might not want to earn high money, you might just want to do a job you like and want to do for the rest of your life," (participant t1).

There is also a negative view towards behaviour (1), rules and laws (4) and the importance of democracy (29), which suggests that the group do not see politics and laws as important, rather a focus on liberation. Alongside this notion of emancipation and liberation, is the negative ranking of learning self-control (2). Perhaps linked with a negative attitude towards prescribed rules and behaviours, is the low ranking of learning about morals and values (20). Another way of looking at this is provided by the explanation given by participant 1h, stating that learning to behave appropriately and get on with each other is something that should have already been learnt in primary school, and therefore not important at senior school level.

Accompanying this attitude of liberation, is the viewpoint that education is not about passing on knowledge (15), learning basic skills (30) and passing exams (14). This shows a possible Freirean view of education as the emancipation of the person, rather than the 'banking-system' of traditional education. The unimportance of exams is described by one participant: "I believe that school isn't all about exams, it is about making good memories," (participant q1). Appreciating standards and quality (24) is also not highly ranked. This viewpoint sees the aims of education as something other than education for its own sake, and does not rank highly preparation for further study (22).

Surprisingly, rated at -5 is statement 6: to critically question. With the emancipatory view of this group, I would have expected this statement to feature highly. However it could be linked with the negative view towards the passing on of knowledge, if students consider 'critically questioning' to be an academic skill that is passed from teachers to students. Perhaps at their age their understanding of critically questioning is at teachers' requests, rather than its genuine purpose of discovering truth for oneself. The same could apply to thinking skills (7) as this phrase is also used in an academic context that could be interpreted by students as the passing on of a type of knowledge from teacher to student.

In summary, this group take an emancipatory and liberal view of the aims of their education. Personal fulfilment and societal benefits are important. Elements of traditional 'banking-system' education such as passing on knowledge, exams, and economic prosperity are not considered important.

4.2.4 Q-sort 2 Factor 1 interpretation: Social cohesion and enjoyment, with academic success

Figure 4.19 Demographic information for Q-sort 2 Factor 1

	Age	Sex	Age at joining	Do you enjoy school?	Year group	Favourite subject
Mean	13.5		9			
Median	14	Female	10	Mostly	9	
Mode	14	Female	11	Yes	9	
Other	13% aged 12 31% aged 13 44% aged 14 13% aged 15	31% Male 69% Female		44% Yes 44% Mostly 6% Sometimes 6% No	44% Year 8 31% Year 9 25% Year 10	31% Drama 19% PE 13% English 13% Science 6% History 6% Geography 6% DT 6% French

Factor 1 has an eigenvalue of 8.7 and explains 15.5% of total variance. The majority of students are aged 13 and 14, and are in Year 8. The majority of students in this group were female. Most students said that they enjoyed school.

Students in this group think that one of the main priorities for teachers is learning to respect others (3). Learning to get on with each other (26) and behaving appropriately (1) are very important. To be able to do this, being able to make wise choices (23) and solve problems (8) are also valuable. There is an important tolerant aspect in this viewpoint, where teachers want students to be more open minded (21) and to have social experiences (9).

Alongside this respect and tolerance, is the importance of enjoying education (43). Teachers would want students to be happy and fulfilled (42) and to be able to find out what they are interested in (11). To aid this, teachers would want students to be able to experiment and be creative (5). "I think that teachers would like to think that we do enjoy it and that we learn how to respect others," (participant 1l). Several pupils commented that it was important to have fun and that teachers like to make lessons fun and interesting.

There is still an important academic aspect to education, despite the focus on enjoyment and positive social experiences. The basic skills of reading, writing and maths (30) are still ranked highly, along with passing exams (14): "Teachers want us to pass exams and do well," (participant u1) and: "I think all of our school life revolves around exams as that is what the teachers focus on," (participant 1v). Ranked more highly than any other factor is the ability to critically question (6) and an appreciation of standards and quality (24). This is summarised well by participant 1d: "Because we want to get the most out of our students knowing that they enjoy Summerson House and also learning the basic skills of reading, writing and maths."

Despite a focus on the importance of respect for others and an element of the importance of the social aspect of schooling, this does not really extend to individual and personal development. Becoming well-rounded and interesting (41), fulfilling your own potential (40), having new experiences (39) and learning to deal with mistakes and failure (36) are ranked lower than in any other factor. The viewpoint here could be that social skills and respect for others are important as they benefit more than the individual. Providing help and support (35) and inspiring and motivating students (34) are also ranked lower than in other factors. Perhaps the view of this group is a focus on peace and harmony in the school community, fostered by respect for others, rather than personal fulfilment or excitement.

The viewpoint of this group, although perhaps focusing on the importance of the school community, does not extend beyond this to wider society. National or global benefits of education are not considered important (4, 27, 25, 13, 28, 29). Making money is also not an important aim (13, 12, 31) in this viewpoint: "They don't really want us to help the country, they want us to just enjoy life," (participant a2).

In summary the viewpoint of this group is that teachers think getting on with people is more important than personal fulfilment. Teachers also want students to enjoy their education, perhaps linked with the importance of pro-social attitudes, as long as they are still learning the skills needed to eventually pass exams.

4.2.5 Q-sort 2 Factor 2 interpretation: Academic importance

Figure 4.20 Demographic information for Q-sort 2 Factor 2

	Age	Sex	Age at joining	Do you enjoy school?	Year group	Favourite subject
Mean	14		10.8			
Median	14	Female	11	Mostly	10	
Mode	14	Female	11	Yes	10	
Other	9% aged 13 45% aged 14 45% aged 15	36% Male 64% Female		36% Yes 19% Mostly 19% Sometimes 9% No	9% Year 8 27% Year 9 64% Year 10	45% PE 18% History 18% Drama 9% French 9% Maths

Factor 2 has an eigenvalue of 6.1 and explains 11% of total variance. The majority of students in this group are aged 14 and 15 and are in Year 10. There are slightly more female than male and the enjoyment of school is lower than in Factors 1 and 3. The favourite subject for the majority of students is PE.

In this viewpoint, students think the main focus of teachers is exams (14) and further academic study (22). Several students comment on the importance of exams: "I don't think teachers really care about our futures, I think they care about passing exams," (participant 1n), "They have to get us to pass exams to keep their jobs so that's their main aim and they like to think they give us more freedom than we actually have," (participant 1t) and: "We need to pass exams because that's what gives us a future," (participant 1w).

Passing on knowledge (15) and learning facts (18) are both important, as is the ability to develop thinking skills (7). There is a strong academic focus in this viewpoint on increasing knowledge, such as understanding more about other cultures (19) and learning the basic skills of reading, writing and maths (30). Appreciating standards and quality (24) and critical thinking (6) are also ranked equally or more highly than in other factors, which could contribute to academic skills. The importance of exams is expanded on by participant e1: "Teachers don't like to be questioned and like you to just sit and learn. Also they don't like you to have freedom because they don't want you to challenge them." These views are interesting and express a more traditional view of education as the transmission of knowledge from teacher to student.

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Participant 1p also expresses the view that school is about developing student skills: "because school is about passing all of your exams and learning skills."

Perhaps inspiring and motivating students (34) and providing help and support (35) is considered important in order to achieve the main aim of passing exams and moving onto further study..

There is a secondary focus on appropriate behaviour (1) and morals and values (20), as well as learning about rules and laws (4) which is rated more highly than in other factors. Learning to respect others (3) and getting on with people (26) are both still important. Perhaps all important features in working towards exams and moving on to further study.

In this viewpoint, teachers do not find social aspects of school to be a priority. Having social experiences (9), finding out what students are interested in (11), experimenting and being creative (5), enjoyment (43) and happiness (42) are ranked lower than in all other factors. Also ranked lower than all other factors is learning general life skills (33), freedom and independence (38), confidence and self-esteem (37) and communication skills (32). The focus of this viewpoint is clearly on the necessary academic skills and knowledge to pass exams and progress onto further study.

As with Factor 1, society wider than the school is not considered important, such as taking care of the environment (17) and enabling the country to make more money (13). Again, money (12) is not an important feature.

In summary, this viewpoint focuses on academic study and exam performance, with the relevant skills and knowledge needed for this as the primary focus of senior school education.

4.2.6 Q-sort 2 Factor 3 interpretation: Fulfilling potential

Figure 4.21 Demographic information for Q-sort 2 Factor 3

	Age	Sex	Age at joining	Do you enjoy school?	Year group	Favourite subject
Mean	13.6		10			
Median	14	Male	10	Yes	Year 9	
Mode	14	Male		Yes	Year 9	
Other	20% aged 12 20% aged 13 40% aged 14 20% aged 15	100% Male		80% Yes 20% Mostly	40% Year 8 40% Year 9 20% Year 10	40% Drama 20% Art 20% CCF 20% PE

Factor 3 has an eigenvalue of 5.9 and explains 10.5% of total variance. The majority of students in this viewpoint are aged 14 and are mostly in Years 8 and 9. All participants are male and enjoy school.

According to this viewpoint, teachers think that the aim of senior school education at Summerson House is personal development and fulfilling your own potential (40), accompanied by learning to deal with making mistakes and failure (36), as described by participant 1m: "Teachers try to help their students to fulfil their aspirations." Confidence and self-esteem (37) are also important and could be considered essential for personal development. This viewpoint suggests elements which would help an individual in their personal development, such as having new experiences and opportunities (39). General life skills (33) and communication skills (32) are ranked highly. Surprisingly, being able to make wise choices (23) is ranked lower than in other factors.

Teachers are interested in the students finding their interests (11) and in inspiring and motivating students (34). There is an element of preparing students for the future by preparing them to do jobs (10) and producing interesting, well-rounded people (41) which may link with the theme of fulfilling potential. Enabling students to earn more money in the future (12) is ranked more highly than in any other factor.

There is a semi pro-social aspect to this viewpoint as well which involves the importance of learning self-control (2), morals and values (20) and the importance of

democracy (29). These are also elements which could be considered important in a student being able to achieve their full potential and develop personally.

This social aspect does not extend beyond individual benefit however, and being useful in society (25), getting on with others (26), economic prosperity of the country (13) and changing the world for the better (27) are all ranked negatively. Comments from students make interesting reading in respect of this attitude.

Although the passing on of knowledge (15), appreciating standards and quality (24) and learning facts (18) are not ranked highly, passing exams (14) and learning basic skills (30) is still considered to be a feature of education, possibly considered as part of giving the best chance of someone achieving their full potential.

In summary, this viewpoint sees individual development and fulfilment as the most important aspect, helped by building resilience and certain skills. The importance is fulfilling individual potential, described by participant d2: "It would be my duty as a teacher to set up my students for the best possible future."

4.2.7 Q-sort 2 Factor 4: Personal development and wider societal benefits

Figure 4.22 Demographic information for Q-sort 2 Factor 4

	Age	Sex	Age at joining	Do you enjoy school?	Year group	Favourite subject
Mean	14		10.1			
Median	14	Female	10.5	Sometimes	Year 9	
Mode	14	Female		Sometimes	Year 9	
Other	71% aged 14 14% aged 13 14% aged 15	57% female 43% male		57% Sometimes 43% Yes	14% Year 8 43% Year 9 43% Year 10	29% drama 29% English 14% music 14% DT

Factor 4 has an eigenvalue of 5.1 and explains 9.2% of total variance. Seven participants load significantly only on this factor, with the majority being older students.

These students believe that for teachers, the aim of senior school education is to build confidence and self-esteem (37) and to be happier and more fulfilled in life (42). Producing interesting, well-rounded people (41) who are emancipated (38) is important. Help and support from teachers is considered important (35) and teachers want students to enjoy their education (43). One of the main aims is personal development and being able to fulfil your own potential (40).

This confidence, happiness and freedom is not just for individual benefit however, but to produce people who are useful in society (25) and can change the world for the better (27). One of the aims of education is to be able to help the country (28) and to be able to manage money (31), which could be seen as a sign of good stewardship and being good citizens. Ranked more highly than in any other factor, is learning to take care of the environment (17) and understanding our culture and way of life (16). Part of being a good citizen, and the means to achieving freedom and independence, could be linked to the importance of democracy (29). Despite this focus on society and the nation, the motive is not money (13).

There is less of a focus on academic knowledge and skills. Passing on knowledge (15) and passing exams (14) are ranked lower than in any other factor as is preparation for further study (22). Academic skills such as critical questioning (6), problem solving (8)

and thinking skills (7), and preparing students to do jobs (10) are also not considered important.

Also ranking lower than in other factors are some aspects around behaviour and social skills. Learning self-control (2), respecting others (3), learning morals and values (20) and learning how to behave appropriately (1) are all ranked very low, particularly compared to other factors.

In summary, this viewpoint sees personal confidence, esteem, happiness, fulfilment and freedom as the most important aims. There is some element of using this for wider societal gain, though in a very liberal way in respect to behaviours and morals.

4.3 Summary of Chapter Four

Chapter Four began by describing the methods used in the factor analysis through the use of statistical software using PCA and varimax rotation. Reduction methods were used to determine the number of factors to be extracted and retained. Three factors were retained for Q-sort 1 and four factors for Q-sort 2. Statistical data regarding correlations between the factors, polarised viewpoints, and distinguishing and consensus statements have been presented and show that the factors retained demonstrate groupings of similar viewpoints amongst the participants.

Each factor has then been interpreted, meaning that a description has been written representing the main points of each factor and a name assigned to each factor to attempt to describe its essence. Demographic data as well as quotes from the participants have been included in these interpretations to try to give an overall 'flavour' of each viewpoint. In Q-sort 1, the three factors retained represented 42% of total variance. Factor one from this Q-sort represented 17% of variance and has been named 'Future personal success', with this viewpoint focusing on personal improvement for better future opportunities. Factor two represented 13% of variance and has been named 'Enjoyment and care', containing the view that education is about enjoying the experience and being cared for. Factor three represented 12% of variance and has been named 'Empowerment', with a focus on freedom, independence and confidence. In Q-sort 2, where students were asked to complete the same Q-sort but from a teacher's viewpoint, four factors were retained accounting for 46.2% of total

variance. Factor one represented 15.5% of variance and has been named 'Social cohesion and enjoyment, with academic success' and was a viewpoint that focused on a mixture of learning to get on with each other while also achieving academically. Factor two accounted for 11% of variance and has been named 'Academic importance'. Factor three accounted for 10.5% of variance and has been named 'Fulfilling potential', with a focus on fulfilling individual aspirations. Factor four accounted for 9.2% of variance and has been named 'Personal development and wider societal benefits', containing a focus on happiness and personal fulfilment, with an element of appropriate societal behaviours.

In summary, the majority of the factors focus on personal fulfilment and enjoyment as the main aims of their education, both from their own view point and when they complete the Q-sort as if they were a teacher. There is an element of academic success as an aim, as well as social aspects of education. Wider societal benefits are much less prominent as aims of education in the factors.

The factors and the literature around the aims of education from which the Q-set was formed are now revisited in light of this factor analysis using an established values model as a lens to add an additional layer of analysis to the factors. Chapter Five describes how Schwartz's model has been used as an analytical lens to review the literature on the aims of education, showing how each statement has been assigned to a particular value. The factors are then analysed using Schwartz's models as a lens in Chapter Six, followed by a discussion of significant themes in Chapter Seven.

CHAPTER 5: LITERATURE REVIEW – THE AIMS OF EDUCATION

Chapter Five takes an innovative approach to the analysis of the literature used to form the Q-sets by using Schwartz's model of basic human values as an analytical lens. Schwartz's model provides a significant point of reference for analysing both the literature around the aims of education, and the subsequent factors from the Q-sorts. This chapter reviews the literature around the aims of education which formed the concourse from which the Q-set was formed, using Schwartz's values to organise the literature. Statements from the Q-set have been assigned to each value to be able to view the Q-set and resulting factors through the lens of Schwartz's values model. This enables, in Chapters Six and Seven, an analysis of the resulting factors using Schwartz's model as an analytical lens.

5.1 Using a values model as a lens

The aim of this research was to both gather student perceptions of the aims of education, and to analyse these perceptions for insights into the values they may express. To aid this, an established values model was chosen to use as an analytical lens when viewing the factors. Using an established model brings an alternative perspective to the research with which to view the results. My interest lay in how the values expressed through the students' perceptions could be viewed within the context of societal values. Schwartz's model of basic human values, and pan-cultural baseline of value priorities, were chosen as the analytical lens with which to examine the factors.

Social anthropology describes patterns of thinking as being learned through a shared social environment, with values being learned not consciously but implicitly. I therefore chose to ask the students about their perceptions of the 'aims' of their education rather than directly question them about their 'values'. Hofstede (1997) and Trompenaars and Hampden-Turner (1997) described how because values are unconscious they cannot be discussed or directly observed, they can only be inferred from the way in which people act. Q-methodology was used as it provides an operant process in which the participant can 'act' out their perception using the Q-sort. In the

research participants were not asked directly about their values, but instead asked about their perception of the aims of their school education in order to try to infer some of their unconscious values. This is a complex subject and the perceptions expressed by the participants may involve values that have been gained from multiple and layered cultures. They will not necessarily be expressions of values gained from the particular school culture. The Q-sort aimed to provide some form of action in which participants can express implicit thoughts through its operant nature, while the use of an established values model helps in the deeper analysis of the factors by providing an alternative analytical lens.

5.2 Schwartz's theory of basic human values and the concept of values and virtues

Schwartz's (2006) theory of basic human values outlines the ten values that Schwartz found universally in all cultures due to their basis on necessary human functions for survival. Schwartz describes values as crucial for explaining social and personal organisation and in being used to characterise cultural groups and to trace changes over time. Figure 5.1 shows a continuum where adjacent values have shared motivational emphasis. Values opposite each other are more likely to conflict. The values have also been categorised into four main groups: openness to change, self-transcendence, conservation and self-enhancement.

Figure 5.1 Schwartz (2012) Theoretical model of relations among ten motivational types of value
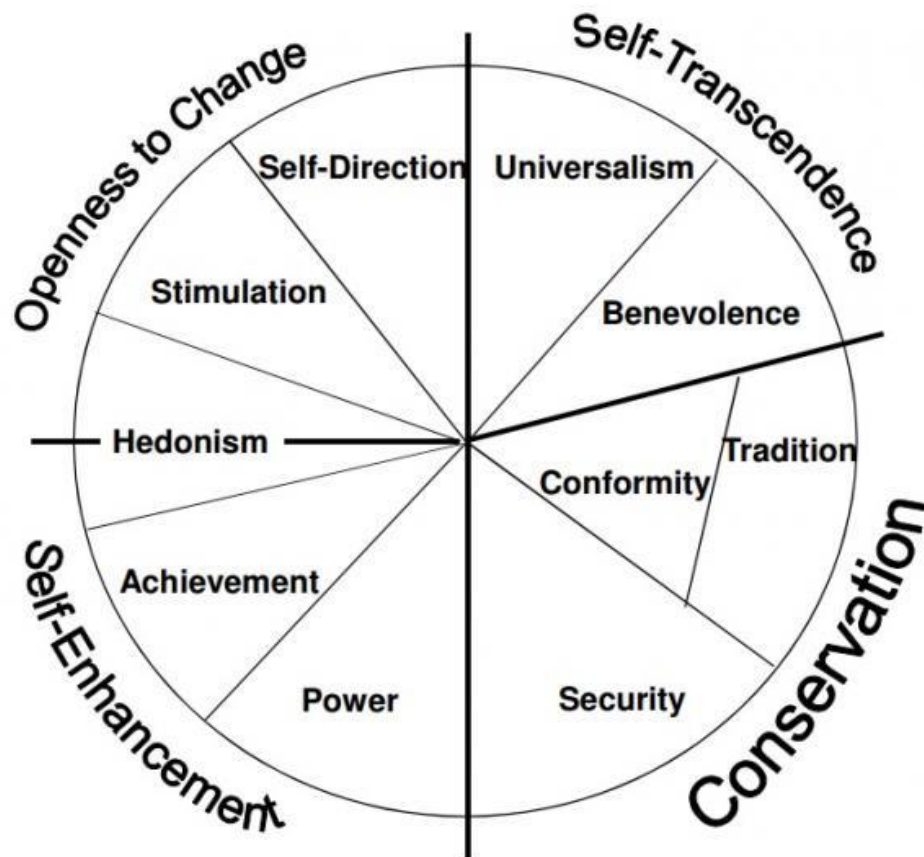
As Schwartz identifies with his model, many moral theorists have described the tensions that can exist between different values and virtues (Carr, 2017). Carr (2017) describes how there continues to be debate around the tensions between prosocial virtues and those of self-actualisation in many moral theories. This is also shown in Schwartz's model with the values of self-enhancement and self-transcendence being opposed to each other.

Moral reductionism maintains that moral judgements are no more than expressions of personal preference, however others have argued that they are social constructs (Carr, 2017). As described in Chapter Three, it has been hypothesised in this thesis that similar groupings of viewpoints will be found within the same context due to the social construction of perceptions. However, it does not conclude whether the values that students have are produced from social construction or are independent of that. Carr argues that a person can be virtuous without socially constructed moral rules in a virtue-focused rather than rule-based conception of moral theory. Perhaps then, while

the students' perceptions of their education may be socially constructed, it could be that any values or virtues they hold regarding their education are not.

Other attempts have been made to identify what could be considered universal values. The identification of universal values assumes that there are objective attitudes which are universal, with some of these having been classified as more 'virtuous' than others in virtue theory. The difference between values and virtues has been described as: "Put simply, values are beliefs and ideals whereas virtues are moral habits and dispositions of character," (Pike, 2017, p.3). Schwartz uses the term 'values' to describe his model of ten identified universal values. It could be argued that some of these values are also virtues, whereas others perhaps are not. Later in this chapter, when viewing the aims of education through the lens of Schwartz's model, I describe how some of the values in the model could be both for individual benefit or that of society (perhaps showing more 'virtue') depending on the attitude with which they are enacted. Virtues can be described as being in some way beneficial, Aquinas described virtues as being able to only produce good actions although more recently many philosophers such as Von Wright describe virtues being also found in bad actions, though it could be argued that not all virtues bring benefit to the possessor but to others (Foot, 1998). Perhaps in a similar way, some of the values in Schwartz's model could be argued as bringing benefit to the possessor, but not to others.

Much writing on virtues stems from Aristotle's moral virtues of courage, generosity, fair-mindedness and other dispositions such as proper self-respect, and intellectual virtues such as knowledge, good judgement and practical wisdom (Barnes, 2000). Aristotle, however, used the term 'virtue' much more widely than we do today, encompassing the arts and speculative intellect (Foot, 1998). 'Character' has been described as being made up of intellectual virtues, moral virtues, civic virtues and performance virtues (The Jubilee Centre, 2018). Many of these virtues can be seen in the values in Schwartz's model, as well as the cardinal virtues of prudence, temperance, justice and fortitude (Pike, 2013), although Aristotle and Aquinas counted only three of these as moral virtues, classing practical wisdom with intellectual virtues though admitting the close connection between practical wisdom and moral virtues (Foot, 1998). Therefore, Schwartz's model is another way of outlining not just virtues, but also values which he has found to have consensus across societies.

C. S. Lewis (1955) described the concept of universal virtues as the 'Tao', describing the aim of education for those in the Tao as the training of pupils in these virtues. Lewis gave eight general laws of the 'Tao', described as: general beneficence; special

beneficence; duties to parents, elders, ancestors; duties to children and posterity; justice; good faith and veracity; mercy; and magnanimity. Similarities can certainly be seen between these virtues and some of the values outlined in Schwartz's model. General beneficence could be described as universalism and special beneficence as benevolence. However, as Schwartz's model is describing values rather than virtues, there are aspects of Schwartz's model which are perhaps not virtues. By using Schwartz's model therefore, I am using a values lens rather than a virtues lens. I am viewing the factors, and in this chapter the concourse, through the lens of values, some of which could be argued to be virtuous whereas others are perhaps not. Schwartz's model is one way of describing the commonly found values across societies, some of which are virtues found in other models such as the 'Tao'.

Schwartz found that: "Individuals differ substantially in the importance they attribute to the ten values. At the societal level, however, consensus regarding the hierarchical order of the values is surprisingly high," (Schwartz, 2006, p.18). Therefore it may be expected that although the values have been found in the Q-set statements, being universal, the relative importance that individuals assign to them will likely show differences. Schwartz found that: "Across representative samples, using different instruments, the importance ranks for the ten values are quite similar. Benevolence, universalism, and self-direction values are most important. Power and stimulation values are least important," (Schwartz, 2006, p.18). This hierarchy of importance is described as the pan-cultural baseline of value priorities, and ranks the common value priorities across societies as follows:

Benevolence – 1st

Universalism – 2nd   Most important

Self-direction – 3rd

Security – 4th

Conformity – 5th

Hedonism – 6th

Achievement – 7th

Tradition – 8th

Stimulation – 9th

Power – 10th   Least important
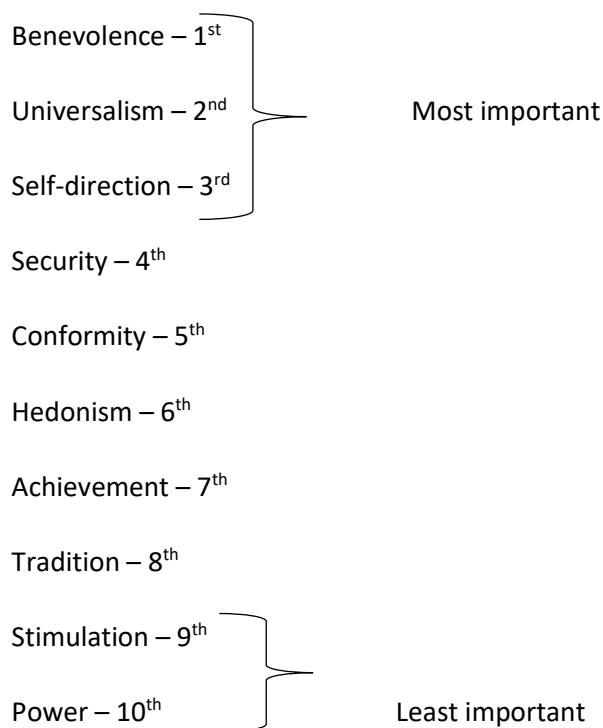
Figure 5.2 shows the rankings on the model, with the top five values outlined in blue, and bottom five in red. Commonly societies value 'self-transcendence' and 'conservation' (with the exception of tradition) as most important, along with self-direction from the category 'openness to change'. Self-enhancement and the remaining values of openness to change, along with tradition, rank the lowest.

Figure 5.2 Schwartz's model of basic human values with the pan-cultural baseline of value priorities added
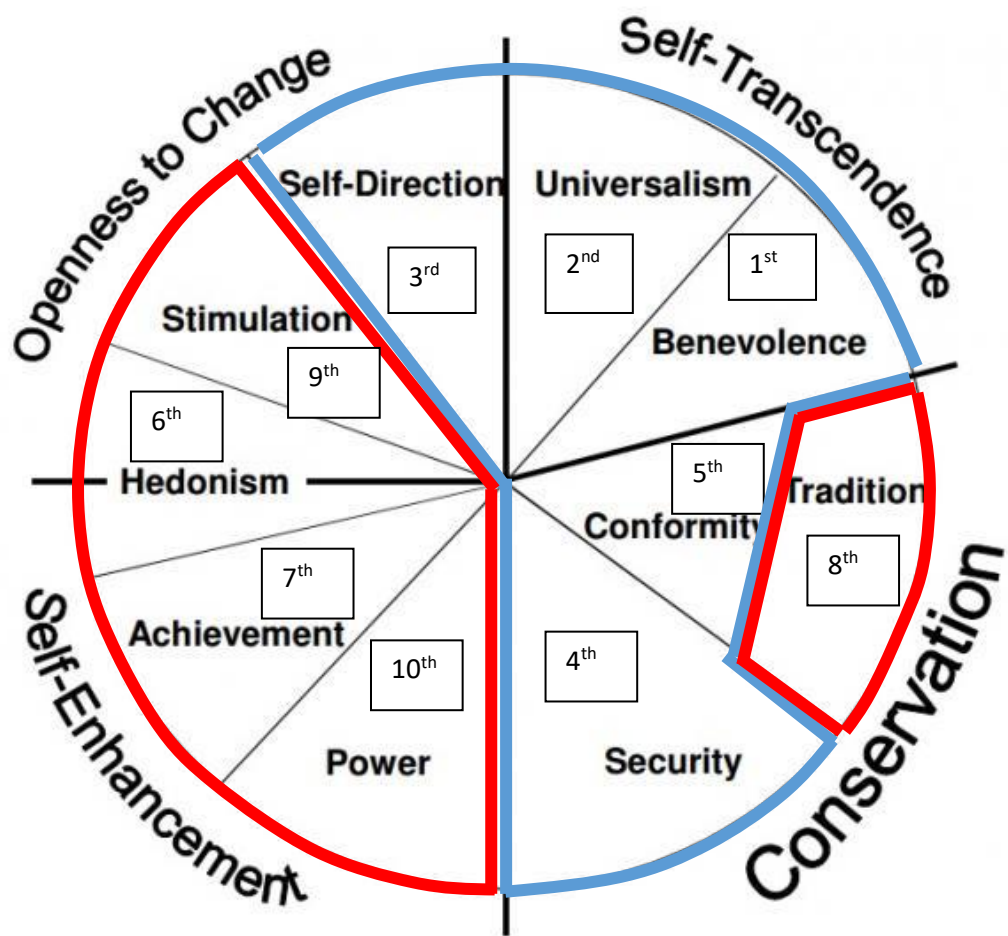
5.3 Examining the school's stated aims using Schwartz's model as a lens

Figure 5.3 Summerson House aims mapped onto Schwartz's model of basic human values
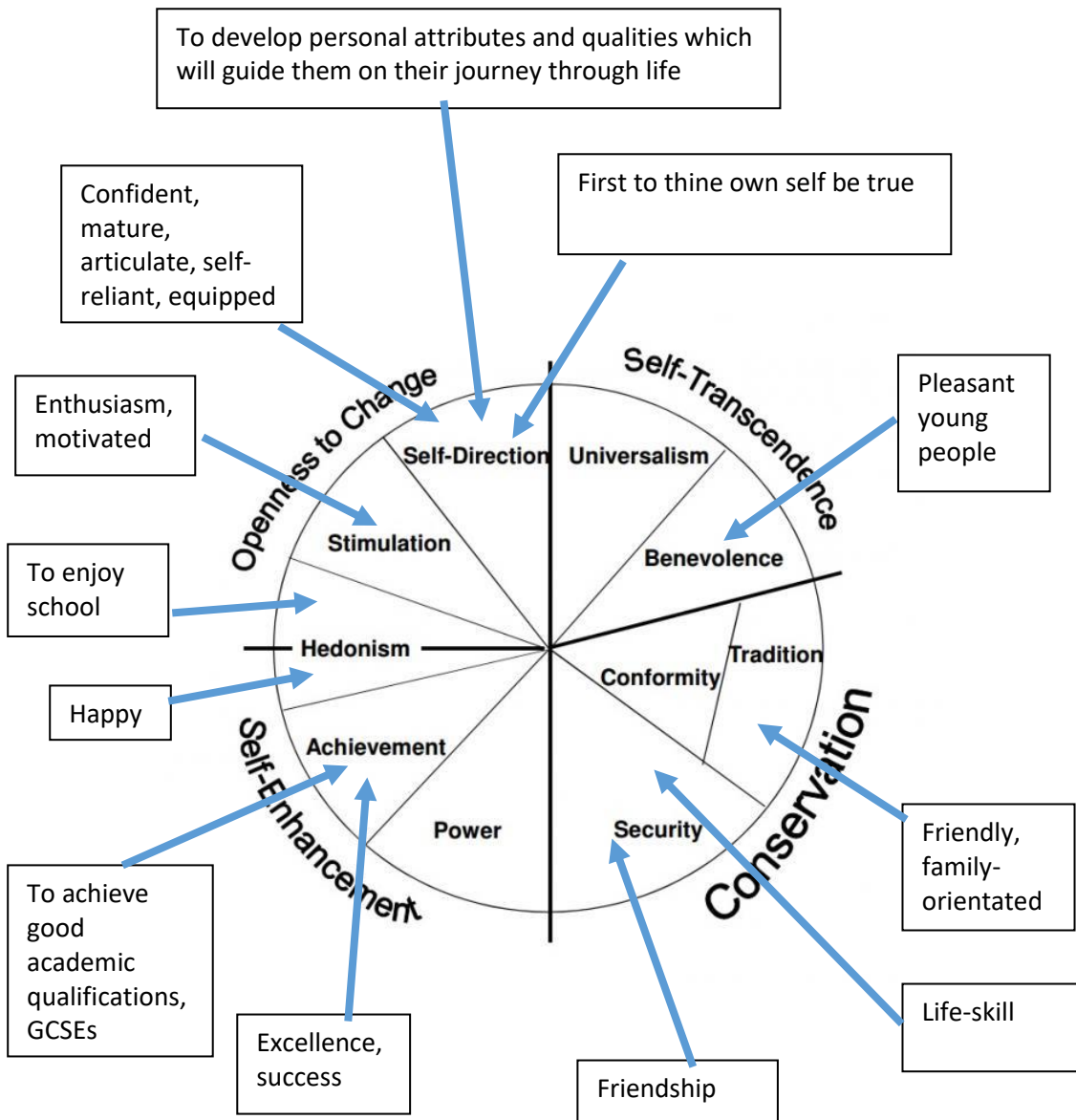
If we examine the stated aims of Summerson House using Schwartz's model as a lens, they show a bias towards self-enhancement, conservation and openness to change as shown in Figure 5.3. It is within the context of these stated aims that the research took place.

<u>5.4 The concourse literature – discussing the aims of education</u>

Literature discussing the aims of education has been reviewed here using Schwartz's model of basic human values as an analytical lens with which to approach the structure of the literature review. The literature review is quite broad as at the outset, the aim was to gather as many different views regarding the aims of education as possible in order to form the Q-sample from the concourse. Literature spans from 1916-2016 and is largely from the UK and USA. Along with input from students and teachers forming part of the concourse, this literature originally formed the Q-set statements. Schwartz's model has been used to structure this literature review, showing how the Q-set statements have been assigned to particular values. Assigning statements from the Q-set to certain values in Schwartz's model is a subjective process and involves the interpretation of both the Q-set statements and Schwartz's value descriptions. The model that is devised following this literature review (Figure 5.4), shows how the statements from the Q-set have been mapped onto Schwartz's model. However, this is just one interpretation of both the statements and Schwartz's values. A reflection on this is included in the presentation of the model. Mapping the Q-set statements onto the values enables Schwartz's model to be used as an analytical lens with which to view the factors in Chapter Six, and a discussion of the themes that emerge in Chapter Seven.

5.4.1 Self-direction

Schwartz described the defining goal of self-direction as: "independent thought and action – choosing, creating, exploring," (Schwartz, 2012, p.5).

The value of 'self-direction' could be viewed in terms of progressive education, valuing change, improvement, freedom and exploration, with the aim of producing people who can think for themselves, create and adapt and act on what they discover (Walker and Soltis, 2009). It has been argued that education can be seen as either accommodating the future to the past, or developing and redeveloping the future (Dewey, 1916). A progressive view has been described as wishing to continuously

reconstruct experience as preparation for the future, to help individual learners to develop (Standish, 1999). It could be the value of self-direction that underpinned Illich's (1971) ideas in 'Deschooling education', where he denounced the school as an unnecessary institution and put forward his views on learning as a self-motivating and meaningful interaction in society.

The value of self-direction is linked in Schwartz's model with that of stimulation and universalism. However I would also argue that the ability to choose, create and explore also results in problem-solving and invention which I believe contributes not only to universalism but to 'security' as a value, where problem solving is needed to maintain stability in society. Perhaps with the ability to innovate also comes the value of 'power'. When viewing the aims of education using Schwartz's model, in reality the values that are opposed to each other in the model may not always be mutually exclusive.

In gathering statements on the aims of education, many students and teachers stated that education is to prepare you for adult life, or life in 'the world'. Winch (1996) described how this is concerned with how people should live and therefore this educational aim is bound up with ethical values. Social and moral preparation of young people involves benefits to society as well as moral and values education (Winch, 1996). It brings up the fundamental questions of human destiny and identity (Carr, 1999). Personal autonomy could also be considered important for adult life, providing students with the capacity to become autonomous individuals (Winch, 1999). Marples (2010) also described autonomy as one of the main aims of education, striving for well-being for the individual and society. Perhaps this progression towards societal benefits moves us around Schwartz's values model towards universalism.

Personal development was important in the view of students and teachers when the statements were gathered for the Q-set. Personal development has also been described as 'growth' from an immaturity towards maturity: "The criterion of the value of school education is the extent in which it creates a desire for continued growth and supplies means for making the desire effective in fact," (Dewey, 1916, p.32). Personal development is a wide-ranging concept that is difficult to define, but suggests something beyond academic skills or knowledge assessed in exams. Alternative models of education have been produced with the focus on more than academic curriculum. McNeil *et al*. (2012) described five themes in their curriculum framework: achieving, career success, being healthy, having positive relationships, involvement in meaningful and enjoyable activities. Putting aside the subjectivity of these statements, such as

who determines which activities are meaningful, it is clear to see that the aim of this framework is to provide more than just academic knowledge. There is a focus on resilience, communication, social and emotional capabilities, and learnt behaviours. This focus on capabilities is founded on the belief that if IQ is fixed by the age of ten, it is social and emotional capabilities that can be more readily changed after this age. Therefore from this view, personal development in these areas should be the aim of senior school education.

It has been argued that education has an indispensable role in the well-being of individuals through self-discovery and self-affirmation (Marples, 1999). Perhaps critical thinking is needed for this, therefore aligned with a focus on well-being, would need to be the teaching and learning of critical thinking. Critical thinking then also becomes an important aim of education, which has become more of a focus over the past 20 years (Hare, 1999). Dewey stated: "The important thing is that thinking is the method of an educative experience," (Dewey, 1916, p.90). Therefore critical thinking could be considered an important educational aim.

Although 'behaviour' as an aim is discussed in depth under 'tradition/conformity', discipline and good behaviour as a result of the education process can instil self-efficacy and self-esteem in pupils and the motivation that can result from this develops independence, resilience and perseverance (Ellis and Tod, 2009; 2015; Lee *et al*., 2010; Wearmouth *et al*., 2005). Discipline can result in achievement through persistence towards a goal, resulting in an increased sense of value. Self-discipline, persistence and learning the skills to overcome adversity are all considered aspects needed for a fulfilling life and for future as well as current wellbeing (Blanford, 1998; McGuiness, 1993; Porter, 2000; Roffey, 2011). Therefore, discipline as a result of education can lead to increased wellbeing and resilience. We also start to see here an overlap between 'self-direction' and 'achievement' values.

Self-direction could also perhaps be linked with the concept of mental health. There has been an increasing focus on mental health and well-being regarding young people, however back in 1964 Peters was already discussing mental health as an educational aim: the education process should engender wholeness, integration and mental health. Peters (1964) disputed the concept of aims of education however, and described it as perpetuating the 'obnoxious view' that education must have some aim beyond itself. He described education as being preoccupied with the mechanics of life, to the exclusion of concern about what sort of life is worth living. With the focus on external exams in the education system today, this could still be said to be true.

In viewing the literature through the lens of the value of self-direction, educational aims such as personal development, creativity, critical thinking and autonomy have been discussed. Therefore, the following statements from the Q-set have been assigned to this value:

5 The aim of senior school education at Summerson House is to be able to experiment and be creative.

6 The aim of senior school education at Summerson House is to critically question.

7 The aim of senior school education at Summerson House is to develop thinking skills.

21 The aim of senior school education at Summerson House is to become more open minded.

37 The aim of senior school education at Summerson House is to build confidence and self-esteem.

40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential.

5.4.2 Stimulation

Schwartz described the defining goal of stimulation as: "excitement, novelty, and challenge in life," (Schwartz, 2012, p.5).

Walton (1993) described education as involving stimulation, and being able to interpret and pass on the values of society, to stimulate people to think for themselves and to change the world around them. This encompasses the value of stimulation, however also includes values of tradition, self-direction, benevolence and universalism. Perhaps also power in terms of being able to bring about change. Whitehead (1959) in his original 1919 essay also described the purpose of education as to stimulate and guide self-development. His aim was for education to produce people with both culture and knowledge, in order to experience life in all its manifestations.

In viewing the literature through the lens of stimulation, the following statements have been assigned to this value:

11 The aim of senior school education at Summerson House is to find out what you are interested in.

34 The aim of senior school education at Summerson House is to inspire and motivate students.

39 The aim of senior school education at Summerson House is to have new experiences and opportunities.

5.4.3 Hedonism

Schwartz described the defining goal of hedonism as: "pleasure or sensuous gratification for oneself," (Schwartz, 2012, p.5).

In my experience, I have heard parents at the school express the desire that their child be 'happy'. Marples (2010) discussed the issue of a parents' desire for their child to be 'happy' rather than successful, particularly in terms of measurements of academic achievement. Marples described the aim of happiness as being something which is implausible. Happiness may be gained as a side-effect of another action or situation, however is not something that can be strived for as an end-goal in itself. Marples discussed the aim of education as primarily pursuing well-being, both for the individual and also an understanding of where that individual's well-being may lie and be bound up in the well-being of others. This view of well-being begins to encompass not just hedonism, but also universalism and benevolence despite them being opposed to each other in Schwartz's model. Perhaps Marples is arguing that hedonism cannot actually be gained in terms of individual 'well-being' without the context of societal well-being. It could be argued then that rather than happiness being an aim, the goal is human flourishing: "To flourish is not only to be happy, but to fulfil one's potential,' (The Jubilee Centre, 2017, p.1). This therefore, makes happiness without fulfilling one's potential an unachievable aim. Perhaps, therefore, this is where dissatisfaction can occur: aiming for happiness but without wanting the hard work required to fulfil your potential.

Walker and Soltis (2009) described a student-centred, individualistic perspective of education whose aim is the rights, talents, personal fulfilment, happiness and advancement of the individual. This certainly is based on a hedonistic value, however

their description is of an education that is not just hedonistic. Other values mentioned here involve self-direction, stimulation, achievement and perhaps even power. They add creative expression, cultivation of talents, self-esteem and self-realisation, and preparation for life, amongst other individual-centred aims. Using Schwartz's values to view the aims of education that many of the values in the model, and the aims of education, could be both for individual benefit or that of society depending on the attitude with which they are enacted.

Viewing the aims of education through the lens of hedonism shows that it is an aim that is expressed in literature, although perhaps using terms such as happiness and well-being. Albeit with well-being usually requiring a less-selfish view of pleasure and gratification than is perhaps meant by hedonism. Certainly happiness, and therefore perhaps the value of hedonism, is one which is frequently heard in the context of the school in question. The following statements have been assigned to this value:

42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life.

43 The aim of senior school education at Summerson House is to enjoy it.

5.4.4 Achievement

Schwartz described the defining goal of achievement as: "personal success through demonstrating competence according to social standards," (Schwartz, 2012, p.5).

One social standard on which the education system appears to be based is that of high-stakes testing. The 'standards' against which the success of schooling are measured are largely academic qualifications. It is academic results which allow students to progress to their next stage. This might be particularly important in this case study as there is no post-16 provision therefore all students have to relocate to complete their compulsory education.

The term 'exam factories' has been used in several media reports (such as Courtney, 2016; Garner, 2014; Wiggins, 2016) to describe the trend towards an exams-focused education. Pope (2001) also described this trend in the USA, stating a greater focus on academic success as a means of getting ahead. The 2015 report by the NUT titled:

'Exam factories?' (Hutchings, 2015) described the harmful effects of a changing education system that is pressurised towards exams. The report described the negative views that students and teachers hold towards accountability structures: "Increasingly, children and young people see the main purpose of schooling as gaining qualifications, because this is what schools focus on," (Hutchings, 2015, p.5). The report highlights that teachers, as well as students, are often more focused on passing exams than other aspects of education, and increasingly so. However the independent sector has not been characterised as exclusively exams focused: "It is widely asserted that traditionally the schools have paid more attention to providing their pupils with leadership qualities than with academic qualifications," (Fox, 1985, p.3).

As well as providing individual students with qualifications, public exams also provide the public with data about school performance. Abbott *et al.* described how overseeing testing arrangements in schools: "would allow for the publication of results and subsequent drawing up of league tables of schools, a factor seen to be essential as a way of giving parents information about schools and hence widening their choice," (Abbott *et al.*, 2013, p.111). The use of assessments in this way works towards the agenda of a market-driven education and freedom of choice for consumers. Perhaps the assessment aspect of the education system is another way of meeting the needs of consumers in a capitalist society. Qualifications have become a major focus of education and the standard way of measuring achievement of one school against another, as well as one person against another.

Through the lens of achievement as a value, the following statements have been assigned to this value:

12 The aim of senior school education at Summerson House is to enable students to earn more money in the future.

14 The aim of senior school education at Summerson House is to pass exams.

22 The aim of senior school education at Summerson House is to prepare students for further study.

23 The aim of senior school education at Summerson House is to prepare students to make wise choices.

30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths.

5.4.5 Power

Schwartz described the defining goal of power as: "social status and prestige, control or dominance over people and resources," (Schwartz, 2012, p.5).

When viewing the aims of education through the lens of power, it highlights that the concept of 'power' largely depends on the attitude of the person seeking power and the purpose of that power. Schwartz's description largely focuses on economic aspects of control, as it is material wealth which largely gives people power in a capitalist society. Other aspects described, such as social status and prestige, have been given as reasons for choosing independent education.

I have chosen to consider the works of Freire in the context of this statement, as it could be argued that an education which empowers must surely also provide that person with power. Freire advocated an education where the student has freedom and independence, equal with the teacher, resulting in greater critical awareness and liberation (Freire, 1972; 1992; 1998). Due to this critical awareness, Freire could also be considered in the context of other values such as universalism. Despite a link to power, Freire's works advocate that the power gained from emancipation is for social good and emancipation of others, rather than control or dominance. It largely depends on whether the 'control' of others is a negative concept which forces dominance of another person, or is a positive concept which influences another person towards goals such as emancipation. Although the terms 'empowerment' and 'emancipation' could have been used in the Q-set, following the pilot study I was apprehensive about them not being understood by participants and therefore opted for more commonly used words instead, 'power, freedom and independence'.

Chitty (2014) described how politicians since the 1970s have tended to see the aims of education as personal fulfilment and a focus on skills acquisition necessary for a working life. It might be unusual to consider the concept of 'power' with regard to these aims, however in terms of independence in society, it could be argued that independence is largely based on financial resources commonly attained through having the required skills in a society. Perhaps managing money, therefore, is one of those skills which is necessary for a working life, and necessary for dominance over resources.

The following statements have been assigned to this value:

31 The aim of senior school education at Summerson House is to be able to manage money.

38 The aim of senior school education at Summerson House is to have power, freedom and independence.

5.4.6 Security

Schwartz described the defining goal of security as: "safety, harmony, and stability of society, of relationships, and of self," (Schwartz, 2012, p.6).

Viewing the aims of education through the lens of security highlights both society and self: "The aim of education, in the broadest sense, is to prepare us for life," (Hutchins cited in Arcilla, 1995, p.12). It could be contested, however, whether 'preparation for life' is to ensure the security of self and/or society, or self-direction, or achievement. 'Life' also varies with context and time. Springhall (1993) described the importance of the education system in providing for changes and job transitions, with a need to focus on versatility for young people in an unstable future, a view which could remain as valid today in a changing technological world.

Garratt and Forrester (2012) outlined historical aims of education in the UK, describing 1945-79 as a time when the aim of education was reducing social inequalities, improving social mobility and creating a more meritocratic society. Perhaps this was based on a value of security, of harmony for society by creating a more equal population. The 1980-90s moved towards a more competitive, market-driven activity based on increasing consumption, more in line with the value of power and achievement. Education has been promoted as the driver of social mobility and furthering equality (Gibb, 2015). Not all have agreed that education necessarily does this, or is able to, however. It has been argued that schooling is an impediment to social mobility and is the transmission of cultural capital and a way of defining social class (Lowe, 1998). Much of the contemporary research in the independent sector also makes these claims.

Education has often been linked with the economy, as has social stability, so it may be appropriate to discuss the economic aims of education under the value of security. The government stated that: "Education is the engine of our economy, it is the foundation

of our culture, and it's an essential preparation for adult life," (Gibb, 2015) with a focus on literacy, numeracy and STEM subjects in order to have economic gains for the individual as well as for business. Anyon (2011) earlier argued against the assumption that more education will get people jobs and therefore raise standards of living and equality, stating: "Education did not create the problem of wide-spread poverty and low-wage work, and education will not solve the problem," (Anyon, 2011, p.75). However it has also been stated that: "Over the course of the last 40 years the relationship between education and the economy has become inseparately woven," (Garratt and Forrester, 2012, p.103) with the relationship between the economy and education having become reciprocal (Dunne, 2005). The relationship between education and economic growth is complex, and Wolf (1998) described the obsession with education as a driver of economic growth as driven by 'economic panic among politicians'.

Whether education links to economic outputs is contested. Wolf (2002) described how education is seen as the engine of economic growth and there is an almost unquestioning faith in the economic benefits of education, leading to 'huge investment, wasteful spending and misguided policies'. Wolf stated that the link between education and economic growth does not exist. The larger and more complex the educational sector, the less clear any links become, and conclusions cannot be drawn in which more education benefits wider society. Wolf stated that education is a socially acceptable way for employers to be able to rank people and can be a useful signal of ability. Therefore, education has an importance for the individual in terms of employability, perhaps representing more the values of achievement and self-direction.

Economic aims have been defended as just as legitimate as any others and allow individual fulfilment through employment (Winch, 2002), perhaps showing more individualistic values than that of security in Schwartz's model. Winch also stated that social wellbeing is found through economic prosperity, thus justifying economic aims of education for both individual and societal benefits, bringing in values of self-transcendence and conservation. Employment has intrinsic worth as well as a moral and social dimension which Winch used to reinforce that economic aims of education are not just mercenary but allow for the pursuit of desires, the enjoyment of activity and a worthwhile life. In this light, preparing students for jobs can be seen as a social, not just individual, aim of education and one which could be justified as serving a wider purpose than money. When viewing the aims of education using Schwartz's

model as a lens, the values in the model become more difficult to distinguish. If economic aims are both for individual benefit, based on hedonism and achievement, and interwoven with universalism and benevolence, perhaps these opposing values in the model are not just far from mutually exclusive but could be dependent on and reinforce each other. It is as if another layer of motivation lies underneath these values which could change the outcome of each depending on whether they are enacted for individual or societal benefit. Clarke and Mearman (2004) disputed the social and moral aspect of economic aims of education however, by warning that educational aims that change in demand from consumers can lead to learning that is unstructured, incomplete and achieves little or nothing. This was also argued by Cockerill (2014) who stated that education driven by economic productivity does not always nurture personal fulfilment or sustain democratic societies.

The following statements have been assigned to this value:

8 The aim of senior school education at Summerson House is to be able to solve problems.

10 The aim of senior school education at Summerson House is to prepare students to do jobs.

24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality.

26 The aim of senior school education at Summerson House is that people learn how to get on with each other.

32 The aim of senior school education at Summerson House is to improve communication skills.

33 The aim of senior school education at Summerson House is to learn general life skills.

35 The aim of senior school education at Summerson House is to provide students with help and support.

36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure.

41 The aim of senior school education at Summerson House is to produce interesting, well-rounded people.

5.4.7 Conformity

Schwartz described the defining goal of conformity as: "restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms," (Schwartz, 2012, p.6).

When viewing the aims of education through the lens of conformity, it highlights the prevalence of literature around discipline and behaviour in education. Dewey (1916) stated that education can be used as a means of producing certain behaviours deemed acceptable in society through strengthening some beliefs and weakening others; something which can be seen in behaviour management strategies for schools. Behaviours which conform are rewarded, whereas behaviours which upset or harm others, or violate social norms, are punished or excluded. As the enforcement of discipline within schools has changed greatly since the abolition of corporal punishment (Farrell, 2015), the literature reviewed in this section is taken largely from the late 1980s to the present day. In reviewing the literature, four themes emerge regarding the purpose of considering discipline and behaviour management as an aim of school education: improved teaching and learning, the enablement of group learning environments, the recruitment and retention of teachers, and benefits for both the student and wider society. It has been argued that the school environment can, and many would say should, influence behaviour (National Commission on Education, 1993).

5.4.7.1 Teaching and learning

One of the recurring reasons for the need for good behaviour management and discipline in school is to enable good teaching and learning (Cowley, 2003; Ellis and Tod, 2015) and to improve attainment (Ellis and Tod, 2015; Gutman and Vorhaus, 2012). In this respect, the value of achievement also underpins the aim of discipline and behaviour in education, as well as the value of conformity. Learning has been described as the primary aim and core focus of teaching (Cowley, 2003; Ellis and Tod, 2015; Elton, 1989; Gillborn *et al.*, 1993) with effective behaviour management necessary for this to take place (Blanford, 1998; Clarke and Murray, 1996; Department for Education, 1987; Elton, 1989; Porter, 2000; Relf *et al.*, 2000). School environments

require certain behaviours in order to carry out their function (Blanford, 1998; Rogers, 2007). This appears to be circular: teaching and learning requires certain behaviour for it to take place, therefore an outcome of education is to produce behaviour which enables teaching and learning to take place, in order to reproduce this behaviour. Ellis and Tod (2015) clearly stated that the purpose of managing behaviour is to promote learning, not to gain control over pupils. However, I would question such a distinction. In terms of the power relationship between teachers and students, is it possible to enforce certain behaviours by means of rewards and sanctions that does not contain an element of control? Control is often associated with negative connotations, however 'control' has been defined as: "the power to influence or direct people's behaviour," (Oxford Dictionary of English, 2006), which is the aim of behaviour management. Although ideally there may be the hope that students will themselves become self-motivated in choosing behaviours conducive to learning.

5.4.7.2. Group learning environments

Current school structures require learning to take place in groups, therefore certain behaviours are required (Ellis and Tod, 2009; 2015). It has been argued that relationships are important to managing behaviour and effective teaching and learning (Ellis and Tod, 2015; Roffey, 2011) therefore if teaching and learning in group environments is the practice of school education, then discipline and behaviour needs to result from that in order to produce behaviour conducive to this group learning environment. The value of conformity in this context is vital to the proper functioning of group learning environments.

5.4.7.3 Teacher recruitment and retention: reducing teacher stress

Reducing teacher stress has been given as a reason for discipline and behaviour being an aim of the education system (Clarke and Murray, 1996; Cowley, 2003; Department for Education, 2012; 2014c; Ellis and Tod, 2009; 2015; McGuiness, 1993; Roffey, 2011; Rogers, 2007). Perhaps here, then, is an element of benevolence as well as conformity.

Teacher stress as a result of misbehaviour is counterproductive to learning and results in a loss of integrity for the teacher as well as a reduction in self-esteem and confidence, which might in turn negatively affect ability to instil discipline and manage behaviour in the classroom. Discipline and behaviour as an aim of education reduces teacher, and pupil, stress leading to an environment conducive to teaching and learning.

5.4.7.4 Societal benefits and inclusion

Wider societal benefits result from discipline and behaviour learnt through school education. Engaging in pro-social behaviour at a young age has been said to increase engagement and improve career prospects, and can increase economic gains in the future (Lee *et al*., 2010; Roffey, 2011). This can have wider benefits for society. Misbehaviour has in turn been linked with disengagement and negative employment and higher education outcomes, often as a result of poor attendance (Department for Education, 2012). Links have been made between behaviour at school, poor attendance and crime (Wearmouth *et al.*, 2005).

As well as the economic needs of society being met through the education system, there are wider benefits to society of having discipline and behaviour as aims of school education. It has been argued that society defines acceptable behaviour and expects the education system to reinforce and produce these behaviours in students (Ellis and Tod, 2009). Schools are expected to produce behaviours that reflect society, ensuring stability, social cohesion, inclusivity and working relationships (Blanford, 1998; Ellis and Tod, 2009; Rogers, 2007; Wearmouth *et al*., 2005) as well as encouraging acceptance of diversity (Ellis and Tod, 2009), and cooperation and compliance (Porter, 2000). Producing responsible adults who act with integrity (Ellis and Tod, 2009) as a result of behaviours learnt through the education system benefits society as a whole (Elton, 1989).

Schools are expected, therefore, to produce behaviour and discipline consistent with society's expectations and needs, enabling social cohesion and empowerment, as well as societal benefits. Discipline and behaviour, in this light, become important aims of education when viewed through the lens of the value of conformity as well as elements of other values discussed.

The following statements have been assigned to this value:

1 The aim of senior school education at Summerson House is to learn how to behave appropriately.

2 The aim of senior school education at Summerson House is to learn self-control.

5.4.8 Tradition

Schwartz described the defining goal of tradition as: "respect, commitment, and acceptance of the customs and ideas that one's culture or religion provides," (Schwartz, 2012, p.6).

Viewing the aims of education through the lens of tradition, might most obviously highlight the aims of a traditionalist education. Traditionalists value discipline and academic study. A traditional education is one which focuses on the needs of society (Standish, 1999). Knowledge can be viewed as something to be passed on, rather than created; described by Freire (1972) as the 'banking system' of education in which students are passive recipients of their education, where teaching and learning is a one-way process (Simon, 1985). Education has been described as a means of transmitting societal values and cultural heritage (Walton, 1993). Walton described how individuals should learn to be part of society and to contribute to it, resulting in benevolence, stating: "Education is about empowerment as well as the transmission of knowledge," (Walton, 1993, p.40), demonstrating an element of power as a value, although perhaps more for societal than individual benefit.

Traditionalist education is often accompanied by the importance of passing on knowledge from one generation to the next; this knowledge takes various forms. Dewey stated: "This transmission occurs by means of communication of habits of doing, thinking, and feeling from the older to the younger," (Dewey, 1916, p.6). This transmission is essential for the reproduction of society. Dewey described the increase of formal education as a way of continuing society through the acquisition of literacy. Simon (1985) while describing the possibilities of education to progress towards an egalitarian society, also stated the alternative view that education can do nothing but reflect society as a means of social reproduction.

A society-centred education has been said to demonstrate the importance of national identity and civic responsibility (Walker and Soltis, 2009), also described by Grosvenor (1999) regarding the role of education in the nineteenth and twentieth century in the making of national identity. There is an element of concern for the welfare of others in society, perhaps suggesting a value of benevolence. Walker and Soltis also described a subject-centred perspective, where the aim of education is to transmit knowledge and prepare for increasing it. This also demonstrates a value of tradition, however they go on to describe this type of education as also enhancing critical thinking and problem solving, perhaps going back to the value of self-direction and even security for society.

The following statements have been assigned to this value:

3 The aim of senior school education at Summerson House is to learn to respect others.

4 The aim of senior school education at Summerson House is to learn about rules and laws.

9 The aim of senior school education at Summerson House is to have social experiences.

15 The aim of senior school education at Summerson House is for adults to pass on knowledge.

16 The aim of senior school education at Summerson House is to understand our culture and way of life.

20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong.

29 The aim of senior school education at Summerson House is to learn the importance of democracy.

5.4.9 Benevolence

Schwartz described the defining goal of benevolence as: "preserving and enhancing the welfare of those with whom one is in frequent personal contact (the 'in-group')," (Schwartz, 2012, p.7).

Benevolence involves a focus on society and social cohesion. This has been described by Walton (1993) when discussing the aims of education as being vital for economic success and improving life for everyone, though not just material rewards. Perhaps the inclusion of 'everyone' here may also demonstrate the value of universalism.

The economic aims of education, already discussed, could also be viewed through the lens of benevolence. In our welfare state, money is needed to preserve and enhance the welfare of those in society, therefore if as Gibb (2015) described, education is the engine of our economy, and if the economy is vital to welfare, then it is only right that economic aims of education are viewed through the benevolence lens. However, economic aims of education are contested. Benevolence and security may be closely linked due to their societal focus. In post-war Britain, the aim of education was to address social inequalities in society (Garratt and Forrester, 2012) and there were increasing societal expectations of education (Gardner, 1998). This has also been a more recent government view: "Education reform is the great social justice cause of our time," (Gibb, 2015). This could reflect human capital theory, described as the belief that by investing in human capital through planned expansion of education, an egalitarian society could be constructed, leading to social advance and wealth creation (Simon, 1985).

The famous Callaghan speech at Ruskin College in 1976 clearly outlined the political agenda for education at the time: "The goals…are to equip children to the best of their ability for a lively, constructive, place in society, and also to fit them to do a job of work," (Callaghan, 1976). The aim was to equip a person for society's benefit with a focus on the economy, although it could be argued there are individual gains as well as benevolence.

The 1960s onwards saw increasing state control with regards to education (Gardner, 1998; Wolf, 2002) and a creation of competition through league tables and inspection. The New Labour government gave education greater prominence for economic purposes (Garratt and Forrester, 2012), describing education as a priority: "because of the fact that – increasingly recognised across our society – that economic success and our social cohesion depend on it," (Blair, 1996). Thereby continuing the aim of education for societal benefit. It has been argued that education can be intrinsically valuable, however there is a moral and social dimension which makes education valuable not just in itself but in providing societal benefits through maintaining the economy and providing both individual satisfaction and wider prosperity and wellbeing (Winch, 2002). Wolf (2002) argued however that many of the government's

educational priorities have little to do with social justice. This can make the debate around the curriculum more of a moral one (Carr, 1999).

If education is a public service for public good, then it has been stated that education aims to produce citizens who are prepared to play a positive and constructive role in society (Winch, 1996). However this raises the question of independent education. In this research, education is not a public service. Does it then not need to be for public good? If not, then debate around whose good it is for is needed, what that 'good' is, and who decides. Perhaps the importance is in building a common though diverse world: "The primary goal of education is to put students in a position to join in the public conversation and help bring about that world," (Ericson and Ellet, 1990, p.8). When viewed through the lens of benevolence, the aim of education is societal benefits through developing rationality.

The following statements have been assigned to this value:

13 The aim of senior school education at Summerson House is to enable the country to make more money.

25 The aim of senior school education at Summerson House is to produce people who are useful in society.

28 The aim of senior school education at Summerson House is to help your country.

5.4.10 Universalism

Schwartz described the defining goal of universalism as: "understanding, appreciation, tolerance, and protection for the welfare of *all* people and for nature," (Schwartz, 2012, p.7).

Walton (1993) described education as aiming to foster a spirit of enquiry about the world, which when viewed through the lens of Schwartz's model could be seen as demonstrating universalism. The value of universalism seems so broad in its reach, and also could be said to rely on many other values in order to achieve it, that it is a difficult one to relate to literature on the aims of education. Universalism could involve the economic aims of education, socially beneficial behaviour, freedom and empowerment and more. Many of these aims have already been discussed through

the lens of other values. What I have chosen to focus on in this section is the emergence of character education, involving morals and values. Character education could also have been discussed through the lens of self-direction, benevolence, security, and arguably others. It was within the value of tradition that I have placed statement 20: 'The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong'. I assigned this statement to tradition due to the contextual nature of morals and values in terms of school learning, choosing to place that statement with others which serve to reproduce the morals and values of a particular society and as described by Schwartz to respect and accept customs and ideas that one's culture provides.

Arthur and Carr (2013) described the clear role of education in the formation of character and how there had been recent interest in values education and moral education across the world, bringing in a universal context to this discussion. They also remind us however of the controversy over the nature of a virtuous character. This perhaps is where benevolence, a value which benefits those near, might branch away from universalism, for the benefit of all others and nature; perhaps making them incompatible in some matters. Arthur and Carr also described how virtue acquisition can happen in education and therefore there is a focus on teachers being moral exemplars. The outworking of this has been seen in the development of the most recent teacher standards (Department for Education, 2011).

Dewey also discussed the role of character education: "It is a commonplace of educational theory that the establishing of character is a comprehensive aim of school instruction and discipline," (Dewey, 1916, p.189). There is contention between the learning of subject matter and the development of character, which Dewey described: "Moral education in school is practically hopeless when we set up the development of character as a supreme end, and at the same time treat the acquiring of knowledge and the development of understanding, which of necessity occupy the chief part of school time, as having nothing to do with character," (Dewey, 1916, p.193). This perhaps can be seen in the production of a prescribed set of 'Fundamental British Values' (FBV) which must: "'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs," (Department for Education, 2014b). The production of this list, followed by the inspection of the promotion of these values, could suggest that the values are in themselves separate entities from other educational activities that take place within the school. The FBV come with guidance

about how to incorporate them into teaching within SMSC lessons and therefore become a separate subject to the subject matter already being taught in schools. Dewey previously commented on the ineffectiveness of this practice: "Direct instruction in morals has been effective only in social groups where it was a part of the authoritative control of the many by the few. Not the teaching as such but the reinforcement of it by the whole regime of which it was an incident made it effective. To attempt to get similar results from lessons about morals in a democratic society is to rely upon sentimental magic," (Dewey, 1916, p.193). The focus on FBV brings into question whether the aim of this character and values education is benevolence or universalism. Although the FBV themselves could be argued as universal values, the naming of them as British suggests a more benevolent approach for the benefit of British society, than a universal value.

There has been previous concern for teaching values (Pring, 1999). The government's production of FBV which schools must promote brings this issue into the limelight. This focus on FBV forms part of the government's counter-terror efforts by tackling radicalisation, using schools as a place to do so (Hughes, 2015). Is this then demonstrating a universal value? The production of the FBV has been condemned by the union ATL with concerns over the subjective nature of the statements and government interference in dictating its values to pupils (Burns, 2015). There has also been concern around the promotion of national identities in schools, undermining the educational aims of autonomy and democratic citizenship (Enslin, 1999). In 1964, Wilson expressed concerns around the use of teachers as social propaganda (Wilson, 1964), perhaps these same concerns would still be present today.

Education has been described as a moral activity as it helps young people to enter into the world and acquire a more informed and critical understanding of the world, in order to think about the life worth living (Pring, 1999). This could certainly be viewed through the lens of universalism as a value.

Wilson (1964) described the proper function of education as the educator acting as intermediary between the child and reality, thereby making it an intensely moral activity due to the shaping nature it can involve in the student's thought process. It is also a social activity therefore the terms used to describe it are inherently social (Gilroy, 1999), such as 'values'. It is therefore almost impossible to separate aims in education from values. Aims are considered competing statements of values and intent (Harris, 1999). If aims are about purpose, and purpose lies in an understanding of what is valuable to attain, then aims in education grow from a foundation of values.

It has been stated that value can be both intrinsic, and also instrumental by providing results outside of itself, and in comparison, 'valuing', it against others (Dewey, 1916). There could be two ways of looking at values in education: those that concern the underpinnings of the educative process from which educational aims spring, and those which are taught to, or learnt by, students in the school.

> All aims and values which are desirable in education are themselves moral. Discipline, natural development, culture, social efficiency, are moral traits – marks of a person who is a worthy member of that society which it is the business of education to further. (Dewey, 1916, p.195)

This statement surmises that all of the aims of education put forward by students and teachers in this study are in fact moral. Perhaps, in this case, having a separate statement regarding morals and values is meaningless, if all statements regarding the aims of education are themselves moral. However there still seems to exist in the minds of students and teachers a distinction between morals and values, and education which can be without. Is has been suggested that we have lost the cultural, moral and intellectual purposes of education and the role that schools play in creating citizens. It has been stated that a focus on economic outputs has removed our vision of education (Wolf, 2002).

The following statements have been assigned to this value:

17 The aim of senior school education at Summerson House is to understand how to take care of our environment.

18 The aim of senior school education at Summerson House is to learn facts about the world and increase knowledge.

19 The aim of senior school education at Summerson House is to understand more about other cultures.

27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better.

5.5 Mapping the Q-set statements onto Schwartz's model

After analysing literature using Schwartz's values model as a lens, the Q-set statements have been mapped onto Schwartz's model as shown in Figure 5.4:

Figure 5.4 Schwartz's model of ten basic human values with added statement numbers from the Q-set
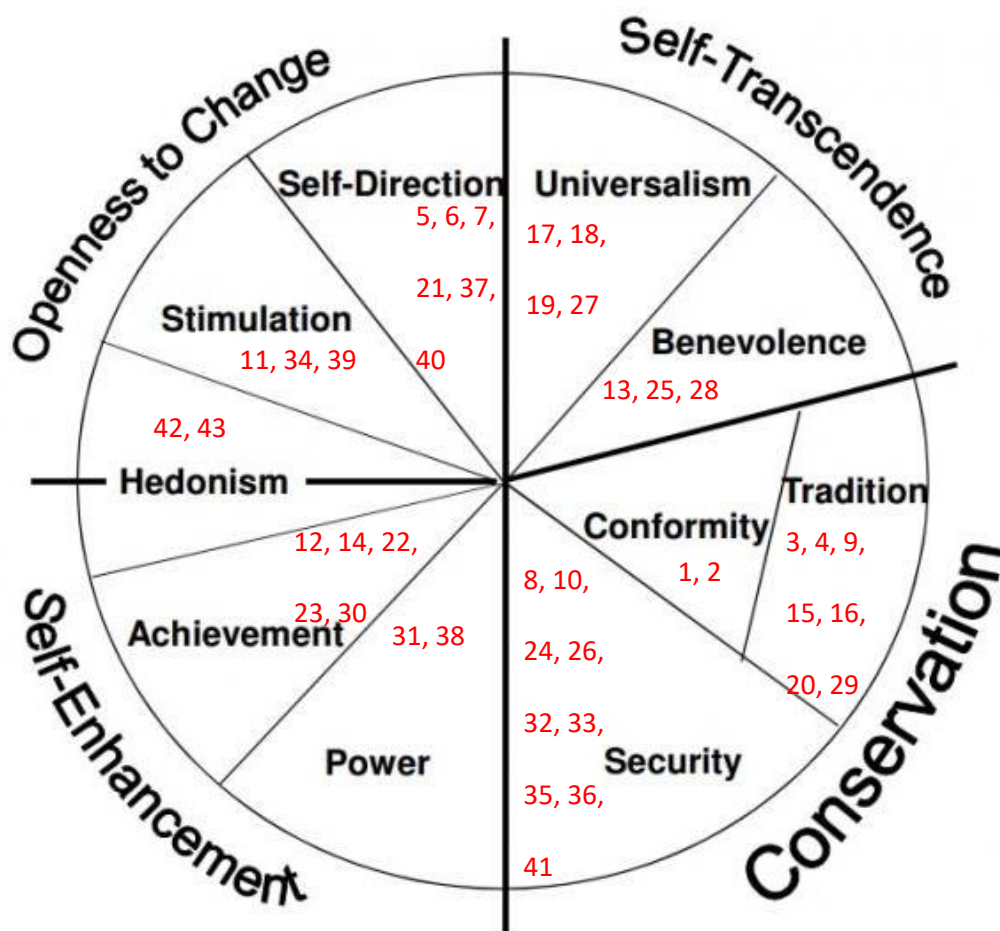
Chapter Six analyses the factors using Schwartz's model as a lens, revealing similarities and differences. However, mapping the statements onto Schwartz's model is a subjective process and one which was carried out by the researcher, therefore arguments could be made for assigning statements to different values than that which have been chosen for this research. Statement 38 concerning 'power, freedom and independence' could have been assigned to the value of self-direction, as Schwartz (2006) uses the term 'freedom' in association with this value. Statement 9 could be assigned to the value of hedonism, if social experiences contribute to Schwartz's terms

of pleasure, enjoying life and self-indulgent in relation to this value. Schwartz describes the value of achievement with the terms 'ambitious, successful, capable', therefore it could be argued that statement 23, preparing students to make wise choices, does not belong here. Statement 12, concerning the ability to make more money in the future, could have been assigned to the value of power as Schwartz links this value with wealth and social power. Statement 38 perhaps does not fit with the value of power as it is not necessarily about having social power but more like individual empowerment; rather it could be argued that statement 10, preparing students to do jobs, and statement 33, learning general life skills, contribute more to social power and should therefore be assigned to this value. There are several statements which could also have been assigned to the value of conformity, as Schwartz uses the terms 'obedient, self-discipline, politeness' with regards to this value, therefore there could be a case for assigning statements 3 (respecting others), 4 (rules and laws), 15 (passing on knowledge), 16 (understanding culture and way of life), 26 (learning to get on with each other) and 28 (helping your country) with this value of conformity. In terms of benevolence, Schwartz uses the terms 'helpful, honest, forgiving, responsible, loyal, true friendship, mature love', therefore statements 3 (respecting others), 19 (understanding other cultures), 21 (being open minded), 23 (making wise choices), 26 (getting on with each other) and 27 (gaining knowledge to change the world for the better) could be assigned to the value of benevolence. Several other statements could also be assigned to universalism, such as 3 (respecting others), 16 (understanding culture and way of life), 20 (learning right and wrong), 21 (being open minded) and 23 (making wise choices). Therefore although reasons have been given for the assignment of particular statements to certain values, it must be noted that this is one interpretation of how these statements could be assigned. Other interpretations are inevitably possible in a subjective activity such as this.

5.6 A mixture of aims

When viewing the aims of education using Schwartz, what is highlighted is the interconnectedness between the values and the interdependence that they can create. Many of the aims of education discussed easily cross the boundaries of many of these

values, often combining those which in the model are shown as opposed to each other. Perhaps the values that underpin educational aims could be represented more accurately by a plate of spaghetti, than by equal slices of a pie. Perhaps this reflects the changing of those with power over school education. The aims of education are a contested topic (Garratt and Forrester, 2012) and have varied throughout history depending on political and societal needs and agendas at the time. Education has been described as abstract and therefore not having any aims in itself, rather it is people that have aims (Dewey, 1916). Therefore as the people with influence and power change over time, so then do the aims which they have and with which they influence the purpose of the education system. Many people create educational aims and these are constructed in contexts such as political and social needs (Griffiths, 1999; Harris, 1999). Influence over the education of children has progressed over time from the role of the family, to individual teachers, to the state. Education appears now to be increasingly driven by extrinsic aims (Barrow, 1999) with the major and common player in education policy being the state (Harris, 1999). It was stated in 1964 that the aim of society was the private possession of consumer goods and a pressure towards conformity (Wilson, 1964). I do not see much change in this statement in the present day. With changing control, so too have the aims of the school education system changed over time. As people are not neutral, neither then is the system of education which they create and implement. As described by Winch: "the formulation of educational aims for a society is a political matter and must be worked out by the interest groups involved," (Winch, 2002, p.635). There has been much debate over what an educated person is (Pring, 1999). What counts as an educated person depends on one's view of both what is educational and what is of value. The interwoven nature of education and values has been explored here using Schwartz's model.

Pring and Pollard (2011) outlined broad aims of educating persons which encompass the values and aims that have been discussed above. Figure 5.5 shows how their educational aims might be viewed using Schwartz's model of basic human values as a lens:

Figure 5.5 Pring and Pollard's educational aims mapped onto Schwartz's model
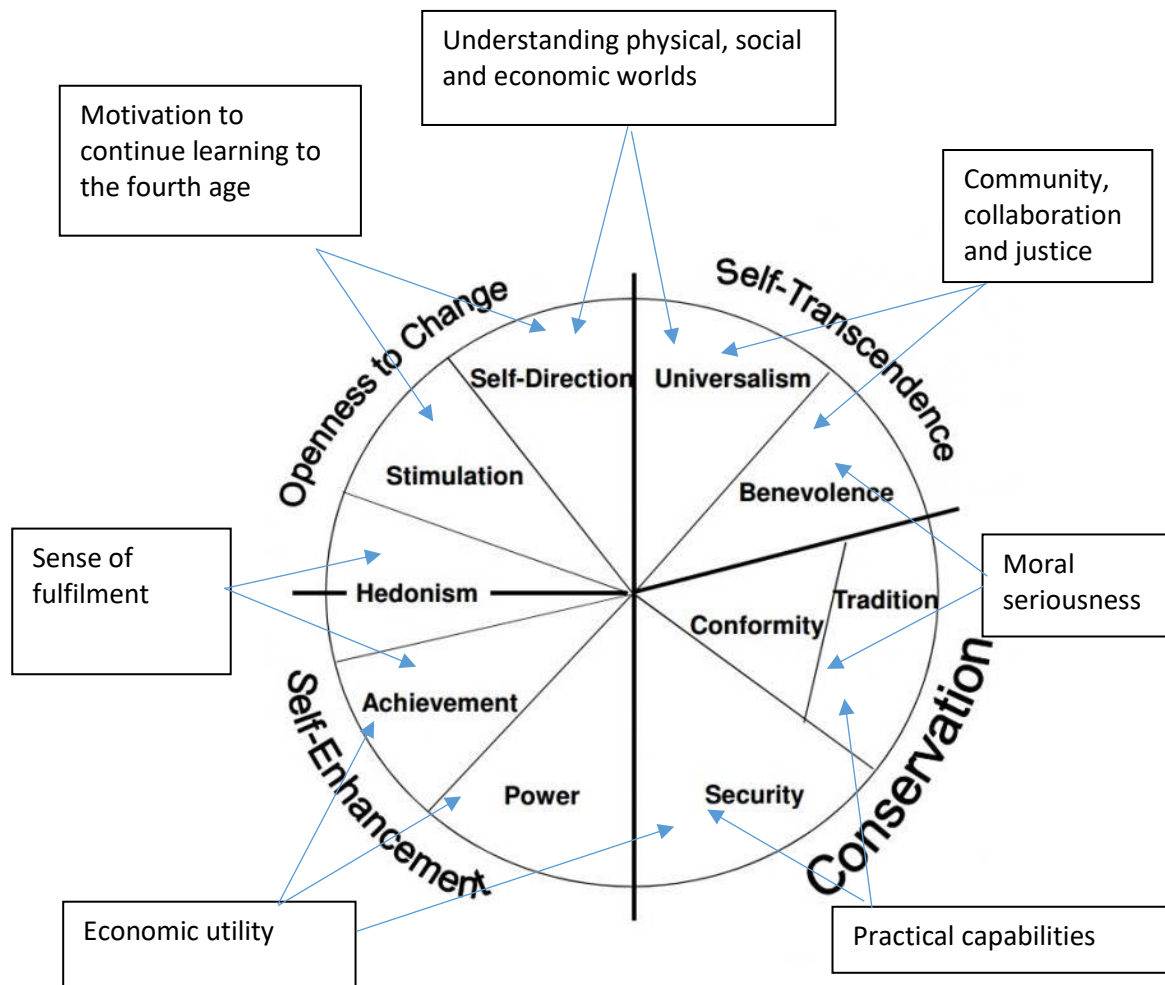
As we can see from Figure 5.5, Pring and Pollard's view of broad educational aims encompasses all of Schwartz's basic human values. Pring and Pollard propose a balance between economic, personal and social well-being regarding the aims of education and state that there is broad agreement over educational aims. They describe the importance that values should make in deliberation over what education is for, however suggest that little attention is sometimes paid to this when it comes to the policies and practice of education. Certainly their focus is for education to strive towards the public good, rather than individual good, and would therefore lean more towards the self-transcendence area of Schwartz's model. Ashton *et al*.'s study of teachers' opinions on the aims of primary education in 1975 found a similar list of broad educational aims, fitting into two broad purposes: societal and individual.

Pring and Pollard stated: "There will never be universal agreement on exactly what is worthwhile, but that is why educational policy and practice should constantly be subject to open ethical deliberation," (Pring and Pollard, 2011, p.17). It is because of this that I wished to explore the perception of pupils regarding the aims of their

education. What values are they absorbing from the education they are experiencing? As Pring and Pollard advise, regular critical questioning of this and what it is we want pupils to be taking from their education is essential, particularly considering the social and moral aspects of education that have already been discussed and the influence that schooling and teaching can have on the formation of character. The reason behind this research is summarised by Pring and Pollard: "Therefore, everyone who is engaged in education and training needs to think carefully and often about the aims of education and about the values which education should foster in young people," (Pring and Pollard, 2011, p.17).

5.7 Summary of Chapter Five

Following the data collection using the Q-sorts, and the subsequent factor analysis of these in Chapter Four, this chapter has revisited the literature around the aims of education that led to the construction of the Q-set. The statements, and the literature from which they were drawn, have been revisited here using Schwartz's values' model as an analytical lens. Schwartz's model has been widely tested and provides an analytical lens with which to view the factors in the context of societal values. To analyse the factors using a values model, assigning the statements to particular values was needed. Therefore Chapter Five has explained how each statement has been assigned to a particular value in Schwartz's model, using literature, to enable the analysis which now takes place in Chapter Six. Chapter Six analyses the factors using Schwartz's model of basic human values and pan-cultural baseline of values priorities. This provides insights into the similarities and differences between the potential underlying values expressed through the perceptions students have of their education, and wider societal values. Following this analysis, themes are drawn out which have revealed significant insights and are discussed in Chapter Seven.

CHAPTER 6: ANALYSING THE FACTORS USING A VALUES MODEL

Chapter Five has used Schwartz's model of basic human values, based on his work analysing values across different populations, as a tool to organise and analyse educational literature on the aims of education from which the Q-set statements were formed. This chapter draws together student perceptions, the need for which was raised in Chapter Two, gathered using the Q-sorts by analysing the emerging factors using Schwartz's model of basic human values and pan-cultural baseline of value priorities as an analytical lens.

The use of Schwartz's model is as an analytical tool to explore the values expressed in the resulting factors from the Q-sorts, rather than a direct comparison. My data and Schwartz's are not like-for-like as Schwartz's hierarchy is gained from the use of his own two designed methods for data collection, whereas the data in this research project is collected using Q-methodology. Unlike Schwartz's research, which questioned participants directly about their values, my data explores the values that may be expressed through the factors which portray student perceptions of the aims of their education. A ranked list of value priorities has not been produced from the Q-sorts for direct comparison with the pan-cultural baseline of value priorities as, due to the holistic nature of the Q-sorts, the resulting factor analysis provides an overview of the whole viewpoint however it is not simple or appropriate to form a ranking of individual statements or value categories from the factors. Schwartz's model, from his research, is used here to illuminate the data in my research by providing a lens through which to examine the values expressed through the Q-sorts. The pan-cultural baseline was used to analyse the factors (see Appendix J), highlighting overall patterns of value placement using the categories assigned to each statement in Chapter Five.

The findings discussed in this chapter reveal that the students in this independent school appear to be 'critical consumers', acquiring some of the character traits espoused and not others, of the ethos and values of the school, as my findings reveal that they perceive the statements associated in this research with the value of self-direction as aims of their education but not statements associated with benevolence and universalism. Perhaps there are two parts to the ethos of the school: that which is intended and that which is experienced (McLaughlin, 2005). It has been stated that school ethos is particularly important in the cultivation of 'character' (The Jubilee Centre, 2018), therefore the way that students are interpreting the ethos of the school is important when considering the values that they are perceiving. My findings reveal

differences in value priorities expressed by the students in terms of the aims of their education and those in Schwartz's pan-cultural baseline of societal value priorities.

In this chapter, the factors are discussed in relation to values they reveal when viewed through the lens of Schwartz's model of basic human values and pan-cultural baseline of value priorities. Each Q-sort is discussed in turn, followed by an analysis of the factors using Schwartz's models. The factors in the two Q-sorts are also compared with each other. Following this chapter, the main themes that have been identified from viewing my data using Schwartz's model are discussed in terms of the new insights they reveal regarding student perceptions in this school and the values they may be expressing.

Where the factors have been mapped onto Schwartz's model (Figures 6.2-6.8) the following key is used:

Figure 6.1 Key for the models presented in Chapter Six, mapping the factors onto Schwartz's model of basic human values

Colour key for statement numbers
Highest ranked statements at +5
Statements ranked higher than in other factors
Statements ranked equal with another factor, but higher than the remaining factor
Statements ranked lower than in other factors
Statements ranked at -5
Values outlined in blue show the highest rankings, red outlines show the lowest rankings
Note 1: Numbers shown in yellow boxes show the value's ranking in Schwartz's pan-cultural baseline of value priorities
Note 2: Statements that did not feature in any of these categories on the crib sheet have not been included.

6.1 Q-sort 1: What do you think are the aims of senior school education at Summerson House?

Q-sort 1 contained 56 participants from Year groups 8-10. All of these participants were factor analysed together, resulting in three factors which were retained.

6.1.1 Q-sort 1 Factor 1: Future personal success

Loading participants: 21/56, 36%

Percentage of variance explained: 17%

Students who loaded on this factor were of the viewpoint that the main aim of their senior education was future personal success through passing exams and personal development, rather than any wider societal or national benefit. This viewpoint was largely held by students who had started GCSE studies. Their focus, therefore, on passing exams did not come as a surprise due to their immersion in these studies at the time of the Q-sort.

When viewed using Schwartz's model of basic human values, this factor identifies statements that in this research are associated with the values of conservation, self-enhancement and self-direction as the most highly ranked areas, with statements associated with self-transcendence, stimulation and hedonism as the lowest ranking. Both of the lowest ranking statements in this factor are those associated with benevolence, with the highest ranking statements associated with achievement in the form of passing exams (statement 14) and self-direction in the form of building confidence and self-esteem (statement 37).

When viewed using Schwartz's pan-cultural baseline, there are similarities in the high ranking of self-direction and security as values. There is also a similarity between the low ranking of stimulation and hedonism. However the major difference between my data and Schwartz's concerns the self-transcendence values of universalism and benevolence. In Schwartz's pan-cultural baseline benevolence and universalism rank highest, however in this factor they rank lowest.

Figure 6.2 Q-sort 1 factor 1 mapped onto Schwartz's model (see Figure 6.1 for key)
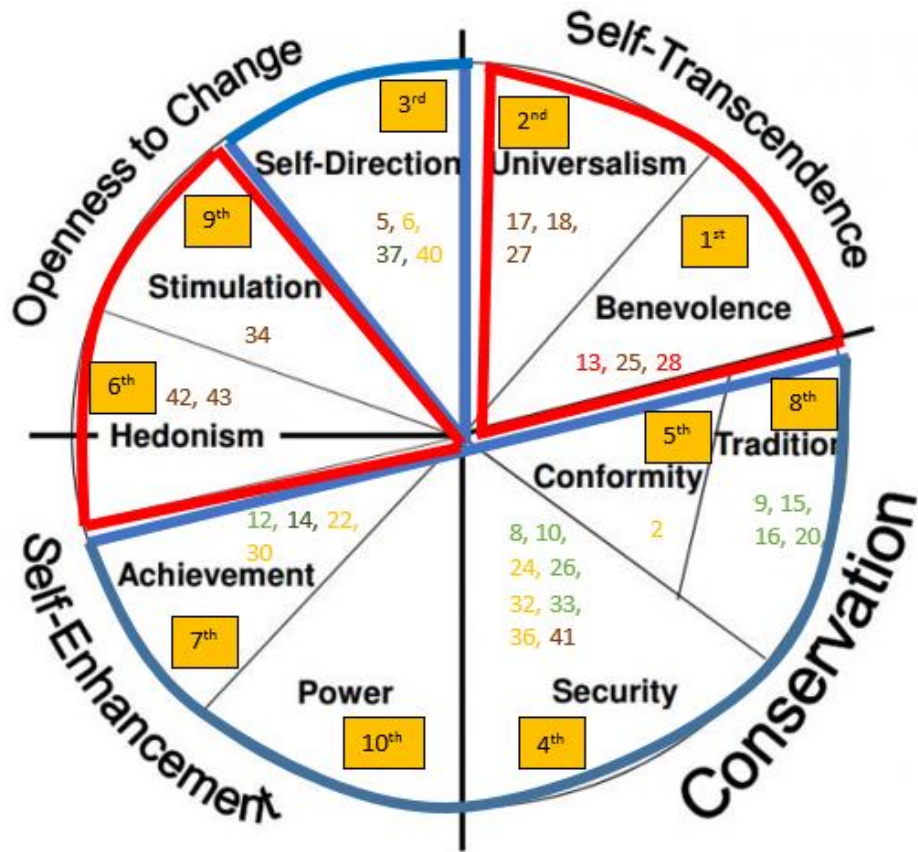
Figure 6.2 shows this factor mapped onto Schwartz's model. The students represented in this factor view the aims of their education more in terms of self-enhancement, conservation and self-direction. They do not appear to view the aims of their education as benevolence or universalism, whereas Schwartz shows that these two values are ranked highest within societies. There is a difference here, then, between societal ranking of values and the values expressed in this factor.

6.1.2 Q-sort 1 Factor 2*:* Enjoyment and care

Loading participants: 14/56, 25%

Percentage of variance explained: 13%

In this factor, enjoying school (statement 43) and respect for others (statement 3) were the highest ranking statements, along with other statements related to happiness. The focus was on current enjoyment and happiness and students were mostly in Year 9.

When viewed using Schwartz's model, we can see that the statements associated in this research with self-direction and conservation again feature highly, as they did in factor one. Also the same as factor one are the statements associated with benevolence ranking the lowest. A difference compared with factor one involves achievement. Here, achievement moves to one of the lowest rankings, whereas statements associated with hedonism change from lowest in factor one to highest in factor two. The main differences between factors one and two relate to hedonism and achievement; the main similarities between the two factors are benevolence being ranked lowest, self-direction and conservation being ranked higher.

When viewed using Schwartz's pan-cultural baseline, there are similarities in the high ranking of self-direction, universalism, and elements of conservation, and similarities in the low ranking of achievement and power. The differences occur in relation to hedonism and stimulation, ranked higher in this factor than in Schwartz's pan-cultural baseline. Benevolence again ranks lowest in this factor but highest in the pan-cultural baseline. Tradition also ranks higher in this factor.

Figure 6.3 Q-sort 1 Factor 2 mapped onto Schwartz's model (see Figure 6.1 for Key)
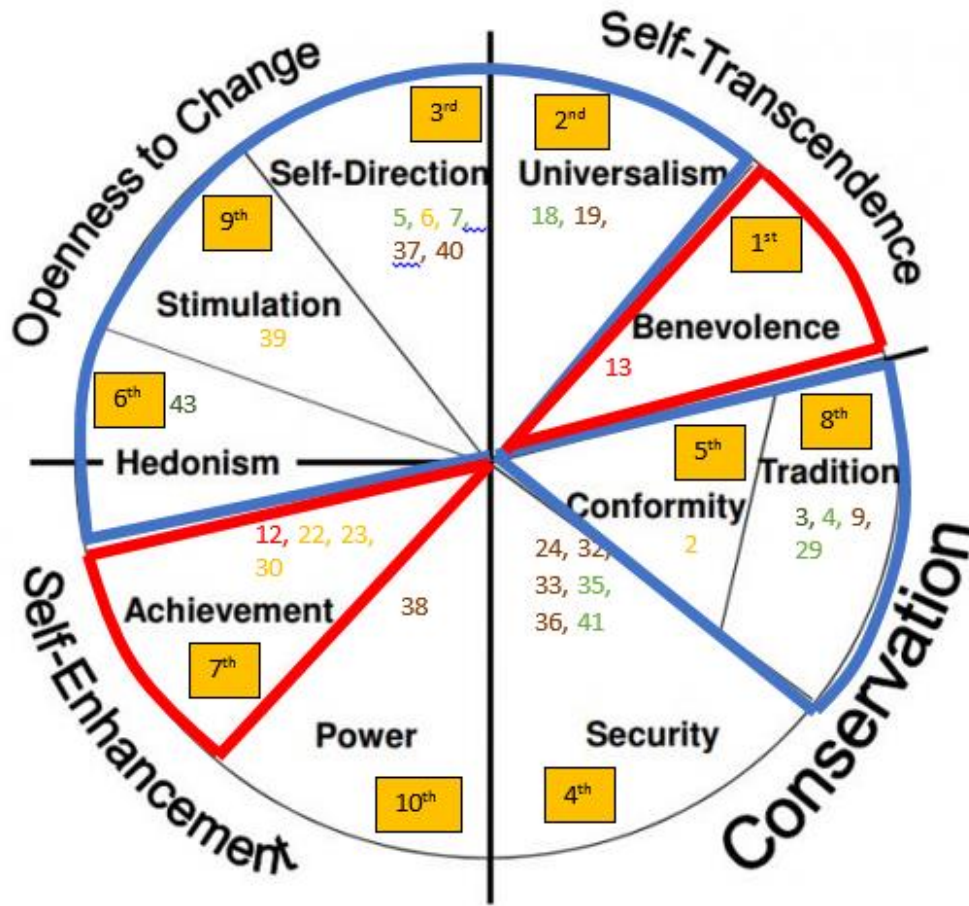
As can be seen in Figure 6.3, the highest ranking values are largely tradition, hedonism and self-direction, with universalism and security being more mixed. Again, statement 13 associated with benevolence and statement 19 associated with universalism are ranked low as aims of education. Tradition ranks higher in this factor than Schwartz's model might suggest, as does hedonism.

6.1.3 Q-sort 1 Factor 3: Empowerment

Loading participants: 14/56, 25%

Percentage of variance explained: 12%

Students in this factor are mostly the youngest in the P-set, with the majority in Year 8. The focus of this group is on emancipation (statement 38) and confidence and self-esteem (statement 37), with statements regarding appropriate behaviour ranking lower.

When viewed using Schwartz's model, power emerges as an important value in this factor, one which has not featured highly in factors one and two. Also revealed when viewed using Schwartz's model is the importance of statements associated in this research with benevolence, not featured highly in either of the other factors. As with factor two, achievement features lowly in this factor, in opposition to factor one. Whereas conservation has featured highly in factors one and two, elements of tradition and conformity are ranked among the lowest in this factor. Self-direction is a value that features highly in all three factors.

When viewed using Schwartz's pan-cultural baseline, there are similarities in the high ranking of statements associated with self-transcendence and self-direction, and in the low ranking of tradition and achievement. Differences are identified here between the students' perceptions of the aims of their education and wider societal rankings of values: in the low ranking in this factor of security and conformity, and in the high ranking of stimulation, hedonism and power. The value of power is ranked the highest in this factor but the lowest in the pan-cultural baseline.

Figure 6.4 Q-sort 1 Factor 3 mapped onto Schwartz's model (see Figure 6.1 for Key)
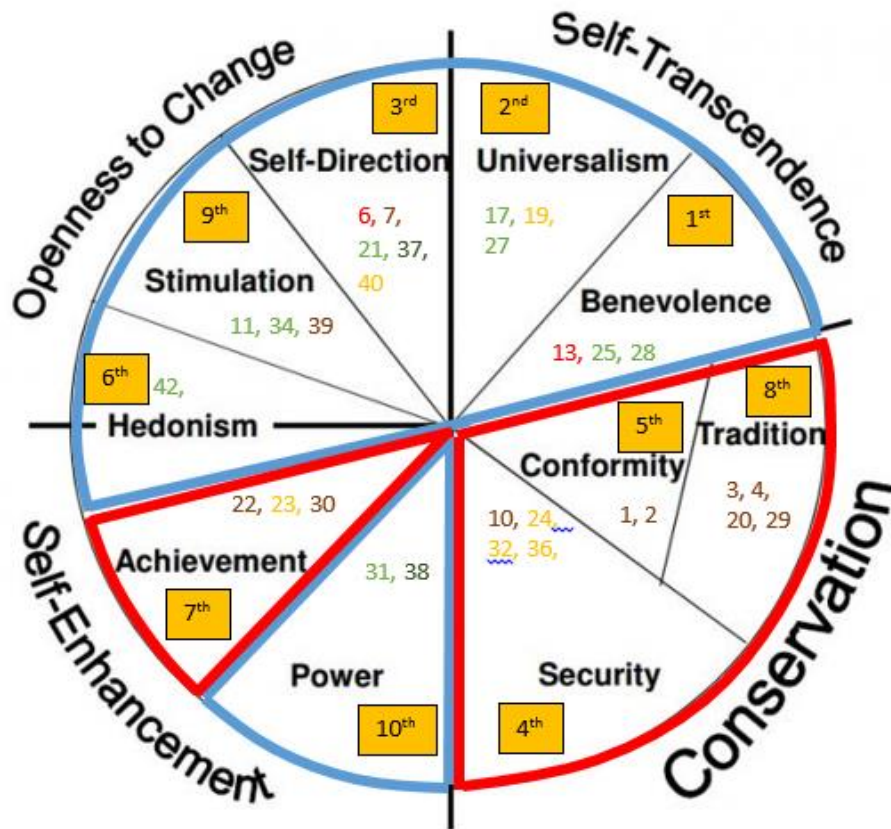
As demonstrated in Figure 6.4, when viewing the data using Schwartz's pan-cultural baseline, there are more similarities in the rankings of values in this factor than in the previous two factors. Elements of benevolence and universalism feature highly in the students' views of the aims of their education, as they do in societies as a whole. However power as a value ranks much higher in this factor than it does in the pan-cultural baseline.

6.2 Q-sort 2: What would a teacher at Summerson House think are the aims of senior school education at Summerson House?

Q-sort 2 asked students to complete the same Q-sort as if they were a teacher at the school. Q-sort 2 was undertaken immediately following Q-sort 1 by all participants. There were 56 participants from Year groups 8, 9, and 10. All of these participants were factor analysed together; four factors were retained.

6.2.1 Q-sort 2 Factor 1: Social cohesion and enjoyment, with academic success

Loading participants: 16/56, 29%

Percentage of variance explained: 15.5%

In this factor, the majority of students were in Years 8 and 9. The viewpoint is that teachers think that getting on with each other is the most important aim; enjoyment can also be an important aim however as long as the main emphasis is on passing exams.

When viewed using Schwartz's model, statements associated with the values of self-direction, hedonism and achievement appear to be the most important aims of a teacher, according to the students' views in this factor. Students who align with this viewpoint do not think that teachers would value benevolence highly as an aim, something which also featured in the students' expression in Q-sort 1. Conservation contains a mixture of high and low ranking statements.

When viewed using Schwartz's pan-cultural baseline, there are similarities in the high ranking of statements associated with self-direction. Differences are seen in the low ranking of benevolence, and in the high ranking of hedonism and achievement.

Figure 6.5 Q-sort 2 Factor 1 mapped onto Schwartz's model (see Figure 6.1 for Key)
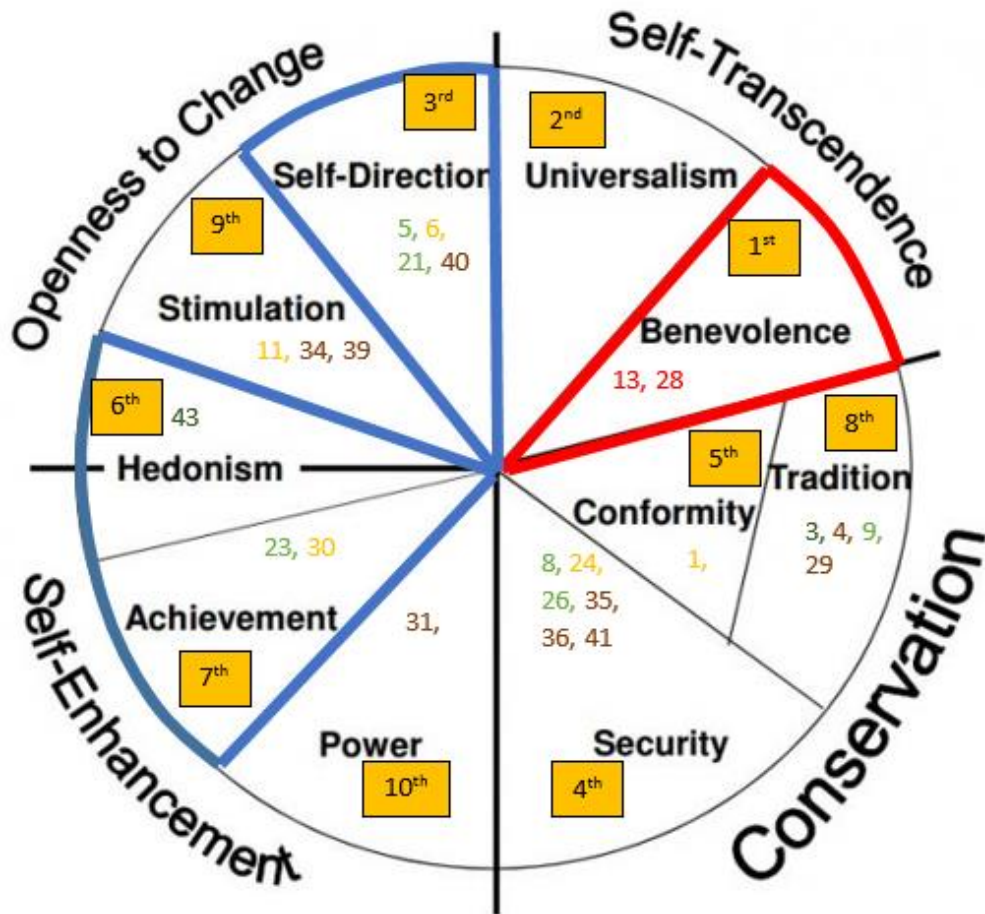
As demonstrated in Figure 6.5, the viewpoint of this factor revealed an opposite trend to that shown in Schwartz's pan-cultural baseline in terms of benevolence. The statements associated with benevolence rank lowly in this factor, whereas benevolence is a value that features most highly in the pan-cultural baseline. Hedonism ranks higher in this factor in terms of an aim of education from a teacher's view than it does across societies as a whole, whereas other values are more mixed.

6.2.2 Q-sort 2 Factor 2: Academic importance

Loading participants: 11/56, 20%

Percentage of variance explained: 11%

The majority of students in this factor were Year 10 and stated that they enjoyed school less than those who loaded onto other factors. The majority of pupils said that their favourite subject was PE. Perhaps there is a link here between enjoyment of school and perceived importance of passing exams, perhaps a correlation between thinking that teachers think exams are important while at the same time choosing a non-examined subject as their favourite. In this factor, students thought that teachers' views on the aims of education were the importance of academic study and exam performance. These students do not believe that teachers view social aspects of education as an important aim.

When viewed using Schwartz's model, students in this factor believe that teachers think the main aims of their senior education are the statements associated in this research with the values of achievement, conformity and tradition. Benevolence ranks lowest. Universalism, however, features both low and high ranking statements.

When viewed using Schwartz's pan-cultural baseline, few similarities are seen. There is some similarity in the higher ranking of statements associated with elements of conservation, however benevolence, although perhaps again influenced here by statement 13, is again ranked differently in this factor to the pan-cultural baseline. Elements of universalism align with the high ranking in the pan-cultural baseline, however achievement which ranks highly in this factor ranks low in Schwartz's pan-cultural baseline.

Figure 6.6 Q-sort 2 Factor 2 mapped onto Schwartz's model (see Figure 6.1 for key)
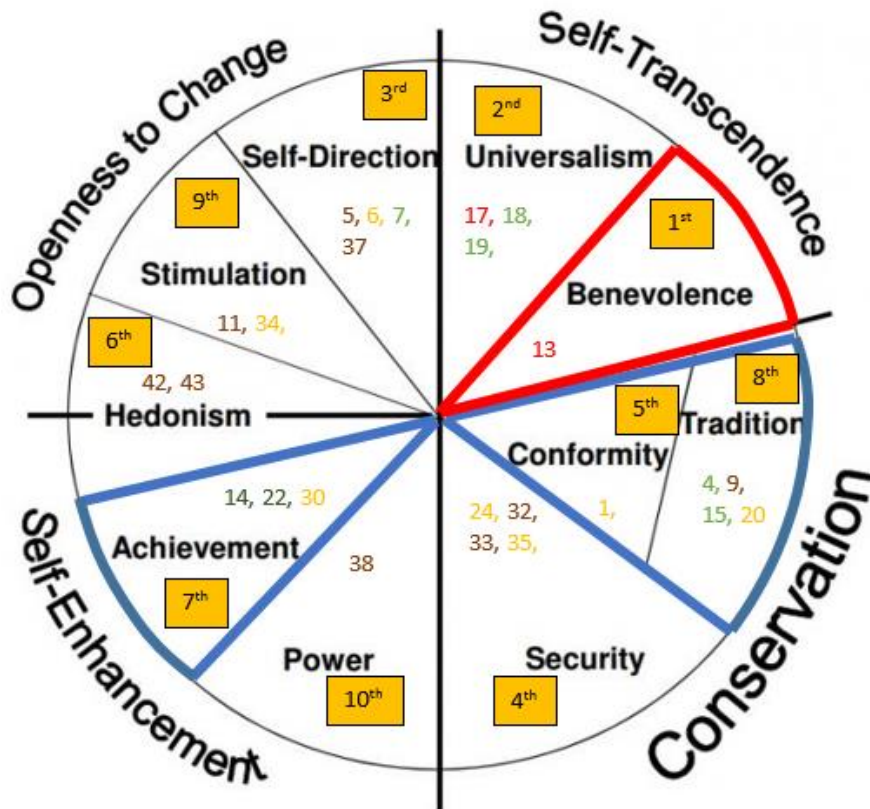
Figure 6.6 shows again that this factor ranks benevolence low in terms of what students think teachers' views are regarding the aims of their education, showing a difference to Schwartz's pan-cultural baseline. Although it could be argued that this is largely biased by the low ranking of statement 13. Aspects of universalism are mixed in terms of importance. Achievement ranks more highly in this factor as a teacher's view of the aims of education, as expressed by the students, than it does in the pan-cultural baseline.

6.2.3 Q-sort 2 Factor 3: Fulfilling potential

Loading participants: 6/56, 11%

Percentage of variance explained: 10.5%

In this factor the majority of participants were in Years 8 and 9. Students have the view that teachers think the aim of education is to provide the best chance for students to succeed in the future by being able to fulfil their own potential and develop as a person, while learning useful skills to enable this.

When viewed using Schwartz's model, the statements in this research associated with the value of self-direction are ranked most highly. The statements associated with self-transcendence are ranked the lowest in this factor. Other values in the model contain a mixture of high and low ranked statements. Security contains the other highest ranking statement along with a few other high ranking statements, however also contains statements that are ranked low. Achievement also contains a mixture of high and low ranking statements.

When viewed using Schwartz's pan-cultural baseline, there are similarities in the high-ranking of statements associated with self-direction and elements of security. The main difference identified in this factor are the self-transcendence values of universalism and benevolence, which rank top in the pan-cultural baseline, but lowest in this factor.

Figure 6.7 Q-sort 2 factor 3 mapped onto Schwartz's model (see Figure 6.1 for Key)
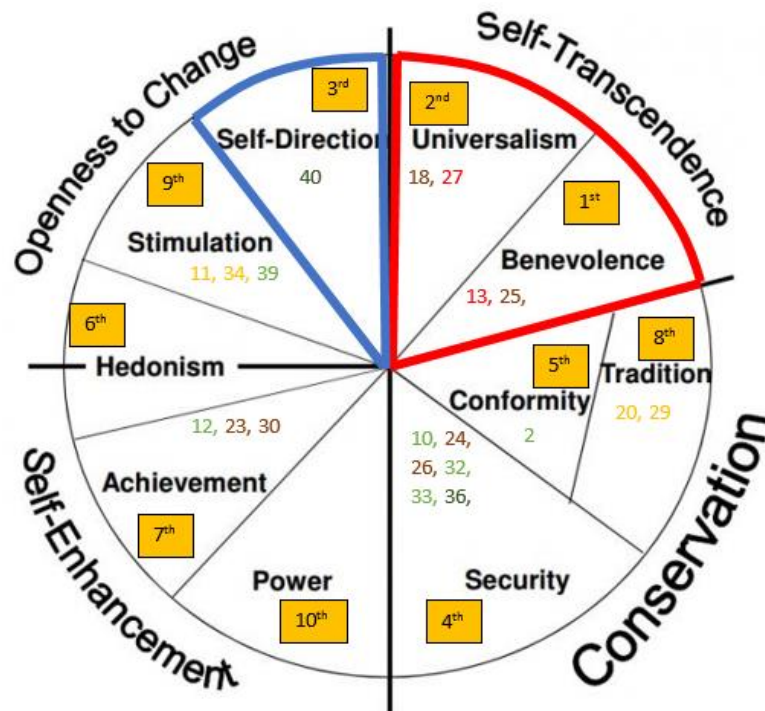
Figure 6.7 shows that the values of universalism and benevolence, which rank highest in Schwartz's pan-cultural baseline, contain the lowest ranking statements in this viewpoint. Self-direction statements again rank highly in this factor, though ranks third in the pan-cultural baseline.

6.2.4 Q-sort 2 Factor 4: Personal development and wider societal benefits

Loading participants: 7/56, 13%

Percentage of variance explained: 9.2%

This factor presents an interesting viewpoint that shows some differences with other factors. The majority of loading participants are male and Year 9. The main view of these students is that teachers think the aim of education is to provide benefits to the students by setting them up to be more fulfilled in life through the acquisition of skills, however there is also some emphasis on wider societal benefits.

When viewed using Schwartz's model, there is a focus on statements associated in this research with the values of hedonism, power and self-direction, although self-direction does contain a mixture of high and low ranking statements. Statements associated

with universalism also rank highly in this factor, along with benevolence, although again statement number 13 features as the lowest ranking statement. This makes benevolence a mixed value in this factor. The statements associated with conformity rank low in this factor, as do elements of tradition and security. Achievement also ranks low.

Looking at this factor in relation to Schwartz's pan-cultural baseline, there are similarities in the high ranking of self-direction and the self-transcendence values. There are also similarities in the low ranking of achievement. Differences are seen in the low ranking in this factor of conformity, and in the high ranking of hedonism and power.

Figure 6.8 Q-sort 2 factor 4 mapped onto Schwartz's model (see Figure 6.1 for Key)
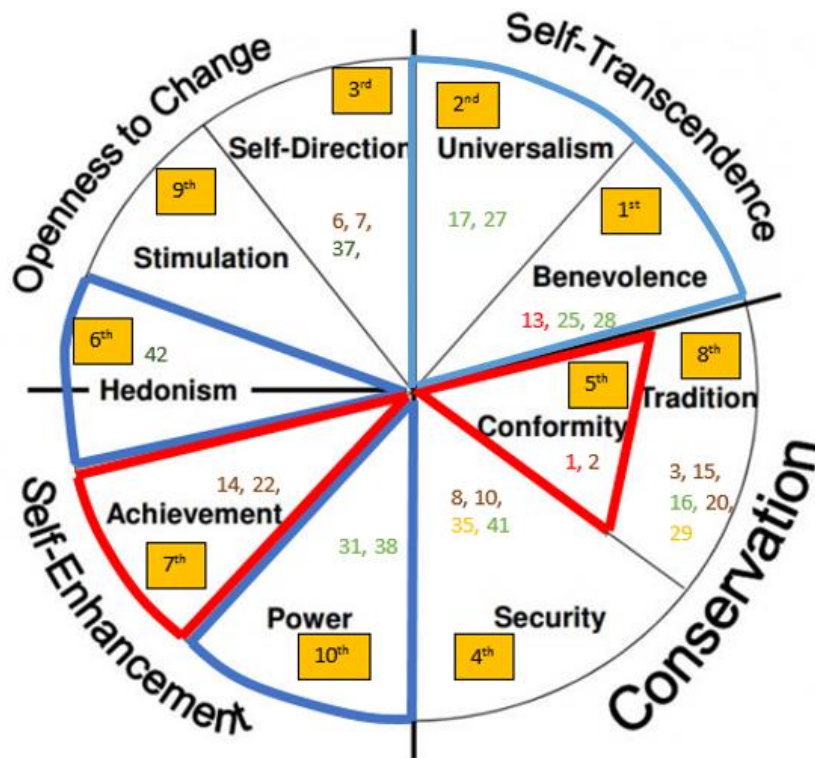
Figure 6.8 shows that students with this viewpoint expressed the view that teachers think the aims of education are not really to do with achievement and conformity, values which also rank relatively low in societies. Benevolence and universalism largely align in this factor with the high ranking of these values in the pan-cultural model,

although hedonism features more as an aim of education in this viewpoint than the value does in wider society.

6.3 Summary of the factors

Each of the factors are summarised here with key information before comparison:

Figure 6.9 Factor statistics

Q-sort	Factor	Loading participants	Percentage of loading participants	Percentage of explained variance
Q-sort 1: 'What do you think are the aims of senior school education at Summerson House?'	1: Future personal success	21 out of 56	36%	17%
	2: Enjoyment and care	14 out of 56	25%	13%
	3: Empowerment	14 out of 56	25%	12%
Q-sort 2: 'What would a teacher at Summerson House think are the aims of senior school education at Summerson House?'	1: Social cohesion and enjoyment, with academic success	16 out of 56	29%	15.5%
	2: Academic importance	11 out of 56	20%	11%
	3: Fulfilling potential	6 out of 56	11%	10.5%
	4: Personal development and wider societal benefits	7 out of 56	13%	9.2%

6.3.1 Q-sort 1: What do you think are the aims of senior school education at Summerson House?

Three factors were retained, named in this research as:

Factor 1: Future personal success

Factor 2: Enjoyment and care

Factor 3: Empowerment

In all three factors, the value of self-direction featured highly, particularly the use of statement 37 in two of the factors: 'The aim of senior school at Summerson House is to build confidence and self-esteem'. Benevolence features higher with younger students and appears to decrease with age. Benevolence ranks low in two of the factors, and in the third is mixed. Statement 13: 'The aim of senior school education at Summerson House is to enable the country to make more money' is ranked the lowest in all three factors. The value of conformity appears to increase with age, as does the focus on passing exams associated with the value of achievement. Hedonism appears to decrease with age.

6.3.2 Q-sort 2: What would a teacher at Summerson House think are the aims of senior school education at Summerson House?

Q-sort 2 asked students to pretend to be a teacher and to complete the Q-sort under that instruction. It asked the students: 'What would a teacher at Summerson House think are the aims of senior school education at Summerson House?' Four factors were retained, named:

Factor 1: Social cohesion and enjoyment, with academic success

Factor 2: Academic importance

Factor 3: Fulfilling potential

Factor 4: Personal development and wider societal benefits

In all four of these factors, it is statement 13 that again ranks the lowest. The value of benevolence is ranked low in factors one to three, however with the exception of statement 13, the other benevolence statements rank higher in factor four. There is a similarity here with the factors from Q-sort 1, where benevolence did not feature highly except in factor two.

Hedonism ranks highly in factors one and four. With the majority of students loading on these factors coming from Year 8 and 9. A pattern can be identified here, then, between the reduction in the ranking of hedonism and an increase with age both from the students' own view and what they thought a teacher would think. Hedonism featured positively in two of the three factors from Q-sort 1, as well as two of the four factors from Q-sort 2. Therefore although students in their own view think enjoyment of education is important, there is also a strong view that they think teachers would also think that enjoyment is important, although this decreases as the students get older. This may be largely due to the students completing both of the Q-sorts and, perhaps inevitably, expressing their viewpoint in both rather than being able to express what someone else would think. Both Q-sorts are indeed from the students' own points of view.

Achievement features highly in factors one and two, with statement 12: 'The aim of senior school education at Summerson House is to enable students to earn more money in the future' featuring positively in factor three. The statement regarding passing exams as an aim, statement 14, only features strongly in factor two. In Q-sort 1 this statement only appeared strongly in factor one. Therefore students have not ranked this aim highly in more than one factor both in their own view and that of a teacher. Therefore although achievement does feature in the factors, passing exams does not feature more strongly in what the students would think a teacher's view would be, than their own view. I found this surprising and had expected students to think that teachers would be more focused on passing exams than perhaps the students were themselves. This may be due to my own experience as a teacher in a high-stakes testing environment, where teacher performance is often measured on exam results.

Self-direction features strongly in factors one, three and four, though less so in factor two. In Q-sort 1, the value of self-direction featured highly in all three factors. Therefore self-direction has been a strong feature in all of the Q-sorts, both from the students' own view and from their perception of a teacher's view. There is perhaps a

difference though, with students in their own view focusing on the importance of self-direction as an aim more than they think a teacher would.

As with Q-sort 1, the values of conservation are quite mixed within the factors. In factor one there is a mix of high and low ranking statements within these values. The same is seen in factor two, although with a slightly higher ranking of some of the tradition values, though a lower ranking of security. Factor three sees the strongest positive presence of the values of conservation, particularly with security and conformity. Factor four however is mixed, featuring the two lowest ranking statements in conformity and tradition, although some higher ranking statements in tradition and security. In Q-sort 1 the values of conservation featured quite highly in factors one and two, but low in factor three. The elements of conservation have therefore been mixed in most of the factors, both in Q-sort 1 and Q-sort 2. There is no clear consensus in the students' views regarding these values, though there was some element of an increase in the ranking of conservation in Q-sort 1 with the age of the participants.

6.4 Observations using demographic data

The use of the demographic data in the Q-sorts has been brought into the interpretation of the factors in Chapter Four, and in the analysis above, where it appears to add information to the understanding of the factors. The age and year groups of students have been mentioned in the interpretation of factors where it appears to show a relevant pattern in the interpretation of the data using Schwartz's models. When comparing the ages of participants who load onto particular factors there are sometimes differences in terms of age group when compared with the P-set as a whole (see Appendix K and Appendix L). Benevolence and hedonism appear to decrease with age, whereas conservation and achievement appear to increase with age. This aligns with Schwartz's findings (2006) where he demonstrated that hedonism decreases with age and conformity increases with age, however Schwartz's findings showed that benevolence increased with age, and achievement decreased with age. This is an opposite trend to that seen in the factors in my research. These are not attempting to be direct comparisons however and are perhaps not significant due to the limited age range of my participants. The relatively small number of participants of

each age loading on some of the factors makes detailed comparison of ages within the data less significant.

In terms of the age at which pupils joined Summerson House, no great difference is seen between the factors (see Appendix M). In terms of gender, the P-set was largely balanced between male and female participants (48% male, 52% female). In the majority of the factors, no great difference is seen in the proportion of male of female students loading on each factor (see Appendix N). Although some factors show a disproportionate number of male students compared to the P-set as a whole, they do not really reveal any differences in terms of the ranking of certain values than the other factors showed. The significant findings in this research project, therefore, are not based on demographic differences within the P-set, but of differences between the factors identified from the P-set as a whole when viewed using Schwartz's model of basic human values and pan-cultural baseline of value priorities.

6.5 Summary of Chapter Six

Chapter six has applied Schwartz's model of basic human values and his pan-cultural baseline of value priorities to the factors retained from the Q-sorts. This analysis, using Schwartz's research as a lens, has revealed certain differences in the prominence of particular values that appear through the students' perceptions of the aims of their education, and the value priorities in the pan-cultural baseline. Schwartz's model has been used to highlight values in this research which are comparatively high or low. Figure 6.10 illustrates the main findings from this analysis which are comparatively high or low when viewed using Schwartz's models.

Figure 6.10 is a form of bubble map, where Schwartz's model is used as the map. The area of the bubble represents the percentage of loading participants on that factor. Green and red bubbles illustrate comparatively high and low ranking values, respectively. The numbers in yellow boxes show the ranking of each value in the pan-cultural baseline of value priorities.

Figure 6.10 Summary of findings
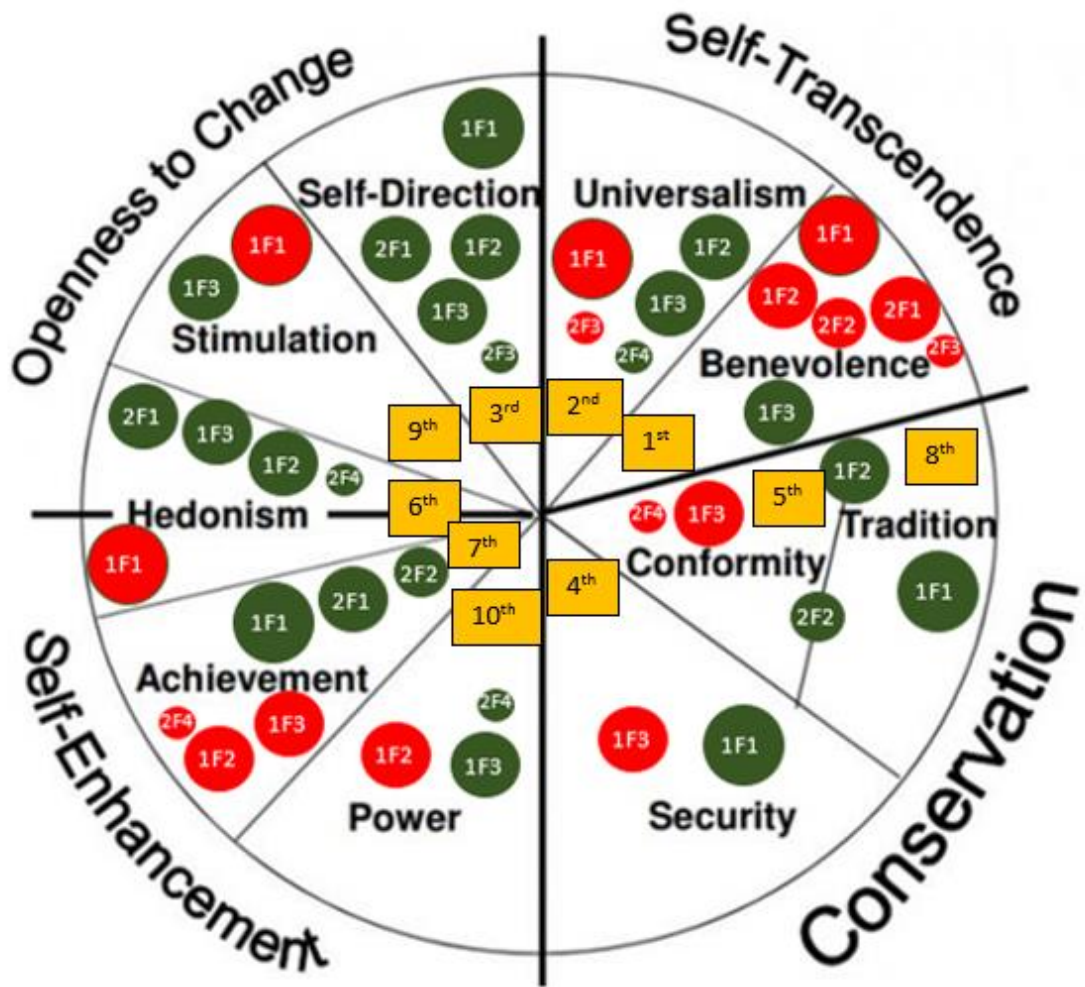
Key

Red = Low ranking   Green = High ranking
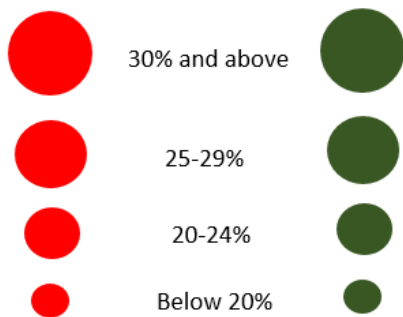
Each bubble states which factor it is representing, e.g. 1F1 is Q-sort 1 Factor 1.

What Chapter Six has identified is that, when viewed using Schwartz's pan-cultural baseline, my data shows some differences in the rankings of value priorities expressed by the students regarding the aims of their education. Benevolence and universalism, which rank highest in Schwartz's model, are show in Figure 6.10 as having a comparatively low ranking, whereas self-direction, hedonism, achievement and power show comparatively high rankings (although elements of achievement and power are more mixed). These revealed differences are explored as themes in Chapter Seven.

The potential reasons for, and implications of, these differences in value priorities that the students in this research express regarding their education as revealed using Schwartz's model are now discussed in Chapter Seven, outlining not only what this analysis has revealed regarding the perceptions that students have of the aims of their education but the potential causes and effects.

CHAPTER 7: DISCUSSION

Chapter Six analysed the factors using Schwartz's values models as a lens, revealing certain insights into the values expressed through the Q-sorts. The themes drawn out of the analysis are discussed in this chapter, examining the potential underlying causes and implications. These discussions reveal new insights into the understanding of student perceptions of their education in this independent school, and also show areas where the expressed perceptions of the students regarding their education suggest a difference in value priorities when viewed using wider societal values.

The themes involve the values of: self-direction, achievement, hedonism, power, benevolence and universalism. In Schwartz's model of basic human values, some of these values are grouped into categories. The values of universalism and benevolence are grouped under 'self-transcendence' and are both discussed in this chapter as they were identified as showing significant differences in their ranking in the factors than wider society. The values of achievement, power and hedonism are also grouped in Schwartz's model under 'self-enhancement', although hedonism does overlap in the model with 'openness to change'. Other than hedonism, one other value of self-direction is discussed from the category 'openness to change' however the remaining value in this category of stimulation is not discussed here as comparing its ranking in this research with the pan-cultural baseline did not show any significant insights into the values expressed through the factors. It is interesting that the value of stimulation does not stand out in this research, whereas the value of self-direction has become a key theme when the factors are viewed through the lens of Schwartz's models, despite the fact that both values are grouped in the same category. Perhaps this is due to the age of the participants and the context of asking them about their education. It could be that they identify the values of self-direction within themselves and the school ethos, but fail to identify (or at least express in the Q-sort) the value of stimulation. It could also be due to different interpretations of statements by myself and by the participants. In looking at the factor arrays (see Appendix J) it is possible to see in some factors the value of stimulation ranking more highly than in the pan-cultural baseline, however as a theme it appears less significant than that of self-direction. The themes discussed in this section, therefore, are self-direction as a value on its own, and the values encompassed by the categories of self-transcendence and self-enhancement.

Watts and Stenner (2012) described the dangers of analysing particular items in a Q-sort when the point of Q-methodology is to analyse the whole: "If individual items are your main area of interest, it probably didn't make sense to use Q-methodology in the first place and your participants certainly didn't need to produce a configuration of items," (Watts and Stenner, 2012, p.149). The aim was to analyse the whole viewpoint, and it was this factor analysis of the whole that allowed for the identification not so much of individual items exclusively but of themes within the factors. It could be argued, as Watts and Stenner do, that focusing on individual items does not justify the use of Q-methodology and takes away from the holistic nature of the method. However, although some items have been focused on in this particular section of the discussion, they resulted from the factor analysis of the whole of the factors. Particular items were not the main area of interest in the study design rather, through the use of Q-methodology and subsequent analysis, themes from the placement of certain items have been drawn out for discussion. Tracking the relative rankings of a few crucial items that emerge from the analysis of the factors helps in the analysis of the Q-sorts when using a values model as an analytical lens.

7.1 Self-direction

The value of self-direction featured prominently in most of the factors, as illustrated in Figure 6.10, perhaps mirroring the school's stated mission of developing personal attributes and qualities to guide through life. The school's website also describes the aims of the school as enabling students to become confident, motivated and articulate. The prevalence of self-direction in the factors suggests that students do appreciate these aims of the school and see them in their own experience of schooling. Perhaps shown here then, is the consumption by students of the value of self-direction from the school's stated mission. However the students are not necessarily expressing all the stated values of the school, but are perhaps more critical consumers of these messages; as other values, such as self-transcendence, are not prominent in the students' perceptions. This leads to the question of whether the school is chosen to reinforce pre-existing values of self-direction or whether in fact the school's values are influencing self-direction within the students. There could also be other external circumstances related to the promotion of self-direction, such as age, family

circumstances and wider societal influences. The value of self-direction ranks third in Schwartz's pan-cultural baseline of universal values, therefore this importance in students' perceptions of the aims of their education largely aligns with wider societal values.

Autonomy has been described as being one of the main aims of education (Marples, 2010) as well as personal development (Dewey, 1916) and self-determination (Walker, 1999). These themes do seem to be present in the students' perception of their education. Perhaps self-direction would be present in students' perceptions in any school, there is no comparative data here to examine, however the context of this school as independent could be important in developing the students' awareness of self-direction. Schwartz (2006) described how younger people tend to be more exposed to the values of self-direction, therefore the prevalence of this may be expected in this research.

In this independent school, care is taken to foster the values of resilience and character building through compulsory involvement in the annual school play for all Year 7 students and the prevalence of CCF in the curriculum. Therefore this could be producing an increased focus on self-determination as a perceived aim of their education. The research discussed in Chapter Two regarding the aims of an independent education (such as Walford, 1990), as well as the stated aims of the school, describe how the aim of education is wider than academic qualifications and verges towards a greater acquisition of privilege through social skills and experiences, perhaps suggesting that this is more possible within independent education.

Schwartz (2006) stated that self-direction increases with both the number of years in formal education and income levels. This might explain the prevalence of self-direction amongst these higher-income students. It could be argued that self-direction increases largely at a university level rather than a school level, as this enables a greater number of years in education. However my research shows that the students see self-direction as a prominent aim of their education. Perhaps students are experiencing aspects of education in this independent school which increases the prevalence of self-direction, something which is usually seen at a higher education level. Income levels are also shown by Schwartz to correlate with increased self-direction, therefore this aspect could be correlating in this fee-paying context too. Perhaps a greater focus on this value within state education would enable more students to compete with those who are privately educated, considering that it is not just academic achievement that

appears to lead to the success of privately educated students, but the additional values gained such as self-direction.

In summary, the value of self-direction features highly as an aim of education in the perception of the students in this study, to a greater extent than might be expected from Schwartz's research.

7.2 Self-enhancement

Power features highly in several of the factors (see Appendix J), illustrated in Figure 6.10, however features second to last in Schwartz's pan-cultural baseline. Two statements have been linked in this research with the value of power, concerning the ability to manage money (statement 31) and power, freedom and independence (statement 38). Both statements, however, do not rank equally in the factors, with statement 38 often ranking higher than statement 31. Therefore although both statements have been categorised under the value of power in this research, as discussed in Chapter Five the interpretation of the term 'power' can vary. What students are perhaps identifying more with in this research is power as emancipation rather than power as financial resources. The students are interpreting the statements according to their own context and perceptions and identify more of a Freirean concept of power as an aim of their education than a mercenary one. This could be due to their age and financial context, as Schwartz (2006) found that the value of power increased with income levels and decreased with age. Therefore it might be expected that power as a value with this cohort ranks higher than in general society as the age group are younger and from more wealthy families.

The value of achievement is linked with the discussion that has just taken place regarding self-direction and focuses largely on passing exams. As mentioned in Chapter Two, the focus on exams as an aim of education has become prevalent in the education system (Hutchings, 2015), therefore achievement was expected to feature highly in the students' perceptions. However, although achievement does feature in some of the factors, passing exams does not appear to be an all-pervasive aim of education at Summerson House. Perhaps this is due to the nature of independent schools having been said to pay more attention to fostering qualities other than passing exams (Fox, 1985). The school itself states that receiving good GCSE results is

not the sole focus, although one of the stated aims is to achieve good academic qualifications. The students appear to also perceive that passing exams is not the sole aim, though there is a trend as they become older that this is more of a focus. Again, though, perhaps achievement in an academic sense is not all-pervasive in the students' perceptions at this school because they may understand that academic success is not necessarily the key to their future. Parents have also been said to believe that academic achievement is also not the sole focus of education or determinant of future success in life (Fox, 1985). Perhaps this is due to the success of independently educated people as previously demonstrated in the Sutton Trust report. A combination of social experience, stated school aims and the privilege associated with private education perhaps makes these students less influenced by the pressure of exams than perhaps students are who do not have these other social privileges to rely on.

In viewing the factors using Schwartz's pan-cultural baseline, there are similarities in the relatively low ranking of achievement. However, this is surprising considering the context of the research is regarding education, rather than wider societal values. Therefore in the context of education, it might be expected that achievement would feature more prominently as an aim. Schwartz (2006) stated that education correlated positively with achievement values, suggesting the potential influence of grading and comparing performance in schools as a reason. Therefore one might expect to see a greater prevalence of achievement values within a school context than within society as a whole. However this is largely not the case in my research.

In Chapter Five, the NUT report (Hutchings, 2015) titled 'Exam factories?' was cited, where their research stated that: "Increasingly, children and young people see the main purpose of schooling as gaining qualifications, because this is what schools focus on," (Hutchings, 2015, p.5). A significant finding from my research seems to offer an alternative perspective in the context of this school, as the students' perceptions regarding the aims of education were not highly focussed on gaining qualifications, even when the students completed the Q-sort from a teacher's point of view. Perhaps this endorses the view that private schools traditionally pay more attention to providing qualities wider than gaining qualifications (Fox, 1985). Although there is a slight increase in a focus on achievement with age in my research, correlating with an increase in achievement as a value and the number of years in formal education (Schwartz, 2006), the focus on achievement is not as great as may be expected of those students experiencing a high-stakes testing system as a large part of their education, and suggests a different perspective to that discussed in the NUT report.

Perhaps again here students are being critical consumers of the values of the school, and of the education system as a whole, by not allowing their perceptions to be largely influenced by a focus on achievement brought about by increasing educational testing and comparison. This leads to the question of whether this is something experienced by students only in this independent school, in all independent schools, or wider than the independent sector; amidst increasing concerns, as mentioned in Chapter Five, of schools becoming 'exam factories'.

In summary, the value of power features fairly high in the perceptions of students with regards to the aims of their education, although not consistently across all of the factors. The value of achievement is featured lower than might be expected.

7.3 Hedonism

When the factors are viewed using Schwartz's model hedonism ranks comparatively high, as illustrated in Figure 6.10. The value of hedonism is one which features in several factors, and also is a stated aim of the school: 'to enable students to enjoy school'. This is listed in the school's mission statement before the achievement of qualifications. Hedonism is also something which, in my experience, parents at the school often refer to, though without using the term, as a reason why they chose the school, using such statements as: they just want their child to be happy. It could be that there is some parental influence in terms of the high ranking of this value. The happiness referred to perhaps depends on enjoyment, rather than challenge, and does not seem to be related to the achievement of academic qualifications. Parents at the school have been heard to express dissatisfaction when their child is not 'happy'. Perhaps, though, happiness is not something that can be aimed for as an end-goal of education (Marples, 2010), but is rather a side effect. This can lead to dissatisfaction among parents and students who may believe that happiness can be bought at an independent school, perhaps in the way that privilege can (Walford, 1990), and might be seen as something which is achievable all of the time.

This view of happiness is perhaps more short-term, the students and parents may feel more satisfied with a longer-term view of happiness as well-being, something which is perhaps achieved through hard work, dealing with failure and difficult situations, and

perhaps does not result in feelings of 'happiness' all of the time. There has been a recent increase in concern over wellbeing in schools (BBC, 2017; Bonnell *et al.*, 2014; Cope, 2017; Watson, 2017), particularly linked to achievement with Young Mind's 'Wise Up' report stating that 80% of young people say that exam pressure significantly impacts on their mental health (Cowburn and Blow, 2017). The same report also states that 73% of parents would prefer to send their child to a school where children are generally happy, even though previous exam results have not been good. My data could be picking up a recognition amongst the students of an increased focus on wellbeing and happiness as an aim of education that is already increasing in prominence. However my data also suggests a different perspective from that stated in the 'Wise Up' report, which stated that: "More young people felt that their school cared about their grades/results than cared about them being happy: 81% to 67%," (Cowburn and Blow, 2017, p.14). My data shows that the students in this context report happiness as a greater focus of their education than this report suggests. Schwartz (2006) found that hedonism correlated negatively with age, therefore it could be that as the students are likely younger than average in the pan-cultural baseline, they are more likely to express hedonism as a value than an older sample would. Hedonism was also found to correlate positively with increased years in education and with increased income. This correlation between higher income and an increased focus on hedonism could explain the high ranking of hedonism in this research amongst students who can afford to be privately educated.

In summary, hedonism features highly in the perception of students as an aim of their education.

7.4 Self-transcendence

In Schwartz's model, the values of universalism and benevolence are grouped under 'self-transcendence' and when viewed through the lens of the pan-cultural baseline are ranked low in the Q-sorts. Schwartz (2012) described benevolence as preserving and enhancing the welfare of those with whom you are in frequent contact, and universalism as the importance of the welfare of all people and nature. Statements 13, 25 and 28 were included in 'benevolence' and statements 17, 18, 19 and 27 in 'universalism'.

In examining the factor arrays, it is possible to see a pattern in the placement of these particular statements of 'self-transcendence' (see Appendix O). As can be seen in the factor arrays, the statements associated with self-transcendence rank low in the majority of factors, illustrated in Figure 6.10.

In terms of benevolence, it is statement 13 in particular that ranks the lowest in all factors: 'The aim of senior school education at Summerson House is to enable the country to make more money'. This is interesting considering the government states that education is the engine of the economy (Gibb, 2015). Perhaps it is to be expected though that a younger age group would not reflect a more implicit government policy in their perception of their education. Although this statement may have a negative connotation whereas the term 'benevolence' has a positive connotation, this statement largely fits with Schwartz's definition of benevolence, however Schwartz also used the terms: "Helpful, honest, forgiving, responsible, loyal, true friendship, mature love," (Schwartz, 2006, p.8) to describe benevolence. Therefore although statement 13 has been interpreted as fitting into the value of benevolence, it is not all-encompassing in terms of the meaning of this value. These students do not appear to see statement 13 as an aim of education at all. Certainly benevolence could have wide interpretations and it may be that money does not feature as part of this value amongst these students. It could be that the students, particularly when younger, are more idealistic in their view of education not being mercenary, however another possibility is that the students do not think that their particular education, being in the private sector, has any aim towards national benefit. Some would argue, however, that education does not simply drive the economy as the government would suggest (Wolf, 2002); perhaps the students are articulating something of this view. It could also be that the students do not have to consider money being from high-income families, therefore thinking in terms of needing to make money might not be something they are used to, particularly at their age. Perhaps the students may agree with other forms of benevolence, but not those associated with money. As these students come from privileged backgrounds, and are young, they may have little understanding of the concept and value of money. Certainly there seems to be a lack of understanding of the link between their education and wider economic benefits for the country, or if that understanding exists the students are not expressing that particular value as an aim of their education.

Several other statements also mapped onto the value of self-transcendence, however these other aspects of social benefit also do not feature highly in most of the factors.

For the majority of pupils, their education is not about helping others. Despite the introduction of Fundamental British Values (FBV) (Department for Education, 2014b), the pupils do not perceive that the aim of their education is to benefit society or the nation. Again, the perceptions of the students are not reflecting government policy, and perhaps this should not be expected. Although compared with economic drivers, FBV are a more explicit government policy that the students should be aware of. However whether or not the students are aware of the policy, they do not articulate this as an aim of their education. It has been argued that education can be described as a public service for public good (Winch, 1996), however in this context the students are aware that their education is not a public service, but a private one paid for by their families. Therefore, perhaps this influences their view of the aims of their education being for them and their families, rather than for any public good. It would be interesting to see the effects over the next few years of students who have been through their whole education in the context of the teaching of FBV.

The students in this research do not articulate the values of self-transcendence as an important aim of their education, showing what seems to be a lack of focus on the public good. A study found that 96.3% of privately funded schools did not obviously display a commitment to a democratic public good, finding that: "The public good to which they are held accountable is limited, and very few of them demonstrate a commitment to democratic equality," (Boyask, 2015, p.567). It would appear that either the school is not communicating values regarding public good to the students, or the students are not expressing this as an aim of their education. This could be a deliberate rejection of self-transcendence as an aim of education, or a value which has not been considered and articulated by this particular group. It is surprising that despite a large number of charitable activities within the school, the students ranked benevolence and universalism so low in their perception of the aim of their school education. Perhaps they do not see these wider activities as part of their 'education' and are focusing their thoughts more on the context of academic study. It could also be that the students are enacting criticality in their acceptance of school values and are either intentionally or unintentionally critical consumers.

7.5 Why do the students have these values regarding their education?

Schwartz (2012) discussed the roots of the dynamic structure of value relations in an attempt to identify reasons for the structure of relations among values being common to all human societies studied.

Figure 7.1 Schwartz (2006) Dynamic underpinnings of the universal structure

Figure 3. Dynamic underpinnings of the universal value structure
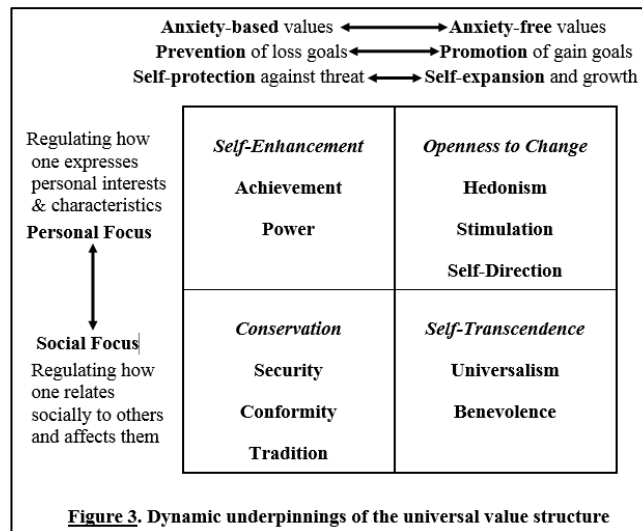
(Schwartz, 2006, Appendix p.5)

My research has revealed that the students express aspects of self-enhancement and openness to change values with regards to the aims of their education, and focus less on conservation and self-transcendence values. The values of self-enhancement feature fairly high however it is the values of self-direction and hedonism that feature most prominently. The students therefore veer towards the top section of Schwartz's model shown in Figure 7.1 towards values which are associated with a personal focus rather than a social focus, particularly towards a personal focus which is more anxiety-free, promoting gain goals and focused on self-expansion and growth.

Schwartz (2006) described how activating values causes behaviour. He described three examples of studies where certain behaviours have correlated with particular values in terms of voting, political activism and cooperation. Schwartz found a correlation in all cases, though it is not possible to attribute cause, between the values that people held and the way in which they behaved. He described how values are a source of motivation, that actions become more attractive when they promote the attainment

of goals important to the individual, often without the conscious weighing of alternatives or consequences. Values can also influence attention, perception and interpretation in situations, as each person defines a situation through their own values, and can also influence the planning of actions, with greater planning being given to values which are deemed more important. This all means that values will influence behaviour and actions in different situations in predictable and systematic ways as the action will always be a balance between the promotion of values which are deemed more important and the demotion of opposing values which are less important.

Schwartz stated: "People tend to behave in ways that balance their opposing values," (Schwartz, 2006, p.37). Therefore if my research has identified the values that students hold regarding their education, then this suggests that it may be possible to predict how students will behave with regards to their education as their actions will promote the values that have been identified as most prominent in their perception, and will demote those values which are not. In this research then, this would mean that the actions of the pupils in their education would promote self-direction, hedonism and power, and would work against the values of benevolence and universalism. What is not determined, and could benefit from further investigation, is whether the values that students hold regarding the aims of their education are caused by any external influence of the school environment and ethos. What is also not determined is whether the values that students hold regarding their education are a result of their actions within it, that the actions and behaviours they take part in cause the promotion of certain values; or whether the promotion of certain values that they hold causes certain behaviours. Are the students more self-directed because of the activities they take part in at the school, or are the activities at the school more self-directed because this is the value that students find more important? Further investigation could enquire whether the students are less focused on self-transcendence because the activities they take part in at the school do not promote this value as important, or whether the students do not take part in activities which promote self-transcendence because it is not a value they find important. This could then begin to address the question: are their values caused by their actions, or are their actions caused by their values?

The cause of particular values may also be difficult to identify because students may take part in benevolent activities, such as charity fundraising, but perhaps not because of holding benevolent values. They may see self-determination or power can be

enhanced by taking part in these activities, as the factors identified in this research suggests that students do not perceive benevolence as a value in their education. What is also not established is whether these values are only towards their education, or towards society as a whole. The revealing of value differences that the students hold regarding their education when viewed using Schwartz's pan-cultural baseline leads to important questions regarding the behaviours that might result from these values and whether these values are, and can be, influenced by the activities and behaviours they engage with in their schooling.

The use of Schwartz's models as an analytical lens is interesting as he described how: "Drawing on the grounding of values in interests and in anxiety can help in predicting and understanding relations of values to various attitudes and behaviour," (Schwartz, 2012, p.12). This leads to the question of whether by identifying students' values towards their education, it is possible to predict their attitudes and behaviour towards their education and perhaps beyond that. If this is the case, then the identification of values towards society by those in independent education could be a vital predictor of future behaviour and attitudes, and could warrant consideration of the types of values that an education system may want to cultivate. There is potentially a controversial aspect to education here in terms of cultivating an education that enhances particular values and therefore produces certain future attitudes and behaviour, however I would suggest that it is better to consider and investigate the values that are being promoted rather than allowing unquestioningly the implicit enhancement of particular values. If, as some critical pedagogies suggest, all education is political then I return to the importance of the original aims of my research which was to bring about discussion of the underlying assumptions regarding the aims of education.

7.7 Summary of Chapter Seven

Prior to Chapter Seven, Chapter Six presented an analysis of the values expressed through the Q-sorts regarding the students' perceptions of the aims of their education, using Schwartz's model and pan-cultural baseline as an analytical lens. Factors were compared to identify areas of similarity and difference. From this, the themes of self-direction, self-enhancement, hedonism and self-transcendence were drawn out and explored further using Schwartz's pan-cultural baseline of value priorities as an

analytical lens. These themes were discussed in this chapter with reference to the potential causes and implications of comparatively different rankings of values between the students in this study and wider society.

In summary, although the aims of education map onto Schwartz's model of basic human values (as outlined in Chapter Five) there are differences in the findings in my research compared with Schwartz's findings with regards to the priority order of the values as shown in his pan-cultural baseline of value priorities. Each factor has been analysed using the values from Schwartz's model to highlight differences in the ranking of each of the values (see Appendix J).

Chapter Seven has discussed the potential causes of a comparatively low ranking of self-transcendence values, and a comparatively high ranking of self-direction, self-enhancement and hedonism values. Demographic factors of the P-set, such as age and income levels, have been discussed as potential causes of comparatively different rankings of these values towards their education, when viewed through the lens of wider societal values expressed in Schwartz's models.

What has also been discussed is the importance of questioning and understanding more about the values that students in independent schools hold in general, due to the predictive nature of certain values towards particular attitudes and behaviours. The students are absorbing, or critically consuming, particular values through their education and it is important to not allow this implicit consumption of values to go unquestioned. Rather if values can be promoted and demoted, then it warrants further consideration of: first whether we want education to enhance particular values, and second, particularly if all education is political and implicit enhancement of values is unavoidable anyway, a deliberate consideration of the values that we may want to enhance and diminish through educational experience. .

CHAPTER 8: CONCLUSION

8.1 Meeting the aims of the research

This research analysed the perceptions independent school students had about the aims of their senior school education and investigated the underlying values of these perceptions using an established values model.

Students' perceptions of the aims of their senior school education show three groupings of viewpoints. One focussed on future personal success through academic attainment and personal development, largely expressed by older students in the sample of participants. A second expressed by younger students focused on receiving enjoyment and care from their education and was more focused on the present. The third was also expressed by the younger students and focused on empowerment through personal fulfilment, as well as some importance placed on societal benefits.

Students were asked to complete the same Q-sort as if they were a teacher at the school, thus gathering from students their perception of teachers' viewpoints with regards to the aims of senior education at the school. Four groupings of viewpoints were identified. The first viewpoint was expressed largely by younger students, the majority of whom were female, whose perception was that teachers think the aim of education is about learning to get on with each other and enjoying their time, but with an element of being able to pass exams. The second viewpoint, largely expressed by students in Year 10, focused on academic success and the importance of relevant skills and knowledge for this. The third factor was expressed mostly by younger students who thought that a teacher's view would be the importance of personal development and fulfilling your potential. In the fourth viewpoint the view was that teachers' think the aim of senior school education is to increase students' confidence, esteem, happiness, fulfilment and freedom. There was a small element of wider social concerns with regard to morals and behaviour.

Schwartz's model of basic human values was used as an analytical lens to view the findings. The literature around the aims of education, and therefore the statements that had been used in the Q-set, aligned with Schwartz's model. The values

underpinning the aims of education support Schwartz's theory that all societies have universal basic human values.

However, this research found differences between the values expressed through the Q-sorts, and Schwartz's pan-cultural baseline of value priorities. Schwartz's pan-cultural baseline is a hierarchy of the values in the model that Schwartz found to be common across all societies, despite individual differences in priorities within these societies. Across societies there is a consensus that benevolence and universalism are the two most important values. For the participants in this study, the results were almost opposite.

Benevolence and universalism ranked much lower in their perceptions than in Schwartz's hierarchy. Self-direction, third in Schwartz's hierarchy, does feature prominently in many of the factors in this study. Other values also align in importance with Schwartz's hierarchy, although show a less clear pattern due to being much more spread through the factors than benevolence and universalism. These two values of self-transcendence however are ranked noticeably differently to the pan-cultural baseline.

One reason could be the particular context of an independent fee-paying school. This might affect the students' perceptions of the aims of education away from self-transcendence to something for their own personal benefit due to the fee-paying nature. Parents who send their students to a fee-paying school do so for the benefit of the students rather than wider society. Perhaps this viewpoint infiltrates the students own views of the aims of their education.

Further research to provide a comparative study in a non-fee paying school could reveal differences that may be found with a state school. Education has become more child-centred, perhaps this could be another reason for the students' low ranking of benevolence and universalism. It could be that by focusing on the benefits that students themselves gain through their education in terms of personal development, resilience etc. they perceive this is a more important aim of their education than wider societal benefits. Further research into the impact of these educational policies could reveal further insights in these areas.

Perhaps the students' ranking of the values does not match Schwartz's hierarchy as it could be considered unreasonable to compare the ranking of values for a whole society to an educational context which only forms part of a person's society, rather than the whole. Perhaps if the students' values were investigated in a wider context

than their senior school education we may find an alignment with Schwartz's hierarchy. However it is worth considering that if these students' values are for whatever reason influenced by being in the context of independent education away from the importance of benevolence and universalism, yet they are statistically likely to go on to achieve positions of power in society, it is possible that those in positions of power may have a different hierarchy of values to those that Schwartz found to be a consensus across societies.

Students' perceptions of achieving qualifications as an aim of their education appears to be lower than other research would suggest it is generally in the UK (Hutchings, 2015). The impact of exams-focused education appears to be less in this school than the perceptions described in both the NUT's report and the Young Mind's report.

The value of self-direction was revealed as most prominent in the students' perception of the aims of their senior school education, something which is often not seen until a greater number of years have been spent in education (Schwartz, 2006).

These findings reveal differences in the values expressed by students' when viewed in comparison with societal values. Values can influence behaviour and actions, therefore further research into the values of students would provide additional important insights.

The school's stated values emphasise self-direction, hedonism, achievement and security, supporting the value priorities expressed by the students. Few of the values expressed in these school aims relate to self-transcendence, perhaps also underpinning the low prevalence of these values in the students' perceptions. Not all values that the school promotes feature in the students' perceptions. The students therefore are critical consumers of these values. Student perceptions reveal a focus on personal interests and characteristics, and tend to be related more to anxiety-free values, the promotion of gain goals, and self-expansion and growth.

Understanding the values that students' hold may influence the ability to predict behaviours, or to cultivate particular behaviours. The cultivation of values can be implicit and warrants consideration and reflection. The values the school promotes do influence the values that students' express, therefore require careful consideration. The findings then lead to the question of whether, if we can influence the behaviour of students through the enhancement of certain values, there are certain values (leading to certain attitudes and behaviours) that we would wish to enhance in those that are more likely to become future leaders in society.

This thesis concludes that though the aims of education align with Schwartz's hierarchy of values representing consensus across societies, an opposing trend is found in this case study of students. Independent school students are under-represented in research literature and Q-methodology has provided new information regarding student perceptions and values in an independent school. The findings are significant and controversial in their implications because they question the contribution of independent education to the differing hierarchical order of values expressed by the students, where societies usually place benevolence and universalism as the most important. These findings question whether the students' independent education is impacting on their value priorities, creating a difference with wider society. Generally in the majority of the factors analysed from the Q-sorts, the values of benevolence and universalism rank lowest amongst the students' perceptions of the aims of their education, whereas in the pan-cultural baseline of value priorities for societal values as a whole they rank highest. The findings therefore are valuable for the school in considering the influence that stated aims have on student perceptions, and the ways in which the promotion of certain values triggers particular behaviours. The study concludes that further research into the values of independently educated students would provide further valuable insights into a population statistically likely to go on to achieve elite positions in society yet are under-researched, and that schools should consider carefully the values that may be enhanced or demoted through certain educational activities.

8.3 Limitations of the thesis

Students could have been questioned directly regarding their values. The analysis may be biased towards the views of the researcher, thereby potentially affecting the validity of the results. However, the research acknowledges researcher influence. The use of Q-methodology was also chosen to help with any researcher bias by providing a more scientific data analysis. Students may have been influenced by peers as well as my presence. Making the Q-sorts anonymous helped to reduce this.

Using statements could be argued as not allowing a true and genuine expression of views, however it has been argued that the statements are comprehensive. The findings reveal insights into viewpoints using the Q-set statements. Interpreting the

statements is a subjective process, and the use of Schwartz's model as an analytical lens has provided an 'outsider' viewpoint to help in the analysis of the data.

Other methodologies could have been possible in this research, in providing a different range of data collection methods. Methods could have been employed to gather student perspectives using their own words. Interviews or focus groups were not chosen due to power-relations present as well as time constraints. Q-methodology was new to both the researcher and the university. Advice and teaching were sought from experts in the field, such as Dr Alessio Pruneddu and through the 'T&Q' event from Dr Stephen Jeffares, Dr Joy Coogan and Dr Neil Herrington, amongst others.

Other analytical lenses could be used to analyse the data. The research could have taken a critical analysis stance and used the work of Freire to explore the views of students in more depth, particularly with regards to benevolence and universalism. These themes emerged following the analysis using Schwartz, and could underpin further research.

Although Schwartz was chosen as a tool to analyse the underlying values of the viewpoints, other models could also have been used. Using an established model influences my interpretation of the findings, however the model provides an innovative approach to the analysis of the factors and revealed significant insights.

8.4 Possibilities for further research

Further research could investigate reasons why pupils have these perceptions and the values that they hold towards wider society. Additional research could contribute to further understanding about how education can enhance particular values. This research shows a snap-shot of perceptions and values at a particular point in time. Longitudinal research could reveal insights into perceptions and values over time, or in response to particular educational policy. The data collection occurred soon after the UK's referendum on EU membership. This may have influenced students' attitudes. Participant 1m stated: "People know that not everyone is going to help the country because politicians who are supposed to help the country half the time they LIE!" Further research could investigate the influence of national events on student values and how this may be best managed by schools.

The Schwartz Value Survey (SVS) and the Portrait Values Questionnaire (PVQ) could be used to research student values and to provide a direct comparison with the pan-cultural baseline. This could reveal insights into students' wider values and reveal similarities and differences with their values towards their education. Q-methodology could improve on this data collection by forcing participants to consider statements holistically, therefore producing a standardised expression of priorities and reducing the need for adjustment of participants' use of the scale, as needed when using SVS or PVQ.

Alternative analytical lenses could be used, to provide additional insights using a mixed-methods approach. Comparison studies could be conducted with other independent schools, state schools, free schools, academies and other forms of schooling to reveal similarities and differences.

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APPENDICES

Q-sort 1 Factor 1 crib sheet

Statements ranked at +5	Rank	
14 The aim of senior school education at Summerson House is to pass exams	+5	
37 The aim of senior school education at Summerson House is to build confidence and self-esteem	+5	
Statements ranked higher in Factor 1 array than in other factor arrays		
8 The aim of senior school education at Summerson House is to be able to solve problems	+2	
9 The aim of senior school education at Summerson House is to have social experiences	+1	
10 The aim of senior school education at Summerson House is to prepare students to do jobs	+2	
12 The aim of senior school education at Summerson House is to enable students to earn more money in the future	-2	
15 The aim of senior school education at Summerson House is for adults to pass on knowledge	-2	
16 The aim of senior school education at Summerson House is to understand our culture and way of life	0	
20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong	+1	
26 The aim of senior school education at Summerson House is that people learn how to get on with each other	+1	
33 The aim of senior school education at Summerson House is to learn general life skills	+4	
Statements ranked equal with another factor, but higher than the remaining factor		**Factor in common**
2 The aim of senior school education at Summerson House is to learn self-control	0	2
6 The aim of senior school education at Summerson House is to critically question	-2	2
22 The aim of senior school education at Summerson House is to prepare students for further study	+3	2
24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality	0	3
30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths	+4	2
32 The aim of senior school education at Summerson House is to improve communication skills	+3	3
36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure	+1	3
39 The aim of senior school education at Summerson House is to have new experiences and opportunities	+4	3
40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential	+2	3

Statements ranked lower in Factor 1 than in other factor arrays		
5 The aim of senior school education at Summerson House is to be able to experiment and be creative	-1	
17 The aim of senior school education at Summerson House is to understand how to take care of our environment	-4	
18 The aim of senior school education at Summerson House is to learn facts about the world and increase knowledge	-1	
25 The aim of senior school education at Summerson House is to produce people who are useful in society	-3	
27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better	-4	
34 The aim of senior school education at Summerson House is to inspire and motivate students	0	
41 The aim of senior school education at Summerson House is to produce interesting, well-rounded people	-1	
42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life	-3	
43 The aim of senior school education at Summerson House is to enjoy it	-3	
Statements ranked at -5		
13 The aim of senior school education at Summerson House is to enable the country to make more money	-5	
28 The aim of senior school education at Summerson House is to help your country	-5	
Additional items to be included		
31 The aim of senior school education at Summerson House is to be able to manage money **(this item was included as, like item 13 and 12, it is regarding money)**	-4	
Statements not included in the crib sheet		
1, 3, 4, 7, 11, 19, 21, 23, 29, 35, 38		

Q-sort 1 Factor 2 crib sheet

Statements ranked at +5	Rank	
43 The aim of senior school education at Summerson House is to enjoy it	+5	
3 The aim of senior school education at Summerson House is to learn to respect others	+5	
Statements ranked higher in Factor 2 array than in other factor arrays		
35 The aim of senior school education at Summerson House is to provide students with help and support	+4	
41 The aim of senior school education at Summerson House is to produce interesting, well-rounded people	+3	
7 The aim of senior school education at Summerson House is to develop thinking skills	+3	
5 The aim of senior school education at Summerson House is to be able to experiment and be creative	+2	
18 The aim of senior school education at Summerson House is to learn facts about the world and increase knowledge	+1	
4 The aim of senior school education at Summerson House is to learn about rules and laws	0	
29 The aim of senior school education at Summerson House is to learn the importance of democracy	-1	
Statements ranked equal with another factor, but higher than the remaining factor		**Factor in common**
39 The aim of senior school education at Summerson House is to have new experiences and opportunities	+4	1
30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths	+4	1
22 The aim of senior school education at Summerson House is to prepare students for further study	+3	1
23 The aim of senior school education at Summerson House is to prepare students to make wise choices	+2	3
2 The aim of senior school education at Summerson House is to learn self-control	0	1
6 The aim of senior school education at Summerson House is to critically question	-2	1
Statements ranked lower in Factor 2 than in other factor arrays		
38 The aim of senior school education at Summerson House is to have power, freedom and independence	-4	
19 The aim of senior school education at Summerson House is to understand more about other cultures	-3	
24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality	-2	
9 The aim of senior school education at Summerson House is to have social experiences	-1	
33 The aim of senior school education at Summerson House is to learn general life skills	-1	
36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure	0	
40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential	+1	
32 The aim of senior school education at Summerson House is to improve communication skills	+1	

37 The aim of senior school education at Summerson House is to build confidence and self-esteem	+2	
Statements ranked at -5		
13 The aim of senior school education at Summerson House is to enable the country to make more money	-5	
12 The aim of senior school education at Summerson House is to enable students to earn more money in the future	-5	
Additional items to be included		
14 The aim of senior school education at Summerson House is to pass exams **(included due to the importance in Factor 1)**	-2	
31 The aim of senior school education at Summerson House is to be able to manage money **(references money and is ranked negatively)**	-4	
42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life **(links with the theme of enjoyment and is highly ranked)**	+3	
Statements not included in the crib sheet		
1, 8, 10, 11, 15, 16, 17, 20, 21, 25, 26, 27, 28, 34		

Q-sort 1 Factor 3 crib sheet

Statements ranked at +5		
38 The aim of senior school education at Summerson House is to have power, freedom and independence	+5	
37 The aim of senior school education at Summerson House is to build confidence and self-esteem	+5	
Statements ranked higher in Factor 3 array than in other factor arrays	**Rank**	
34 The aim of senior school education at Summerson House is to inspire and motivate students	+4	
42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life	+4	
11 The aim of senior school education at Summerson House is to find out what you are interested in	+3	
21 The aim of senior school education at Summerson House is to become more open minded	+1	
25 The aim of senior school education at Summerson House is to produce people who are useful in society	+1	
27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better	+1	
17 The aim of senior school education at Summerson House is to understand how to take care of our environment	-2	
28 The aim of senior school education at Summerson House is to help your country	-2	
31 The aim of senior school education at Summerson House is to be able to manage money	-1	
Statements ranked equal with another factor, but higher than the remaining factor		**Factor in common**
32 The aim of senior school education at Summerson House is to improve communication skills	+3	1
23 The aim of senior school education at Summerson House is to prepare students to make wise choices	+2	2
40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential	+2	1
36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure	+1	1
24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality	0	1
19 The aim of senior school education at Summerson House is to understand more about other cultures	-2	1
Statements ranked lower in Factor 3 than in other factor arrays		
39 The aim of senior school education at Summerson House is to have new experiences and opportunities	+2	
3 The aim of senior school education at Summerson House is to learn to respect others	+1	
10 The aim of senior school education at Summerson House is to prepare students to do jobs	0	
22 The aim of senior school education at Summerson House is to prepare students for further study	0	
7 The aim of senior school education at Summerson House is to develop thinking skills	-1	
20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong	-1	

30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths	-1	
2 The aim of senior school education at Summerson House is to learn self-control	-3	
1 The aim of senior school education at Summerson House is to learn how to behave appropriately	-4	
4 The aim of senior school education at Summerson House is to learn about rules and laws	-4	
29 The aim of senior school education at Summerson House is to learn the importance of democracy	-4	
Statements ranked at -5		
13 The aim of senior school education at Summerson House is to enable the country to make more money	-5	
6 The aim of senior school education at Summerson House is to critically question	-5	
Additional items to be included		
14 The aim of senior school education at Summerson House is to pass exams **(included due to the importance in Factor 1)**	-2	
15 The aim of senior school education at Summerson House is for adults to pass on knowledge **(related to the theme of emancipation)**	-3	
43 The aim of senior school education at Summerson House is to enjoy it **(relevant in Factor 2 and ranked highly)**	+4	
Statements not included in the crib sheet		
5, 8, 9, 12, 16, 18, 26, 33, 35, 41		

Q-sort 2 Factor 1 crib sheet

Statements ranked at +5	Rank	
3 The aim of senior school education at Summerson House is to learn to respect others	+5	
43 The aim of senior school education at Summerson House is to enjoy it	+5	
Statements ranked higher in Factor 1 array than in other factor arrays		
23 The aim of senior school education at Summerson House is to prepare students to make wise choices	+4	
26 The aim of senior school education at Summerson House is that people learn how to get on with each other	+4	
5 The aim of senior school education at Summerson House is to be able to experiment and be creative	+3	
8 The aim of senior school education at Summerson House is to be able to solve problems	+2	
21 The aim of senior school education at Summerson House is to become more open minded	+2	
9 The aim of senior school education at Summerson House is to have social experiences	1	
Statements ranked equal with another factor, but higher than the remaining factor		**Factor in common**
30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths	+4	2
11 The aim of senior school education at Summerson House is to find out what you are interested in	+3	3
1 The aim of senior school education at Summerson House is to learn how to behave appropriately	+2	2
24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality	0	2, 4
6 The aim of senior school education at Summerson House is to critically question	-2	2
Statements ranked lower in Factor 1 than in other factor arrays		
31 The aim of senior school education at Summerson House is to be able to manage money	-4	
29 The aim of senior school education at Summerson House is to learn the importance of democracy	-4	
4 The aim of senior school education at Summerson House is to learn about rules and laws	-3	
41 The aim of senior school education at Summerson House is to produce interesting, well-rounded people	-1	
40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential	-1	
39 The aim of senior school education at Summerson House is to have new experiences and opportunities	-1	
36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure	-1	
35 The aim of senior school education at Summerson House is to provide students with help and support	-1	
34 The aim of senior school education at Summerson House is to inspire and motivate students	0	
Statements ranked at -5		

13 The aim of senior school education at Summerson House is to enable the country to make more money	-5	
28 The aim of senior school education at Summerson House is to help your country	-5	
Additional items to be included		
12 The aim of senior school education at Summerson House is to enable students to earn more money in the future **(linked to statement 13, ranked low)**	-4	
14 The aim of senior school education at Summerson House is to pass exams **(important theme in the first student Q-sort)**	3	
25 The aim of senior school education at Summerson House is to produce people who are useful in society **(linked with helping others theme)**	-2	
27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better **(as above)**	-3	
42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life **(linked with the theme of enjoyment)**	3	
Statements not included in the crib sheet		
2, 7, 10, 15, 16, 17, 18, 19, 20, 22, 32, 33, 37, 38		

Q-sort 2 Factor 2 crib sheet

Statements ranked at +5	Rank	
14 The aim of senior school education at Summerson House is to pass exams	+5	
22 The aim of senior school education at Summerson House is to prepare students for further study	+5	
Statements ranked higher in Factor 2 array than in other factor arrays		
19 The aim of senior school education at Summerson House is to understand more about other cultures	+2	
7 The aim of senior school education at Summerson House is to develop thinking skills	+4	
15 The aim of senior school education at Summerson House is for adults to pass on knowledge	+4	
4 The aim of senior school education at Summerson House is to learn about rules and laws	0	
18 The aim of senior school education at Summerson House is to learn facts about the world and increase knowledge	+3	
Statements ranked equal with another factor, but higher than the remaining factor		**Factor in common**
34 The aim of senior school education at Summerson House is to inspire and motivate students	+3	3
30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths	+4	1
35 The aim of senior school education at Summerson House is to provide students with help and support	+3	4
1 The aim of senior school education at Summerson House is to learn how to behave appropriately	+2	1
20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong	+1	3
24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality	0	1, 4
6 The aim of senior school education at Summerson House is to critically question	-2	1
Statements ranked lower in Factor 2 than in other factor arrays		
9 The aim of senior school education at Summerson House is to have social experiences	-4	
11 The aim of senior school education at Summerson House is to find out what you are interested in	-4	
5 The aim of senior school education at Summerson House is to be able to experiment and be creative	-3	
43 The aim of senior school education at Summerson House is to enjoy it	-3	
42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life	-2	
33 The aim of senior school education at Summerson House is to learn general life skills	-1	
38 The aim of senior school education at Summerson House is to have power, freedom and independence	-1	
37 The aim of senior school education at Summerson House is to build confidence and self-esteem	0	
32 The aim of senior school education at Summerson House is to improve communication skills	0	

Statements ranked at -5		
17 The aim of senior school education at Summerson House is to understand how to take care of our environment	-5	
13 The aim of senior school education at Summerson House is to enable the country to make more money	-5	
Additional items to be included		
3 The aim of senior school education at Summerson House is to learn to respect others **(links with appropriate behaviour)**	3	
12 The aim of senior school education at Summerson House is to enable students to earn more money in the future **(links with statement 13 and low ranked)**	-4	
26 The aim of senior school education at Summerson House is that people learn how to get on with each other **(links with statement 3)**	2	
Statements not included in the crib sheet		
2, 8, 10, 16, 21, 23, 25, 27, 28, 29, 31, 36, 39, 40, 41		

Q-sort 2 Factor 3 crib sheet

Statements ranked at +5	Rank	
36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure	+5	
40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential	+5	
Statements ranked higher in Factor 3 array than in other factor arrays		
39 The aim of senior school education at Summerson House is to have new experiences and opportunities	+4	
33 The aim of senior school education at Summerson House is to learn general life skills	+4	
10 The aim of senior school education at Summerson House is to prepare students to do jobs	+3	
32 The aim of senior school education at Summerson House is to improve communication skills	+3	
2 The aim of senior school education at Summerson House is to learn self-control	+1	
12 The aim of senior school education at Summerson House is to enable students to earn more money in the future	-2	
Statements ranked equal with another factor, but higher than the remaining factor		**Factor in common**
34 The aim of senior school education at Summerson House is to inspire and motivate students	+3	2
11 The aim of senior school education at Summerson House is to find out what you are interested in	+3	1
20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong	+1	2
29 The aim of senior school education at Summerson House is to learn the importance of democracy	+1	4
Statements ranked lower in Factor 3 than in other factor arrays		
25 The aim of senior school education at Summerson House is to produce people who are useful in society	-4	
18 The aim of senior school education at Summerson House is to learn facts about the world and increase knowledge	-3	
26 The aim of senior school education at Summerson House is that people learn how to get on with each other	-2	
24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality	-1	
23 The aim of senior school education at Summerson House is to prepare students to make wise choices	-1	
30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths	0	
Statements ranked at -5		
13 The aim of senior school education at Summerson House is to enable the country to make more money	-5	
27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better	-5	
Additional items to be included		
14 The aim of senior school education at Summerson House is to pass exams	2	

(an important theme in other factors)		
15 The aim of senior school education at Summerson House is for adults to pass on knowledge **(in contrast to Factor 2)**	-2	
37 The aim of senior school education at Summerson House is to build confidence and self-esteem **(ranked highly)**	4	
41 The aim of senior school education at Summerson House is to produce interesting, well-rounded people **(linked to the theme of potential)**	2	
Statements not included in the crib sheet		
1, 3, 4, 5, 6, 7, 8, 9, 16, 17, 19, 21, 22, 23, 28, 31, 35, 38, 42, 43		

Q-sort 2 Factor 4 crib sheet

Statements ranked at +5	Rank	
37 The aim of senior school education at Summerson House is to build confidence and self-esteem	+5	
42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life	+5	
Statements ranked higher in Factor 4 array than in other factor arrays		
41 The aim of senior school education at Summerson House is to produce interesting, well-rounded people	+4	
38 The aim of senior school education at Summerson House is to have power, freedom and independence	+4	
27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better	+2	
31 The aim of senior school education at Summerson House is to be able to manage money	+1	
25 The aim of senior school education at Summerson House is to produce people who are useful in society	+1	
28 The aim of senior school education at Summerson House is to help your country	+1	
17 The aim of senior school education at Summerson House is to understand how to take care of our environment	-1	
16 The aim of senior school education at Summerson House is to understand our culture and way of life	-2	
Statements ranked equal with another factor, but higher than the remaining factor		**Factor in common**
35 The aim of senior school education at Summerson House is to provide students with help and support	+3	2
29 The aim of senior school education at Summerson House is to learn the importance of democracy	+1	3
Statements ranked lower in Factor 4 than in other factor arrays		
6 The aim of senior school education at Summerson House is to critically question	-4	
2 The aim of senior school education at Summerson House is to learn self-control	-4	
15 The aim of senior school education at Summerson House is for adults to pass on knowledge	-3	
3 The aim of senior school education at Summerson House is to learn to respect others	-3	
7 The aim of senior school education at Summerson House is to develop thinking skills	-3	
10 The aim of senior school education at Summerson House is to prepare students to do jobs	-3	
20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong	-2	
8 The aim of senior school education at Summerson House is to be able to solve problems	-2	
22 The aim of senior school education at Summerson House is to prepare students for further study	-1	
14 The aim of senior school education at Summerson House is to pass exams	0	
Statements ranked at -5	-5	

1 The aim of senior school education at Summerson House is to learn how to behave appropriately	-5	
13 The aim of senior school education at Summerson House is to enable the country to make more money	-5	
Additional items to be included		
40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential **(Ranked highly)**	+4	
43 The aim of senior school education at Summerson House is to enjoy it **(Linked with the highest rated statements)**	+3	
Statements not included in the crib sheet		
4, 5, 9, 11, 12, 18, 19, 21, 22, 24, 26, 30, 32, 33, 34, 36, 39, 43		

Appendix B: Correlation matrix for Q-sort 1

Appendix C: Q-sort 1 factor loadings

Participant	f1	f2	f3
1a	0.21	0.46	-0.14
1b	0.65	0.15	0.01
1c	-0.08	0.47	0.25
1d	0.13	0.77	0.19
1e	0.69	-0.05	0.33
1f	0.43	0.17	0.04
1g	0.13	0.61	-0.04
1h	0.07	-0.16	0.60
1i	-0.17	0.53	0.23
1j	0.47	-0.04	0.11
1k	0.02	0.30	0.68
1l	0.50	0.44	0.09
1m	0.71	0.21	0.06
1n	0.53	0.17	0.23
1o	0.24	0.63	0.34
1p	0.41	0.19	-0.53
1q	0.31	0.37	0.29
1r	0.48	0.31	-0.05
1s	0.34	-0.34	-0.35
1t	0.50	0.39	0.17
1u	0.23	0.04	0.44
1v	0.71	0.13	-0.10
1w	0.06	0.26	0.34
1x	0.42	0.31	-0.29
1y	0.15	0.12	-0.41
1z	0.35	0.59	0.09
a1	0.31	0.30	0.39
b1	0.48	0.45	0.29
c1	0.61	0.27	0.38
d1	0.73	0.31	0.31
e1	0.25	0.69	-0.07
f1	0.30	0.40	0.10
g1	0.27	0.49	0.58
h1	0.60	0.19	0.20
i1	0.56	-0.20	-0.18
j1	0.32	0.28	0.31
k1	0.57	0.20	0.05
l1	0.74	0.10	0.04
m1	0.54	0.28	0.17
n1	-0.20	-0.20	-0.42
o1	0.65	0.15	0.32
p1	0.18	-0.34	0.15
q1	0.02	-0.10	0.60
r1	0.34	0.27	0.44

s1	0.26	0.42	0.49
t1	0.12	0.41	0.60
u1	0.19	0.60	0.57
v1	0.37	0.35	0.05
w1	0.41	0.48	0.09
x1	0.46	0.08	0.07
y1	0.22	0.64	0.35
z1	0.32	0.21	-0.05
a2	0.20	0.28	0.77
b2	0.31	0.10	0.70
c2	0.22	0.45	0.25
d2	-0.03	0.04	0.63

Factor loadings ordered first by Factor 1, then by Factor 2, then by Factor 3. Colour scale from green to red, high to low factor loadings, to show polarisation of viewpoints between Factor 1 and Factor 3.

Participant	f1	f2	f3	Participant	f1	f2	f3	Participant	f1	f2	f3
l1	0.74	0.10	0.04	X1d	0.13	0.77	0.19	a2	0.20	0.28	0.77
d1	0.73	0.31	0.31	e1	0.25	0.69	-0.07	b2	0.31	0.10	0.70
X1v	0.71	0.13	-0.10	y1	0.22	0.64	0.35	X1k	0.02	0.30	0.68
X1m	0.71	0.21	0.06	X1o	0.24	0.63	0.34	d2	-0.03	0.04	0.63
X1e	0.69	-0.05	0.33	X1g	0.13	0.61	-0.04	q1	0.02	-0.10	0.60
X1b	0.65	0.15	0.01	u1	0.19	0.60	0.57	X1h	0.07	-0.16	0.60
o1	0.65	0.15	0.32	X1z	0.35	0.59	0.09	t1	0.12	0.41	0.60
c1	0.61	0.27	0.38	X1i	-0.17	0.53	0.23	g1	0.27	0.49	0.58
h1	0.60	0.19	0.20	g1	0.27	0.49	0.58	u1	0.19	0.60	0.57
k1	0.57	0.20	0.05	w1	0.41	0.48	0.09	s1	0.26	0.42	0.49
i1	0.56	-0.20	-0.18	X1c	-0.08	0.47	0.25	r1	0.34	0.27	0.44
m1	0.54	0.28	0.17	X1a	0.21	0.46	-0.14	X1u	0.23	0.04	0.44
X1n	0.53	0.17	0.23	c2	0.22	0.45	0.25	a1	0.31	0.30	0.39
X1t	0.50	0.39	0.17	b1	0.48	0.45	0.29	c1	0.61	0.27	0.38
X1l	0.50	0.44	0.09	X1l	0.50	0.44	0.09	y1	0.22	0.64	0.35
X1r	0.48	0.31	-0.05	s1	0.26	0.42	0.49	X1o	0.24	0.63	0.34
b1	0.48	0.45	0.29	t1	0.12	0.41	0.60	X1w	0.06	0.26	0.34
X1j	0.47	-0.04	0.11	f1	0.30	0.40	0.10	X1e	0.69	-0.05	0.33
x1	0.46	0.08	0.07	X1t	0.50	0.39	0.17	o1	0.65	0.15	0.32
X1f	0.43	0.17	0.04	X1q	0.31	0.37	0.29	d1	0.73	0.31	0.31
X1x	0.42	0.31	-0.29	v1	0.37	0.35	0.05	j1	0.32	0.28	0.31
X1p	0.41	0.19	-0.53	d1	0.73	0.31	0.31	b1	0.48	0.45	0.29
w1	0.41	0.48	0.09	X1x	0.42	0.31	-0.29	X1q	0.31	0.37	0.29
v1	0.37	0.35	0.05	X1r	0.48	0.31	-0.05	c2	0.22	0.45	0.25
X1z	0.35	0.59	0.09	a1	0.31	0.30	0.39	X1c	-0.08	0.47	0.25
r1	0.34	0.27	0.44	X1k	0.02	0.30	0.68	X1i	-0.17	0.53	0.23
X1s	0.34	-0.34	-0.35	m1	0.54	0.28	0.17	X1n	0.53	0.17	0.23
z1	0.32	0.21	-0.05	j1	0.32	0.28	0.31	h1	0.60	0.19	0.20
j1	0.32	0.28	0.31	a2	0.20	0.28	0.77	X1d	0.13	0.77	0.19
X1q	0.31	0.37	0.29	c1	0.61	0.27	0.38	m1	0.54	0.28	0.17
b2	0.31	0.10	0.70	r1	0.34	0.27	0.44	X1t	0.50	0.39	0.17

a1	0.31	0.30	0.39	X1w	0.06	0.26	0.34	p1	0.18	-0.34	0.15
f1	0.30	0.40	0.10	z1	0.32	0.21	-0.05	X1j	0.47	-0.04	0.11
g1	0.27	0.49	0.58	X1m	0.71	0.21	0.06	f1	0.30	0.40	0.10
s1	0.26	0.42	0.49	k1	0.57	0.20	0.05	w1	0.41	0.48	0.09
e1	0.25	0.69	-0.07	X1p	0.41	0.19	-0.53	X1l	0.50	0.44	0.09
X1o	0.24	0.63	0.34	h1	0.60	0.19	0.20	X1z	0.35	0.59	0.09
X1u	0.23	0.04	0.44	X1f	0.43	0.17	0.04	x1	0.46	0.08	0.07
c2	0.22	0.45	0.25	X1n	0.53	0.17	0.23	X1m	0.71	0.21	0.06
y1	0.22	0.64	0.35	X1b	0.65	0.15	0.01	k1	0.57	0.20	0.05
X1a	0.21	0.46	-0.14	o1	0.65	0.15	0.32	v1	0.37	0.35	0.05
a2	0.20	0.28	0.77	X1v	0.71	0.13	-0.10	l1	0.74	0.10	0.04
u1	0.19	0.60	0.57	X1y	0.15	0.12	-0.41	X1f	0.43	0.17	0.04
p1	0.18	-0.34	0.15	l1	0.74	0.10	0.04	X1b	0.65	0.15	0.01
X1y	0.15	0.12	-0.41	b2	0.31	0.10	0.70	X1g	0.13	0.61	-0.04
X1g	0.13	0.61	-0.04	x1	0.46	0.08	0.07	z1	0.32	0.21	-0.05
X1d	0.13	0.77	0.19	d2	-0.03	0.04	0.63	X1r	0.48	0.31	-0.05
t1	0.12	0.41	0.60	X1u	0.23	0.04	0.44	e1	0.25	0.69	-0.07
X1h	0.07	-0.16	0.60	X1j	0.47	-0.04	0.11	X1v	0.71	0.13	-0.10
X1w	0.06	0.26	0.34	X1e	0.69	-0.05	0.33	X1a	0.21	0.46	-0.14
X1k	0.02	0.30	0.68	q1	0.02	-0.10	0.60	i1	0.56	-0.20	-0.18
q1	0.02	-0.10	0.60	X1h	0.07	-0.16	0.60	X1x	0.42	0.31	-0.29
d2	-0.03	0.04	0.63	n1	-0.20	-0.20	-0.42	X1s	0.34	-0.34	-0.35
X1c	-0.08	0.47	0.25	i1	0.56	-0.20	-0.18	X1y	0.15	0.12	-0.41
X1i	-0.17	0.53	0.23	X1s	0.34	-0.34	-0.35	n1	-0.20	-0.20	-0.42
n1	-0.20	-0.20	-0.42	p1	0.18	-0.34	0.15	X1p	0.41	0.19	-0.53

Q-sort 1 Factor 1

Q-sort 1: Factor 1 factor array

5	4	3	2	1	0	-1	-2	-3	-4	-5
14 The aim of senior school education at Summerson House is to pass exams	30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths	3 The aim of senior school education at Summerson House is to learn to respect others	7 The aim of senior school education at Summerson House is to develop thinking skills	1 The aim of senior school education at Summerson House is to learn how to behave appropriately	2 The aim of senior school education at Summerson House is to learn self-control	4 The aim of senior school education at Summerson House is to learn about rules and laws	6 The aim of senior school education at Summerson House is to critically question	25 The aim of senior school education at Summerson House is to produce people who are useful in society	17 The aim of senior school education at Summerson House is to understand how to take care of our environment	13 The aim of senior school education at Summerson House is to enable the country to make more money
37 The aim of senior school education at Summerson House is to build confidence and self-esteem	33 The aim of senior school education at Summerson House is to learn general life skills	22 The aim of senior school education at Summerson House is to prepare students for further study	8 The aim of senior school education at Summerson House is to be able to solve problems	9 The aim of senior school education at Summerson House is to have social experiences	11 The aim of senior school education at Summerson House is to find out what you are interested in	5 The aim of senior school education at Summerson House is to be able to experiment and be creative	12 The aim of senior school education at Summerson House is to enable students to earn more money in the future	29 The aim of senior school education at Summerson House is to learn the importance of democracy	27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better	28 The aim of senior school education at Summerson House is to help your country
	39 The aim of senior school education at Summerson House is to have new experiences and opportunities	32 The aim of senior school education at Summerson House is to improve communication skills	10 The aim of senior school education at Summerson House is to prepare students to do jobs	20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong	16 The aim of senior school education at Summerson House is to understand our culture and way of life	18 The aim of senior school education at Summerson House is to learn facts about the world and increase knowledge	15 The aim of senior school education at Summerson House is for adults to pass on knowledge	42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life	31 The aim of senior school education at Summerson House is to be able to manage money	
		35 The aim of senior school education at Summerson House is to provide students with help and support	40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential	26 The aim of senior school education at Summerson House is that people learn how to get on with each other	21 The aim of senior school education at Summerson House is to become more open minded	38 The aim of senior school education at Summerson House is to have power, freedom and independence	19 The aim of senior school education at Summerson House is to understand more about other cultures	43 The aim of senior school education at Summerson House is to enjoy it		
				36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure	23 The aim of senior school education at Summerson House is to prepare students to make wise choices	41 The aim of senior school education at Summerson House is to produce interesting, well-rounded people				
					24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality					
					34 The aim of senior school education at Summerson House is to inspire and motivate students					

Q-sort 1 factor 2

Q-sort 1: Factor 2 factor array

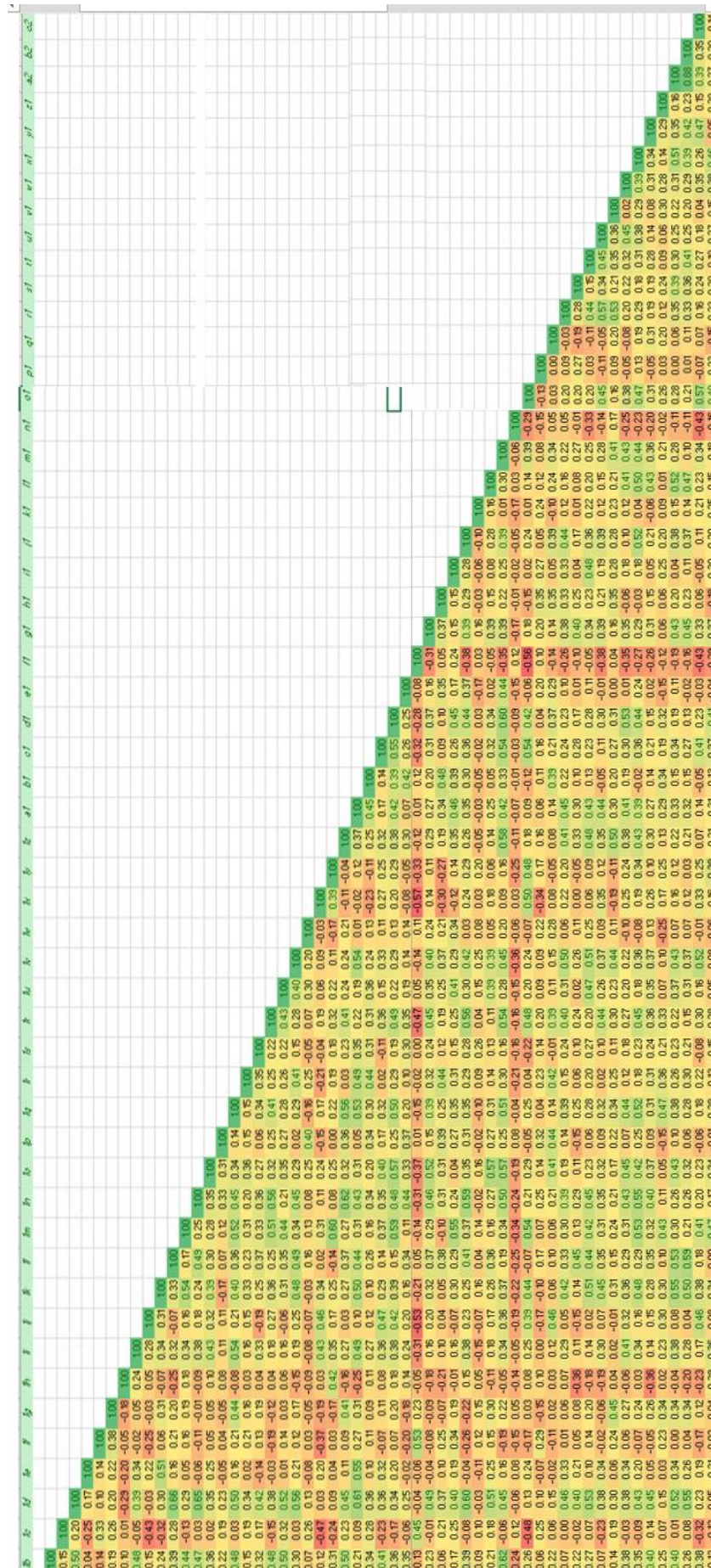| -5	-4	-3	-2	-1	0	1	2	3	4	5
13 The aim of senior school education at Summerson House is to enable the country to make more money	28 The aim of senior school education at Summerson House is to help your country	17 The aim of senior school education at Summerson House is to understand how to take care of our environment	27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better	25 The aim of senior school education at Summerson House is to produce people who are useful in society	4 The aim of senior school education at Summerson House is to learn about rules and laws	18 The aim of senior school education at Summerson House is to learn facts about the world and increase knowledge	5 The aim of senior school education at Summerson House is to be able to experiment and be creative	42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life	35 The aim of senior school education at Summerson House is to provide students with help and support	43 The aim of senior school education at Summerson House is to enjoy it
12 The aim of senior school education at Summerson House is to enable students to earn more money in the future	31 The aim of senior school education at Summerson House is to be able to manage money	15 The aim of senior school education at Summerson House is for adults to pass on knowledge	6 The aim of senior school education at Summerson House is to critically question	29 The aim of senior school education at Summerson House is to learn the importance of democracy	2 The aim of senior school education at Summerson House is to learn self-control	34 The aim of senior school education at Summerson House is to inspire and motivate students	23 The aim of senior school education at Summerson House is to prepare students to make wise choices	41 The aim of senior school education at Summerson House is to produce interesting, well-rounded people	30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths	3 The aim of senior school education at Summerson House is to learn to respect others
	38 The aim of senior school education at Summerson House is to have power, freedom and independence	19 The aim of senior school education at Summerson House is to understand more about other cultures	24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality	16 The aim of senior school education at Summerson House is to understand our culture and way of life	11 The aim of senior school education at Summerson House is to find out what you are interested in	10 The aim of senior school education at Summerson House is to prepare students to do jobs	1 The aim of senior school education at Summerson House is to learn how to behave appropriately	7 The aim of senior school education at Summerson House is to develop thinking skills	39 The aim of senior school education at Summerson House is to have new experiences and opportunities	
		8 The aim of senior school education at Summerson House is to be able to solve problems	14 The aim of senior school education at Summerson House is to pass exams	9 The aim of senior school education at Summerson House is to have social experiences	21 The aim of senior school education at Summerson House is to become more open minded	40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential	37 The aim of senior school education at Summerson House is to build confidence and self-esteem	22 The aim of senior school education at Summerson House is to prepare students for further study		
				33 The aim of senior school education at Summerson House is to learn general life skills	20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong	32 The aim of senior school education at Summerson House is to improve communication skills				
					26 The aim of senior school education at Summerson House is that people learn how to get on with each other					
					36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure					

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Q-sort 1 factor 3

-5	-4	-3	-2	-1	0	1	2	3	4	5
13 The aim of senior school education at Summerson House is to enable the country to make more money	29 The aim of senior school education at Summerson House is to learn the importance of democracy	12 The aim of senior school education at Summerson House is to enable students to earn more money in the future	28 The aim of senior school education at Summerson House is to help your country	31 The aim of senior school education at Summerson House is to be able to manage money	24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality	27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better	40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential	33 The aim of senior school education at Summerson House is to learn general life skills	34 The aim of senior school education at Summerson House is to inspire and motivate students	38 The aim of senior school education at Summerson House is to have power, freedom and independence
6 The aim of senior school education at Summerson House is to critically question	4 The aim of senior school education at Summerson House is to learn about rules and laws	15 The aim of senior school education at Summerson House is for adults to pass on knowledge	17 The aim of senior school education at Summerson House is to understand how to take care of our environment	16 The aim of senior school education at Summerson House is to understand our culture and way of life	9 The aim of senior school education at Summerson House is to have social experiences	25 The aim of senior school education at Summerson House is to produce people who are useful in society	23 The aim of senior school education at Summerson House is to prepare students to make wise choices	11 The aim of senior school education at Summerson House is to find out what you are interested in	42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life	37 The aim of senior school education at Summerson House is to build confidence and self-esteem
	1 The aim of senior school education at Summerson House is to learn how to behave appropriately	8 The aim of senior school education at Summerson House is to be able to solve problems	19 The aim of senior school education at Summerson House is to understand more about other cultures	20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong	26 The aim of senior school education at Summerson House is that people learn how to get on with each other	21 The aim of senior school education at Summerson House is to become more open minded	41 The aim of senior school education at Summerson House is to produce interesting, well-rounded people	32 The aim of senior school education at Summerson House is to improve communication skills	43 The aim of senior school education at Summerson House is to enjoy it	
		2 The aim of senior school education at Summerson House is to learn self-control	14 The aim of senior school education at Summerson House is to pass exams	7 The aim of senior school education at Summerson House is to develop thinking skills	18 The aim of senior school education at Summerson House is to learn facts about the world and increase knowledge	36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure	39 The aim of senior school education at Summerson House is to have new experiences and opportunities	35 The aim of senior school education at Summerson House is to provide students with help and support		
				30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths	10 The aim of senior school education at Summerson House is to prepare students to do jobs	3 The aim of senior school education at Summerson House is to learn to respect others				
					5 The aim of senior school education at Summerson House is to be able to experiment and be creative					
					22 The aim of senior school education at Summerson House is to prepare students for further study					

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Appendix G: Q-sort 2 factor loadings

Participant	f1	f2	f3	f4
f1	-0.07	-0.20	-0.17	-0.78
X1c	0.13	0.18	-0.12	-0.70
X1f	0.19	-0.19	0.25	-0.65
i1	0.25	0.24	0.43	-0.40
p1	-0.02	0.35	0.14	-0.35
X1g	0.46	-0.27	0.24	-0.33
b1	0.16	0.57	0.18	-0.32
X1a	-0.04	0.55	0.20	-0.31
X1s	0.25	0.24	0.30	-0.29
v1	0.37	0.21	0.27	-0.27
h1	0.38	0.54	-0.24	-0.25
X1r	0.28	0.35	0.24	-0.22
a1	0.63	0.13	0.32	-0.16
X1l	0.72	0.25	-0.05	-0.15
X1w	0.14	0.36	-0.18	-0.15
k1	0.11	-0.12	0.24	-0.14
X1u	0.38	0.34	0.23	-0.14
X1z	0.44	0.39	0.25	-0.13
X1p	0.01	0.66	-0.02	-0.12
n1	-0.12	-0.05	-0.27	-0.10
t1	0.59	0.11	0.24	-0.09
X1d	0.75	0.38	0.10	-0.07
z1	0.18	-0.01	0.53	-0.06
X1h	-0.53	0.18	0.48	-0.02
X1q	0.47	0.22	0.49	0.00
r1	0.48	0.20	0.27	0.02
s1	0.53	0.02	0.01	0.02
e1	0.00	0.70	-0.01	0.06
X1v	0.65	0.22	0.15	0.06
b2	0.74	0.02	0.06	0.07
X1m	0.24	0.13	0.79	0.09
l1	0.55	0.15	0.07	0.09
X1b	0.31	0.42	0.34	0.11
d2	0.07	0.01	0.67	0.12
X1n	0.43	0.61	0.18	0.12
q1	0.02	0.63	-0.07	0.14
a2	0.70	0.07	0.16	0.15
X1e	0.44	-0.23	0.15	0.17
d1	0.21	0.42	0.59	0.18
g1	0.49	0.39	0.10	0.18
y1	0.55	0.19	0.02	0.21
X1k	0.56	-0.06	0.47	0.22
x1	0.41	0.24	0.46	0.23
w1	0.44	0.02	0.43	0.23

j1	0.29	0.61	0.23	0.23
X1i	0.27	0.20	0.43	0.24
m1	0.36	0.53	0.30	0.24
X1o	0.36	0.46	0.26	0.24
u1	0.51	0.06	0.23	0.27
X1y	-0.12	0.02	0.71	0.27
X1t	0.20	0.58	0.39	0.28
c1	0.26	0.31	0.35	0.37
c2	0.44	-0.04	0.16	0.53
o1	0.19	-0.01	0.50	0.62
X1j	0.03	0.23	0.18	0.63
X1x	0.11	-0.13	0.21	0.74

Appendix H: Q-sort 2 polarised viewpoints

f1	f2	f3	f4		f1	f2	f3	f4		f1	f2	f3	f4		f1	f2	f3	f4
0.75	0.38	0.10	-0.07		0.00	0.70	-0.01	0.06		0.24	0.13	0.79	0.09		0.11	-0.13	0.21	0.74
0.74	0.02	0.06	0.07		0.01	0.66	-0.02	-0.12		-0.12	0.02	0.71	0.27		0.03	0.23	0.18	0.63
0.72	0.25	-0.05	-0.15		0.02	0.63	-0.07	0.14		0.07	0.01	0.67	0.12		0.19	-0.01	0.50	0.62
0.70	0.07	0.16	0.15		0.29	0.61	0.23	0.23		0.21	0.42	0.59	0.18		0.44	-0.04	0.16	0.53
0.65	0.22	0.15	0.06		0.43	0.61	0.18	0.12		0.18	-0.01	0.53	-0.06		0.26	0.31	0.35	0.37
0.63	0.13	0.32	-0.16		0.20	0.58	0.39	0.28		0.19	-0.01	0.50	0.62		0.20	0.58	0.39	0.28
0.59	0.11	0.24	-0.09		0.16	0.57	0.18	-0.32		0.47	0.22	0.49	0.00		-0.12	0.02	0.71	0.27
0.56	-0.06	0.47	0.22		-0.04	0.55	0.20	-0.31		-0.53	0.18	0.48	-0.02		0.51	0.06	0.23	0.27
0.55	0.19	0.02	0.21		0.38	0.54	-0.24	-0.25		0.56	-0.06	0.47	0.22		0.36	0.46	0.26	0.24
0.55	0.15	0.07	0.09		0.36	0.53	0.30	0.24		0.41	0.24	0.46	0.23		0.36	0.53	0.30	0.24
0.53	0.02	0.01	0.02		0.36	0.46	0.26	0.24		0.44	0.02	0.43	0.23		0.27	0.20	0.43	0.24
0.51	0.06	0.23	0.27		0.31	0.42	0.34	0.11		0.25	0.24	0.43	-0.40		0.29	0.61	0.23	0.23
0.49	0.39	0.10	0.18		0.21	0.42	0.59	0.18		0.27	0.20	0.43	0.24		0.44	0.02	0.43	0.23
0.48	0.20	0.27	0.02		0.49	0.39	0.10	0.18		0.20	0.58	0.39	0.28		0.41	0.24	0.46	0.23
0.47	0.22	0.49	0.00		0.44	0.39	0.25	-0.13		0.26	0.31	0.35	0.37		0.56	-0.06	0.47	0.22
0.46	-0.27	0.24	-0.33		0.75	0.38	0.10	-0.07		0.31	0.42	0.34	0.11		0.55	0.19	0.02	0.21
0.44	0.39	0.25	-0.13		0.14	0.36	-0.18	-0.15		0.63	0.13	0.32	-0.16		0.49	0.39	0.10	0.18
0.44	0.02	0.43	0.23		0.28	0.35	0.24	-0.22		0.25	0.24	0.30	-0.29		0.21	0.42	0.59	0.18
0.44	-0.04	0.16	0.53		-0.02	0.35	0.14	-0.35		0.36	0.53	0.30	0.24		0.44	-0.23	0.15	0.17
0.44	-0.23	0.15	0.17		0.38	0.34	0.23	-0.14		0.48	0.20	0.27	0.02		0.70	0.07	0.16	0.15
0.43	0.61	0.18	0.12		0.26	0.31	0.35	0.37		0.37	0.21	0.27	-0.27		0.02	0.63	-0.07	0.14
0.41	0.24	0.46	0.23		0.72	0.25	-0.05	-0.15		0.36	0.46	0.26	0.24		0.43	0.61	0.18	0.12
0.38	0.34	0.23	-0.14		0.25	0.24	0.43	-0.40		0.44	0.39	0.25	-0.13		0.07	0.01	0.67	0.12
0.38	0.54	-0.24	-0.25		0.41	0.24	0.46	0.23		0.19	-0.19	0.25	-0.65		0.31	0.42	0.34	0.11
0.37	0.21	0.27	-0.27		0.25	0.24	0.30	-0.29		0.11	-0.12	0.24	-0.14		0.55	0.15	0.07	0.09
0.36	0.46	0.26	0.24		0.03	0.23	0.18	0.63		0.46	-0.27	0.24	-0.33		0.24	0.13	0.79	0.09
0.36	0.53	0.30	0.24		0.65	0.22	0.15	0.06		0.28	0.35	0.24	-0.22		0.74	0.02	0.06	0.07
0.31	0.42	0.34	0.11		0.47	0.22	0.49	0.00		0.59	0.11	0.24	-0.09		0.65	0.22	0.15	0.06
0.29	0.61	0.23	0.23		0.37	0.21	0.27	-0.27		0.38	0.34	0.23	-0.14		0.00	0.70	-0.01	0.06
0.28	0.35	0.24	-0.22		0.27	0.20	0.43	0.24		0.29	0.61	0.23	0.23		0.53	0.02	0.01	0.02
0.27	0.20	0.43	0.24		0.48	0.20	0.27	0.02		0.51	0.06	0.23	0.27		0.48	0.20	0.27	0.02
0.26	0.31	0.35	0.37		0.55	0.19	0.02	0.21		0.11	-0.13	0.21	0.74		0.47	0.22	0.49	0.00
0.25	0.24	0.43	-0.40		-0.53	0.18	0.48	-0.02		-0.04	0.55	0.20	-0.31		-0.53	0.18	0.48	-0.02
0.25	0.24	0.30	-0.29		0.13	0.18	-0.12	-0.70		0.03	0.23	0.18	0.63		0.18	-0.01	0.53	-0.06
0.24	0.13	0.79	0.09		0.55	0.15	0.07	0.09		0.43	0.61	0.18	0.12		0.75	0.38	0.10	-0.07
0.21	0.42	0.59	0.18		0.63	0.13	0.32	-0.16		0.16	0.57	0.18	-0.32		0.59	0.11	0.24	-0.09
0.20	0.58	0.39	0.28		0.24	0.13	0.79	0.09		0.44	-0.04	0.16	0.53		-0.12	-0.05	-0.27	-0.10
0.19	-0.19	0.25	-0.65		0.59	0.11	0.24	-0.09		0.70	0.07	0.16	0.15		0.01	0.66	-0.02	-0.12
0.19	-0.01	0.50	0.62		0.70	0.07	0.16	0.15		0.65	0.22	0.15	0.06		0.44	0.39	0.25	-0.13
0.18	-0.01	0.53	-0.06		0.51	0.06	0.23	0.27		0.44	-0.23	0.15	0.17		0.38	0.34	0.23	-0.14
0.16	0.57	0.18	-0.32		0.44	0.02	0.43	0.23		-0.02	0.35	0.14	-0.35		0.11	-0.12	0.24	-0.14
0.14	0.36	-0.18	-0.15		0.53	0.02	0.01	0.02		0.49	0.39	0.10	0.18		0.14	0.36	-0.18	-0.15
0.13	0.18	-0.12	-0.70		0.74	0.38	0.10	-0.07		0.75	0.38	0.10	-0.07		0.72	0.25	-0.05	-0.15
0.11	-0.13	0.21	0.74		-0.12	0.02	0.71	0.27		0.55	0.15	0.07	0.09		0.63	0.13	0.32	-0.16

0.11	-0.12	0.24	-0.14		0.07	0.01	0.67	0.12		0.74	0.02	0.06	0.07		0.28	0.35	0.24	-0.22
0.07	0.01	0.67	0.12		0.18	-0.01	0.53	-0.06		0.55	0.19	0.02	0.21		0.38	0.54	-0.24	-0.25
0.03	0.23	0.18	0.63		0.19	-0.01	0.50	0.62		0.53	0.02	0.01	0.02		0.37	0.21	0.27	-0.27
0.02	0.63	-0.07	0.14		0.44	-0.04	0.16	0.53		0.00	0.70	-0.01	0.06		0.25	0.24	0.30	-0.29
0.01	0.66	-0.02	-0.12		-0.12	-0.05	-0.27	-0.10		0.01	0.66	-0.02	-0.12		-0.04	0.55	0.20	-0.31
0.00	0.70	-0.01	0.06		0.56	-0.06	0.47	0.22		0.72	0.25	-0.05	-0.15		0.16	0.57	0.18	-0.32
-0.02	0.35	0.14	-0.35		0.11	-0.12	0.24	-0.14		0.02	0.63	-0.07	0.14		0.46	-0.27	0.24	-0.33
-0.04	0.55	0.20	-0.31		0.11	-0.13	0.21	0.74		0.13	0.18	-0.12	-0.70		-0.02	0.35	0.14	-0.35
-0.07	-0.20	-0.17	-0.78		0.19	-0.19	0.25	-0.65		-0.07	-0.20	-0.17	-0.78		0.25	0.24	0.43	-0.40
-0.12	-0.05	-0.27	-0.10		-0.07	-0.20	-0.17	-0.78		0.14	0.36	-0.18	-0.15		0.19	-0.19	0.25	-0.65
-0.12	0.02	0.71	0.27		0.44	-0.23	0.15	0.17		0.38	0.54	-0.24	-0.25		0.13	0.18	-0.12	-0.70
-0.53	0.18	0.48	-0.02		0.46	-0.27	0.24	-0.33		-0.12	-0.05	-0.27	-0.10		-0.07	-0.20	-0.17	-0.78

Q-sort 2 factor 1

Q-sort 2: Factor 1 factor array

-5	-4	-3	-2	-1	0	1	2	3	4	5
13 The aim of senior school education at Summerson House is to enable the country to make more money	12 The aim of senior school education at Summerson House is to enable students to earn more money in the future	4 The aim of senior school education at Summerson House is to learn about rules and laws	2 The aim of senior school education at Summerson House is to learn self-control	35 The aim of senior school education at Summerson House is to provide students with help and support	10 The aim of senior school education at Summerson House is to prepare students to do jobs	7 The aim of senior school education at Summerson House is to develop thinking skills	1 The aim of senior school education at Summerson House is to learn how to behave appropriately	5 The aim of senior school education at Summerson House is to be able to experiment and be creative	23 The aim of senior school education at Summerson House is to prepare students to make wise choices	3 The aim of senior school education at Summerson House is to learn to respect others
28 The aim of senior school education at Summerson House is to help your country	29 The aim of senior school education at Summerson House is to learn the importance of democracy	16 The aim of senior school education at Summerson House is to understand our culture and way of life	6 The aim of senior school education at Summerson House is to critically question	36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure	15 The aim of senior school education at Summerson House is for adults to pass on knowledge	9 The aim of senior school education at Summerson House is to have social experiences	8 The aim of senior school education at Summerson House is to be able to solve problems	11 The aim of senior school education at Summerson House is to find out what you are interested in	26 The aim of senior school education at Summerson House is that people learn how to get on with each other	43 The aim of senior school education at Summerson House is to enjoy it
	31 The aim of senior school education at Summerson House is to be able to manage money	19 The aim of senior school education at Summerson House is to understand more about other cultures	17 The aim of senior school education at Summerson House is to understand how to take care of our environment	39 The aim of senior school education at Summerson House is to have new experiences and opportunities	18 The aim of senior school education at Summerson House is to learn facts about the world and increase knowledge	32 The aim of senior school education at Summerson House is to improve communication skills	21 The aim of senior school education at Summerson House is to become more open minded	14 The aim of senior school education at Summerson House is to pass exams	30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths	
		27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better	25 The aim of senior school education at Summerson House is to produce people who are useful in society	40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential	20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong	37 The aim of senior school education at Summerson House is to build confidence and self-esteem	22 The aim of senior school education at Summerson House is to prepare students for further study	42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life		
				41 The aim of senior school education at Summerson House is to produce interesting, well-rounded people	24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality	38 The aim of senior school education at Summerson House is to have power, freedom and independence				
					33 The aim of senior school education at Summerson House is to learn general life skills					
					34 The aim of senior school education at Summerson House is to inspire and motivate students					

Q-sort 2 factor 2

-5	-4	-3	-2	-1	0	1	2	3	4	5
13 The aim of senior school education at Summerson House is to enable the country to make more money	9 The aim of senior school education at Summerson House is to have social experiences	5 The aim of senior school education at Summerson House is to be able to experiment and be creative	6 The aim of senior school education at Summerson House is to critically question	10 The aim of senior school education at Summerson House is to prepare students to do jobs	2 The aim of senior school education at Summerson House is to learn self-control	8 The aim of senior school education at Summerson House is to be able to solve problems	1 The aim of senior school education at Summerson House is to learn how to behave appropriately	3 The aim of senior school education at Summerson House is to learn to respect others	7 The aim of senior school education at Summerson House is to develop thinking skills	14 The aim of senior school education at Summerson House is to pass exams
17 The aim of senior school education at Summerson House is to understand how to take care of our environment	11 The aim of senior school education at Summerson House is to enable students to earn more money in the future	16 The aim of senior school education at Summerson House is to find out what you are interested in	27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better	25 The aim of senior school education at Summerson House is to produce people who are useful in society	4 The aim of senior school education at Summerson House is to learn about rules and laws	20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong	19 The aim of senior school education at Summerson House is to understand more about other cultures	18 The aim of senior school education at Summerson House is to learn facts about the world and increase knowledge	15 The aim of senior school education at Summerson House is for adults to pass on knowledge	22 The aim of senior school education at Summerson House is to prepare students for further study
	12 The aim of senior school education at Summerson House is to enable students to earn more money in the future	28 The aim of senior school education at Summerson House is to help your country	31 The aim of senior school education at Summerson House is to be able to manage money	29 The aim of senior school education at Summerson House is to learn the importance of democracy	24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality	21 The aim of senior school education at Summerson House is to become more open minded	26 The aim of senior school education at Summerson House is that people learn how to get on with each other	34 The aim of senior school education at Summerson House is to inspire and motivate students	30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths	
		43 The aim of senior school education at Summerson House is to enjoy it	42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life	33 The aim of senior school education at Summerson House is to learn general life skills	32 The aim of senior school education at Summerson House is to improve communication skills	23 The aim of senior school education at Summerson House is to prepare students to make wise choices	40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential	35 The aim of senior school education at Summerson House is to provide students with help and support		
				38 The aim of senior school education at Summerson House is to have power, freedom and independence	36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure	41 The aim of senior school education at Summerson House is to produce interesting, well-rounded people				
					37 The aim of senior school education at Summerson House is to build confidence and self-esteem					
					39 The aim of senior school education at Summerson House is to have new experiences and opportunities					

Q-sort 2 factor 3

-5	-4	-3	-2	-1	0	1	2	3	4	5
13 The aim of senior school education at Summerson House is to enable the country to make more money	17 The aim of senior school education at Summerson House is to understand how to take care of our environment	6 The aim of senior school education at Summerson House is to critically question	1 The aim of senior school education at Summerson House is to learn how to behave appropriately	4 The aim of senior school education at Summerson House is to learn about rules and laws	3 The aim of senior school education at Summerson House is to learn to respect others	2 The aim of senior school education at Summerson House is to learn self-control	7 The aim of senior school education at Summerson House is to develop thinking skills	10 The aim of senior school education at Summerson House is to prepare students to do jobs	33 The aim of senior school education at Summerson House is to learn general life skills	36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure
27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better	25 The aim of senior school education at Summerson House is to produce people who are useful in society	16 The aim of senior school education at Summerson House is to understand our culture and way of life	12 The aim of senior school education at Summerson House is to enable students to earn more money in the future	5 The aim of senior school education at Summerson House is to be able to experiment and be creative	9 The aim of senior school education at Summerson House is to have social experiences	8 The aim of senior school education at Summerson House is to be able to solve problems	14 The aim of senior school education at Summerson House is to pass exams	11 The aim of senior school education at Summerson House is to find out what you are interested in	37 The aim of senior school education at Summerson House is to build confidence and self-esteem	40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential
	28 The aim of senior school education at Summerson House is to help your country	18 The aim of senior school education at Summerson House is to learn facts about the world and increase knowledge	15 The aim of senior school education at Summerson House is for adults to pass on knowledge	23 The aim of senior school education at Summerson House is to prepare students to make wise choices	21 The aim of senior school education at Summerson House is to become more open minded	20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong	35 The aim of senior school education at Summerson House is to provide students with help and support	32 The aim of senior school education at Summerson House is to improve communication skills	39 The aim of senior school education at Summerson House is to have new experiences and opportunities	
		19 The aim of senior school education at Summerson House is to understand more about other cultures	26 The aim of senior school education at Summerson House is that people learn how to get on with each other	24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality	30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths	22 The aim of senior school education at Summerson House is to prepare students for further study	41 The aim of senior school education at Summerson House is to produce interesting, well-rounded people	34 The aim of senior school education at Summerson House is to inspire and motivate students		
				43 The aim of senior school education at Summerson House is to enjoy it	31 The aim of senior school education at Summerson House is to be able to manage money	29 The aim of senior school education at Summerson House is to learn the importance of democracy				
					38 The aim of senior school education at Summerson House is to have power, freedom and independence					
					42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life					

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Q-sort 2 factor 4

Q-sort 2 Factor 4 factor array

-5	-4	-3	-2	-1	0	1	2	3	4	5
1 The aim of senior school education at Summerson House is to learn how to behave appropriately	2 The aim of senior school education at Summerson House is to learn self-control	3 The aim of senior school education at Summerson House is to respect others	5 The aim of senior school education at Summerson House is to be able to experiment and be creative	4 The aim of senior school education at Summerson House is to learn about rules and laws	11 The aim of senior school education at Summerson House is to find out what you are interested in	25 The aim of senior school education at Summerson House is to produce people who are useful in society	27 The aim of senior school education at Summerson House is to gain knowledge to change the world for the better	30 The aim of senior school education at Summerson House is to learn the basic skills of reading, writing and maths	38 The aim of senior school education at Summerson House is to have power, freedom and independence	37 The aim of senior school education at Summerson House is to build confidence and self-esteem
13 The aim of senior school education at Summerson House is to enable the country to make more money	6 The aim of senior school education at Summerson House is to critically question	7 The aim of senior school education at Summerson House is to develop thinking skills	8 The aim of senior school education at Summerson House is to be able to solve problems	9 The aim of senior school education at Summerson House is to have social experiences	14 The aim of senior school education at Summerson House is to pass exams	28 The aim of senior school education at Summerson House is to help your country	33 The aim of senior school education at Summerson House is to learn general life skills	35 The aim of senior school education at Summerson House is to provide students with help and support	40 The aim of senior school education at Summerson House is personal development, to fulfil your own potential	42 The aim of senior school education at Summerson House is to be happier and more fulfilled in life
	12 The aim of senior school education at Summerson House is to enable students to earn more money in the future	10 The aim of senior school education at Summerson House is to prepare students to do jobs	16 The aim of senior school education at Summerson House is to understand our culture and way of life	17 The aim of senior school education at Summerson House is to understand how to take care of our environment	19 The aim of senior school education at Summerson House is to understand more about other cultures	29 The aim of senior school education at Summerson House is to learn the importance of democracy	34 The aim of senior school education at Summerson House is to inspire and motivate students	39 The aim of senior school education at Summerson House is to have new experiences and opportunities	44 The aim of senior school education at Summerson House is to produce interesting, well-rounded people	
		15 The aim of senior school education at Summerson House is for adults to pass on knowledge	20 The aim of senior school education at Summerson House is to learn morals and values about what is right and wrong	18 The aim of senior school education at Summerson House is to learn facts about the world and increase knowledge	21 The aim of senior school education at Summerson House is to become more open minded	31 The aim of senior school education at Summerson House is to be able to manage money	36 The aim of senior school education at Summerson House is to learn to deal with making mistakes and failure	43 The aim of senior school education at Summerson House is to enjoy it		
				22 The aim of senior school education at Summerson House is to prepare students for further study	23 The aim of senior school education at Summerson House is to make wise choices	32 The aim of senior school education at Summerson House is to improve communication skills				
					24 The aim of senior school education at Summerson House is to develop an appreciation of standards and quality					
					26 The aim of senior school education at Summerson House is that people learn how to get on with each other					

Appendix J: Colour coded factor arrays

Here the factor arrays are presented and colour coded to show how they have been analysed using Schwartz's pan-cultural baseline of value priorities.

In Schwartz's pan-cultural baseline of value priorities, he found that most societies show the following hierarchy of values:

Schwartz's pan-cultural
baseline of value priorities:
Benevolence
Universalism
Self-direction
Security
Conformity
Hedonism
Achievement
Tradition
Stimulation
Power
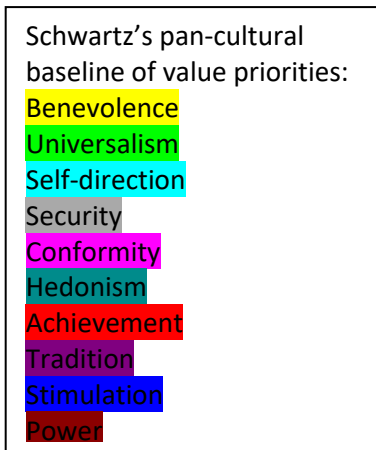
In the following colour-coded factor arrays, it is possible to identify differences in the rankings of the values in the arrays compared with Schwartz's model.

Q-sort 1 Factor 1

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	17	25	6	4	2	1	7	3	30	14
28	27	29	12	5	11	9	8	22	33	37
	31	42	15	18	16	20	10	32	39	
		43	19	38	21	26	40	35		
				41	23	36				
					24					
					34					

In this factor array, the values of benevolence and universalism are generally ranked lowly, whereas they feature at the top of Schwartz's hierarchy. The value of achievement is generally ranked highly, also showing a difference with Schwartz's model.

Q-sort 1 Factor 2

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	28	17	27	25	4	18	5	42	35	43
12	31	15	6	29	2	34	23	41	30	3
	38	19	24	16	11	10	1	7	39	
		8	14	9	21	40	37	22		
				33	20	32				
					26					
					36					

In this factor, the values of benevolence and universalism are again ranked lowly. Achievement is spread more, however generally features more highly. Power ranks lowly, similarly with Schwartz's model. Stimulation is ranked ore highly than Schwartz's model. Hedonism is ranked much more highly than in Schwartz's model.

Q-sort 1 Factor 3

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	29	12	28	31	24	27	40	33	34	38
6	4	15	17	16	9	25	23	11	42	37
	1	8	19	20	26	21	41	32	43	
		2	14	7	18	36	39	35		
				30	10	3				
					5					
					22					

The values of benevolence and universalism are more spread in this factor, however hedonism is ranked higher than in Schwartz's hierarchy. Achievement ranks quite lowly, along with conformity.

Q-sort 2 Factor 1

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	12	4	2	35	10	7	1	5	23	3
28	29	16	6	36	15	9	8	11	26	43
	31	19	17	39	18	32	21	14	30	
		27	25	40	20	37	22	42		
				41	24	38				
					33					
					34					

Benevolence and universalism again rank lowly in this factor, with hedonism ranking highly. Achievement largely ranks highly here.

Q-sort 2 Factor 2

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	9	5	6	10	2	8	1	3	7	14
17	11	16	27	25	4	20	19	18	15	22
	12	28	31	29	24	21	26	34	30	
		43	42	33	32	23	40	35		
				38	36	41				
					37					
					39					

Although benevolence and universalism are more spread in this factor, they generally rank lowly. Achievement ranks quite highly.

Q-sort 2 Factor 3

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	17	6	1	4	3	2	7	10	33	36
27	25	16	12	5	9	8	14	11	37	40
	28	18	15	23	21	20	35	32	39	
		19	26	24	30	22	41	34		
				43	31	29				
					38					
					42					

Benevolence and universalism rank lowly in this factor, however stimulation ranks highly both of which show a difference to Schwartz's hierarchy.

Q-sort 2 Factor 4

-5	-4	-3	-2	-1	0	1	2	3	4	5
1	2	3	5	4	11	25	27	30	38	37
13	6	7	8	9	14	28	33	35	40	42
	12	10	16	17	19	29	34	39	41	
		15	20	18	21	31	36	43		
				22	23	32				
					24					
					26					

Hedonism ranks highly in this factor, with tradition and conformity ranking lowly. Benevolence and universalism are largely neutrally ranked.

All participants - Age

■ Age 12 ■ Age 13 ■ Age 14 ■ Age 15

Q-sort 1 factor 1

■ Age 12 ■ Age 13 ■ Age 14 ■ Age 15
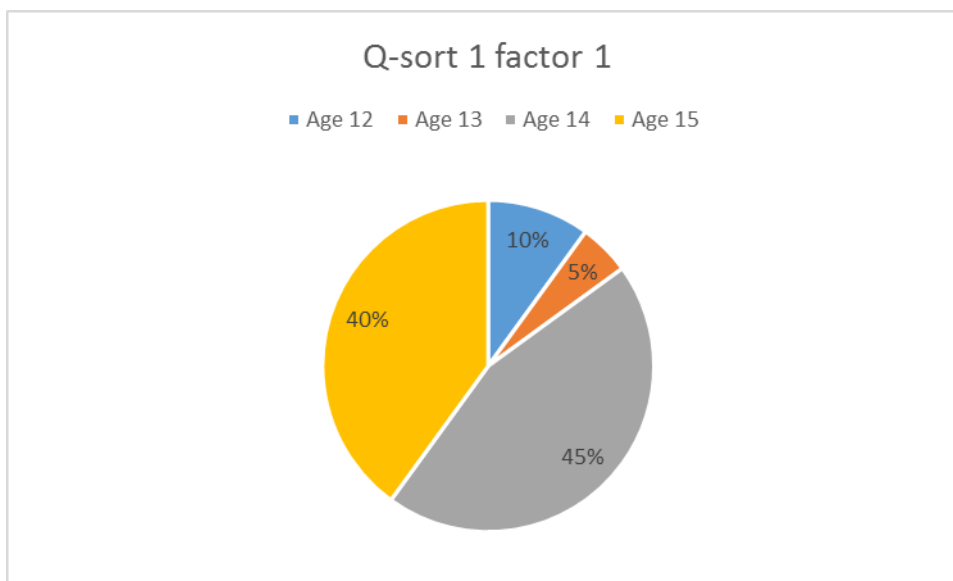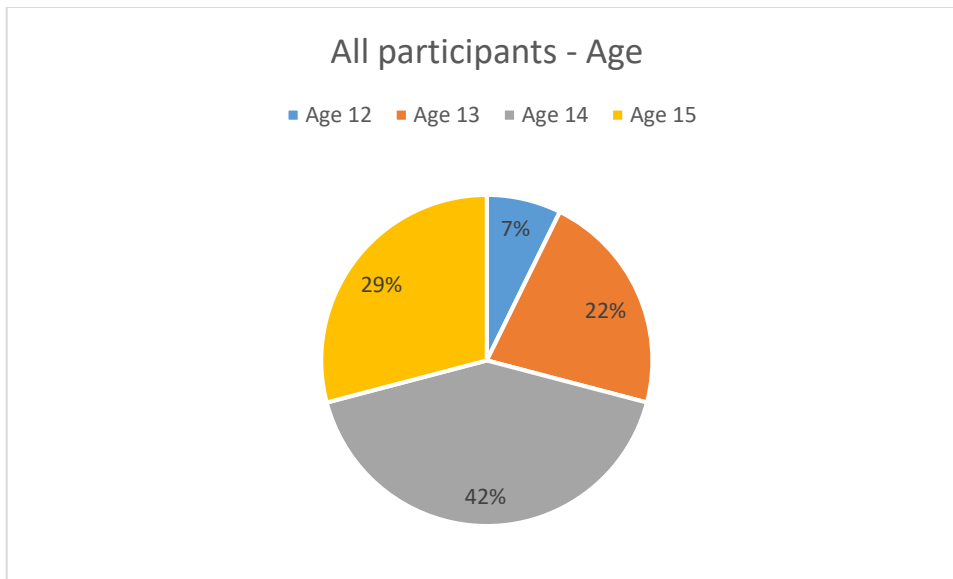
This factor represents proportionally slightly fewer of those aged 13 and slightly more of those aged 15 than in the total sample.

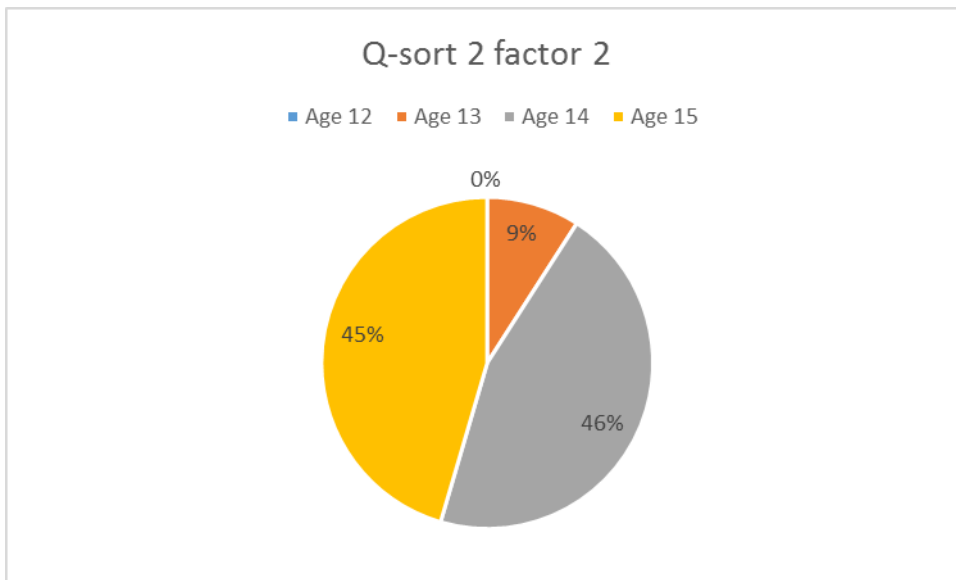Q-sort 1 factor 2
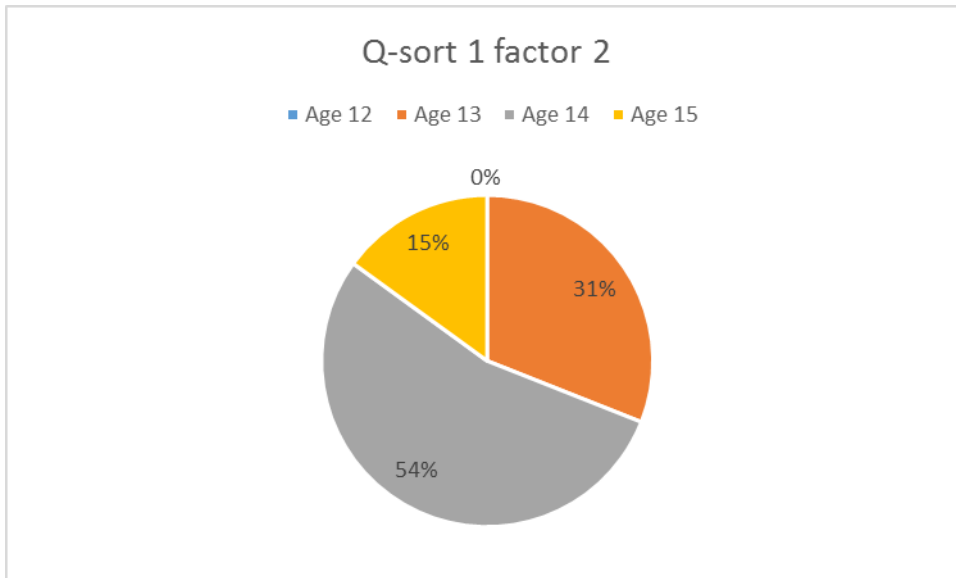
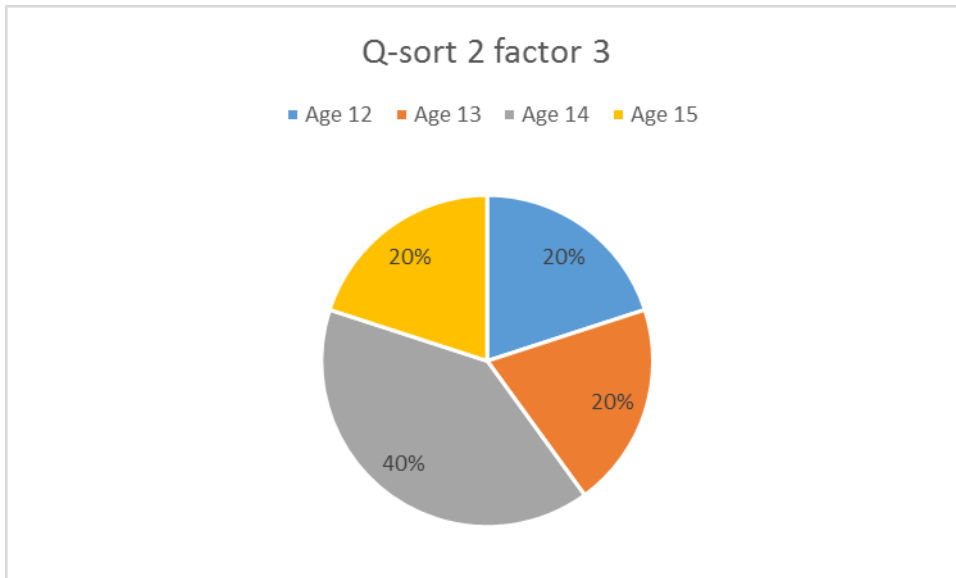This factor represents slightly more aged 14 and aged 13, and less aged 15.

Q-sort 1 factor 3
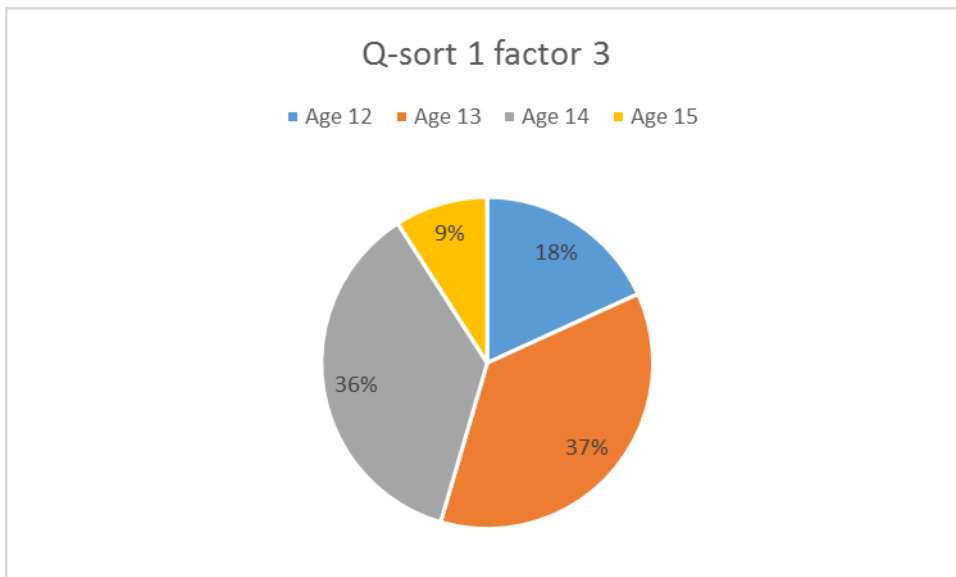
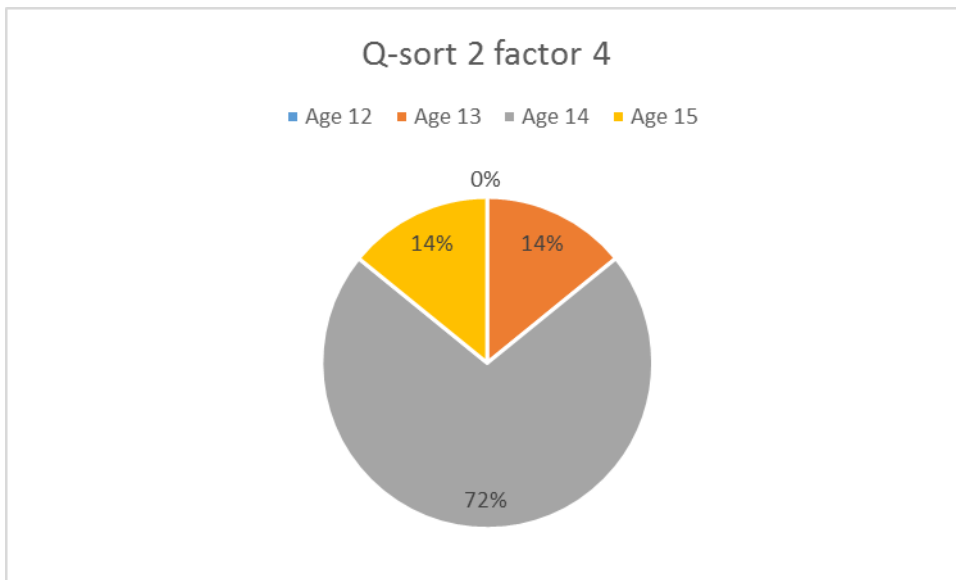This factor represents less aged 15 and more aged 12 and 13.

Q-sort 2 factor 1
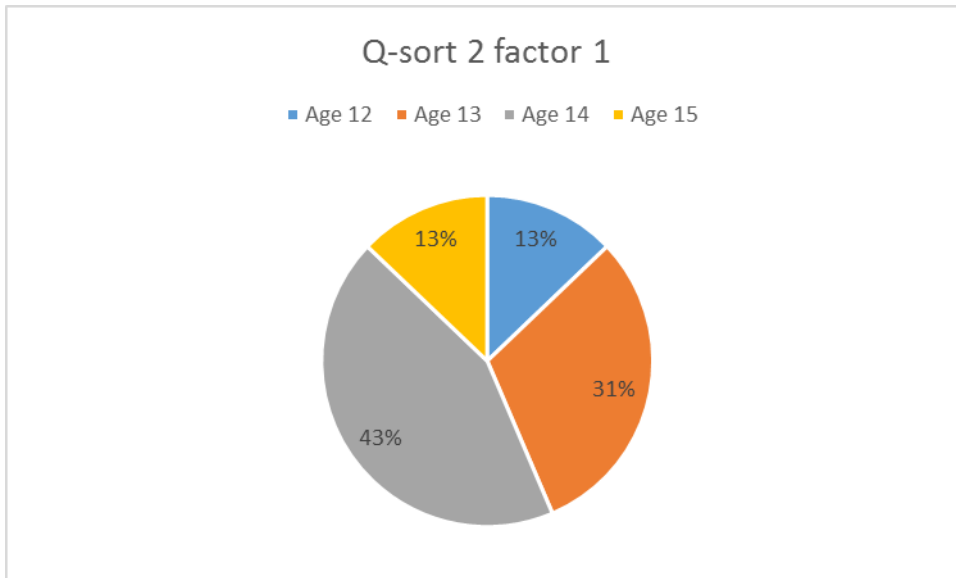
This factor represents less aged 15 and slightly more aged 12 and 13.

Q-sort 2 factor 2

This factor represents an increased proportion of students aged 14 and 15.

Q-sort 2 factor 3

This factor represents slightly more aged 12.

Q-sort 2 factor 4

This factor represents more students aged 14 and less of all other ages.
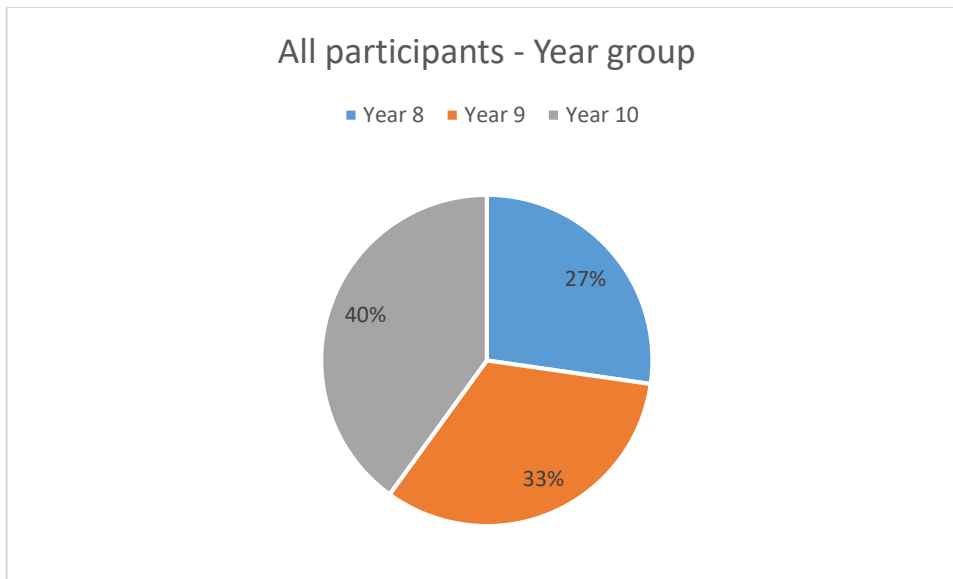
The majority of participants were in year 10, followed by Year 9 then Year 8.
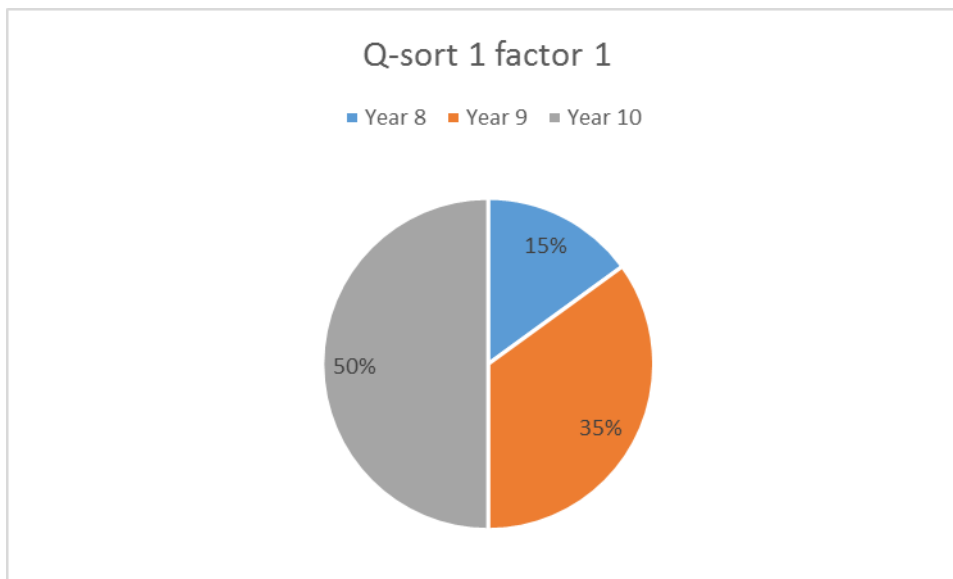
The proportions of year groups represented in this factor show a slightly greater
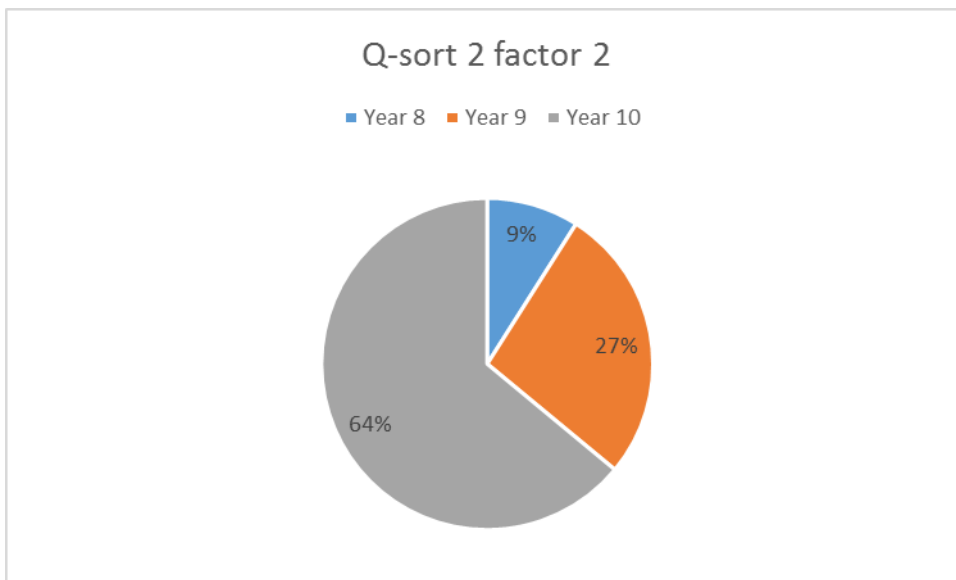
proportion of Year 10 and slightly less Year 8.

Q-sort 1 factor 2

Year 8 · Year 9 · Year 10

31%

46%

23%
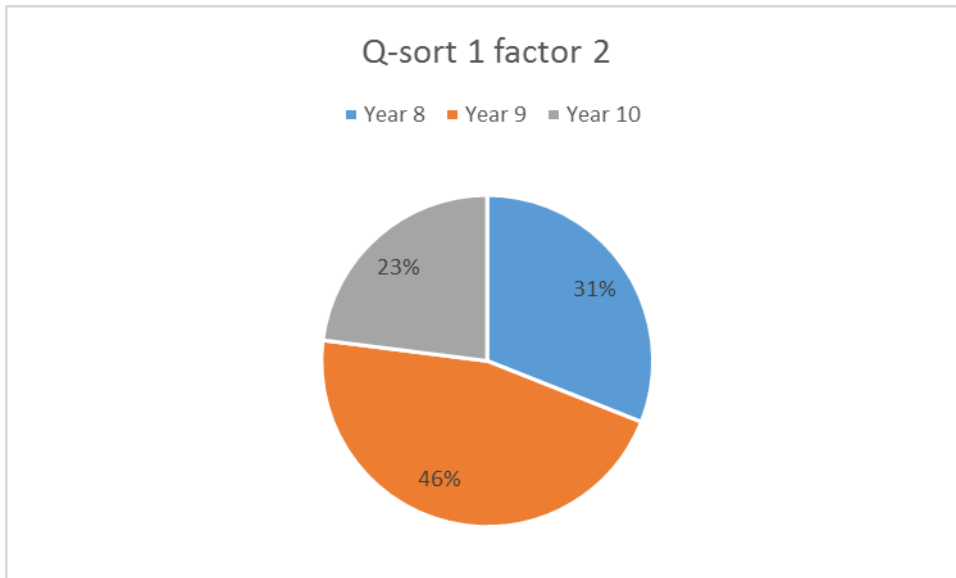
Slightly more Year 9 and Year 8, slightly less Year 10.

Q-sort 1 factor 3

Year 8 · Year 9 · Year 10

55%

18%

27%
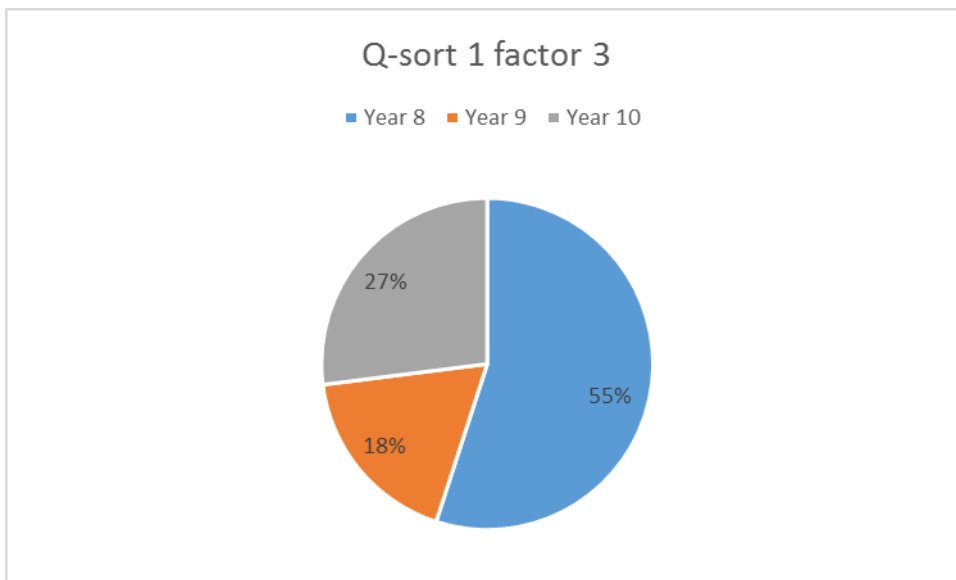
A greater proportion of Year 8, less Year 9 and Year 10.

Q-sort 2 factor 1
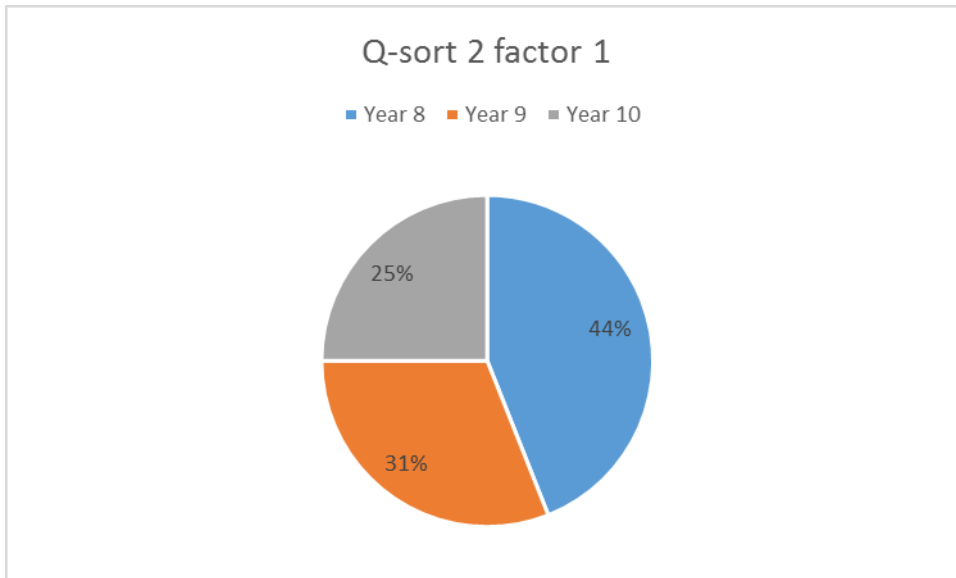
A greater proportion of Year 8, similar Year 9 and less Year 10.

Q-sort 2 factor 2
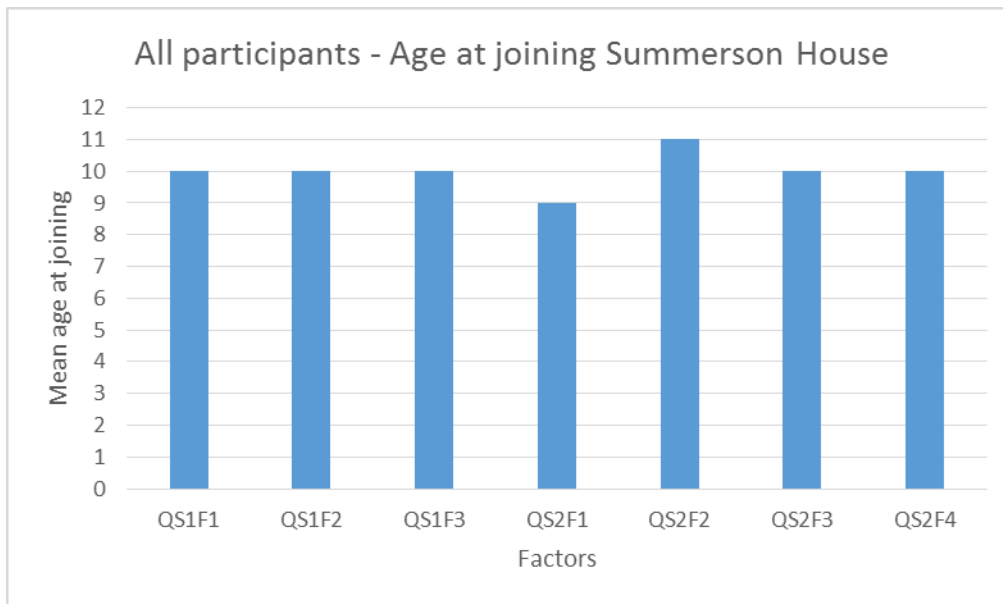
A greater proportion of Year 10, less Year 9 and Year 8.
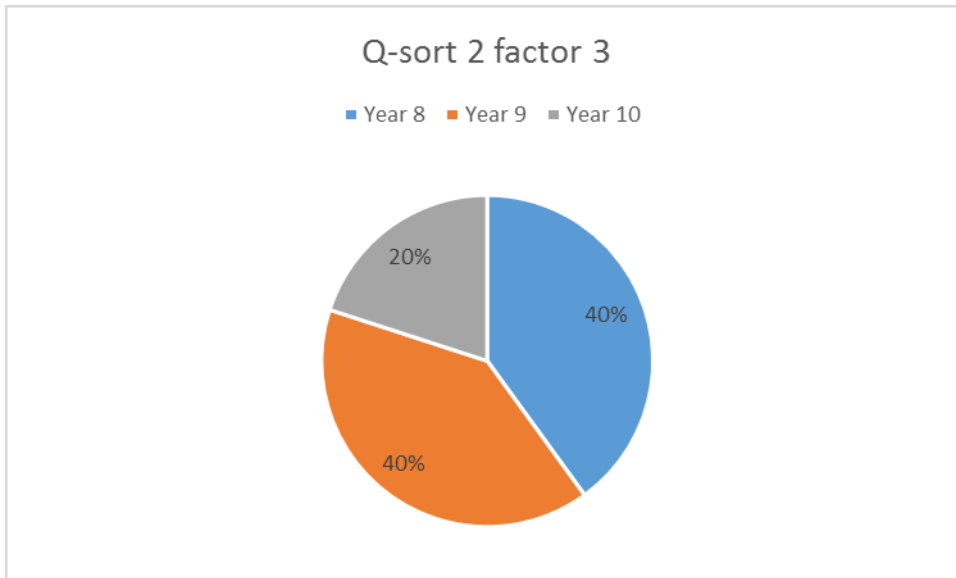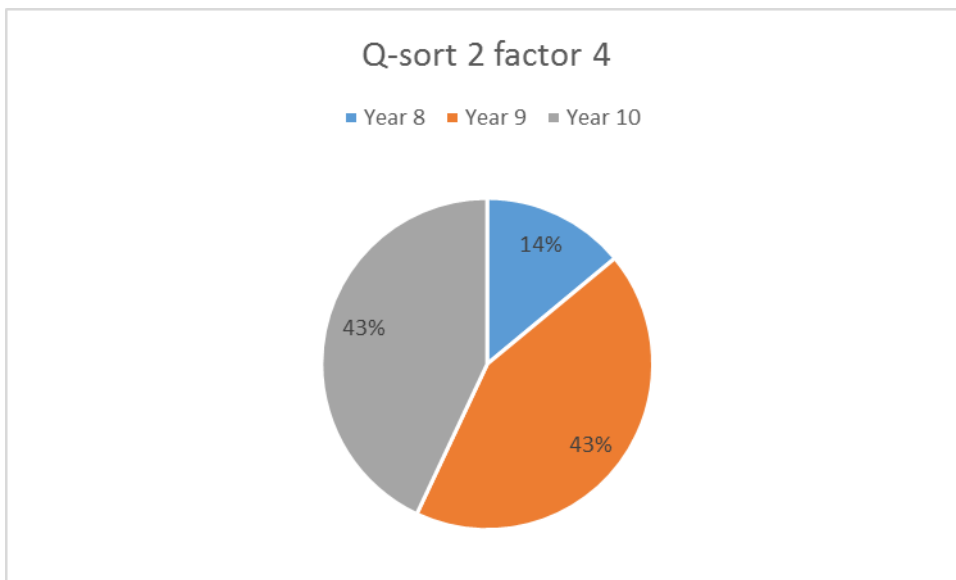
Q-sort 2 factor 3

A greater proportion of Year 9 and Year 10, less Year 8.

Q-sort 2 factor 4
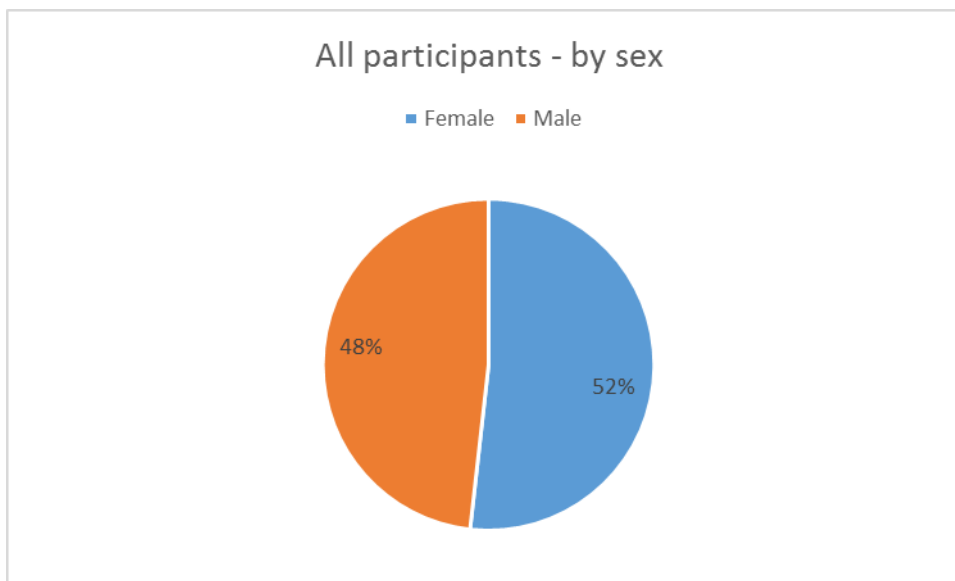
A greater proportion of Year 9 and Year 10, less Year 8.

No great difference in the average age of joining in seen between the factors.

An almost even split of male and female, with slightly more female.
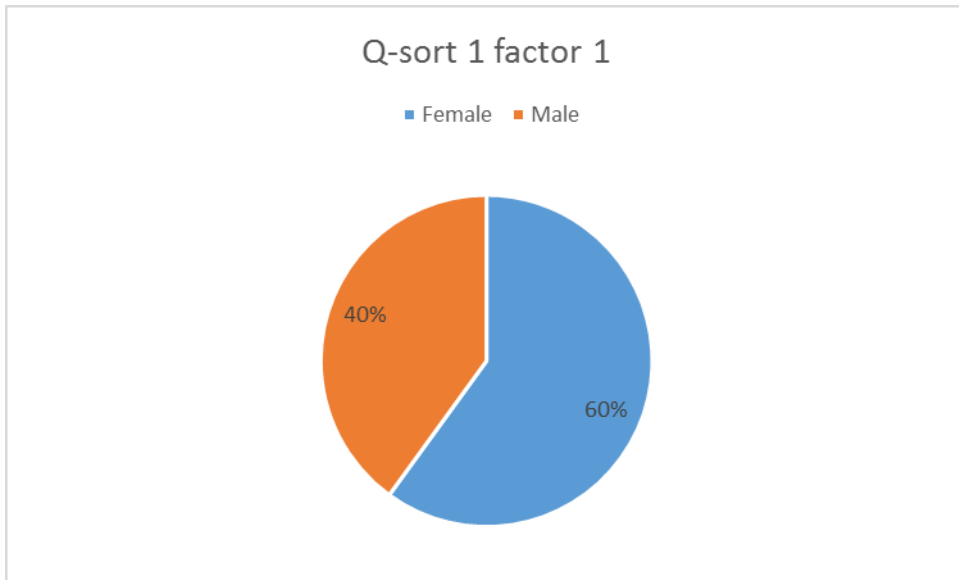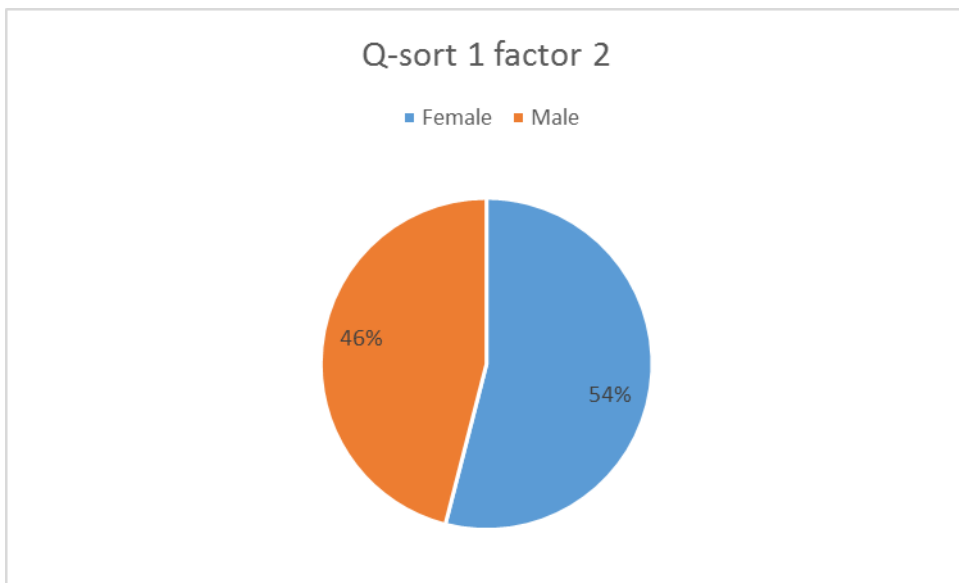
Q-sort 1 factor 1

Proportionally more male than female.

Q-sort 1 factor 2

Proportionally more female than male.

Q-sort 1 factor 3

Female ■ Male

37%

63%

Proportionally more male than female.

Q-sort 2 factor 1

Female ■ Male

31%

69%

Proportionally more female than male.

Q-sort 2 factor 2

Proportionally more female than male.

Q-sort 2 factor 3

All male.

Q-sort 2 factor 4
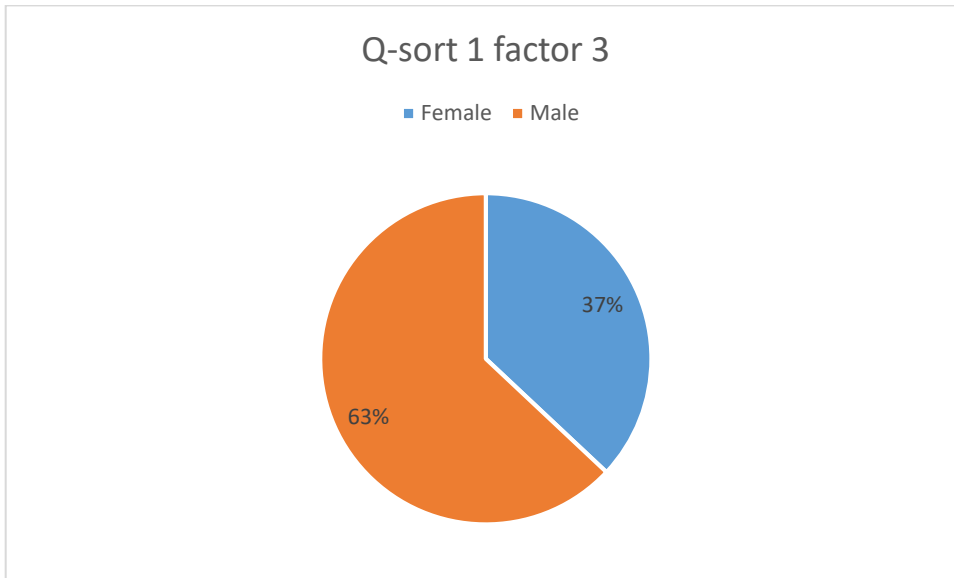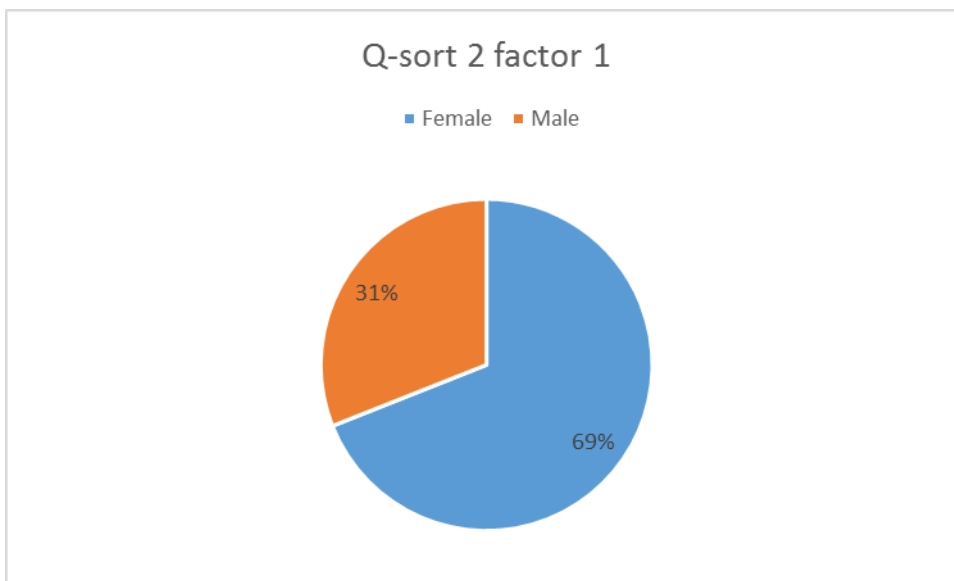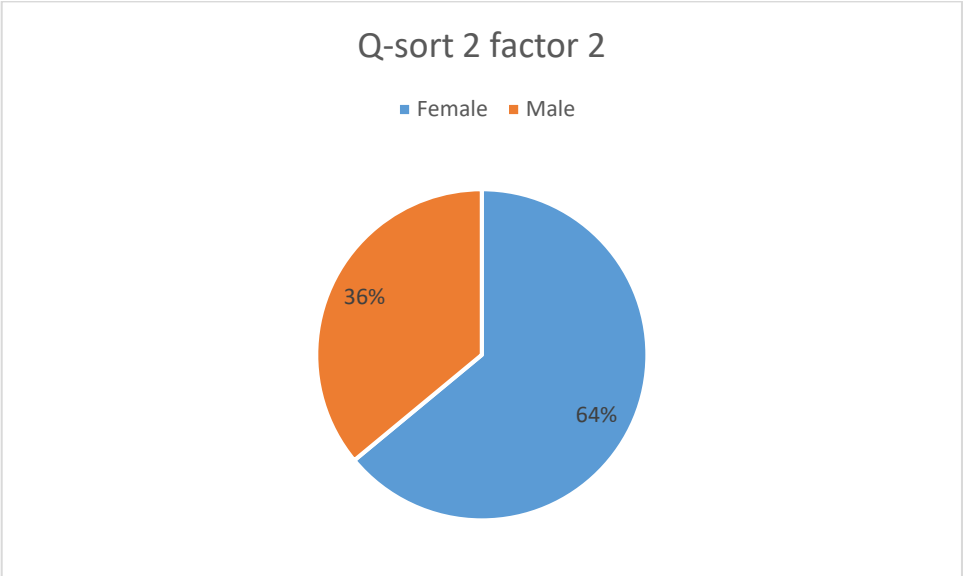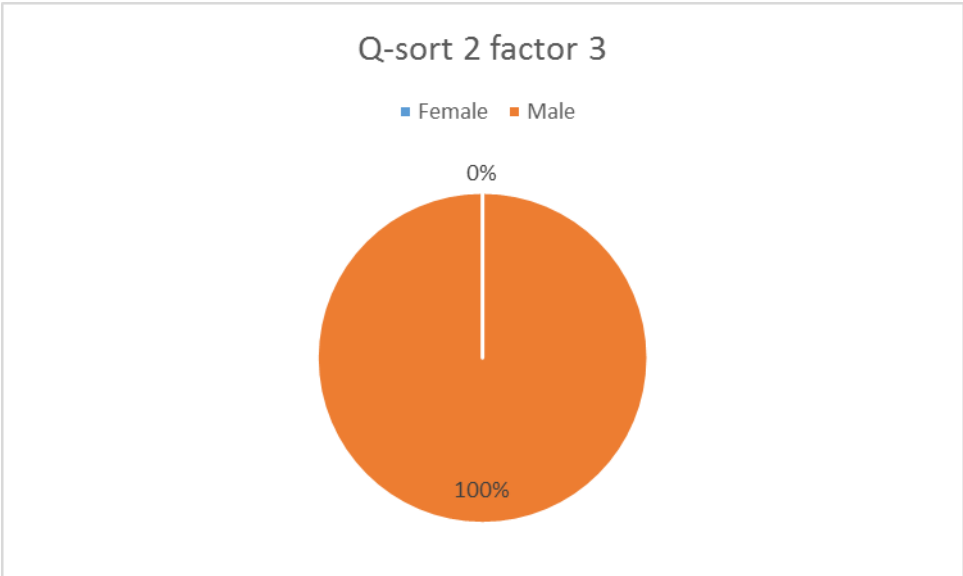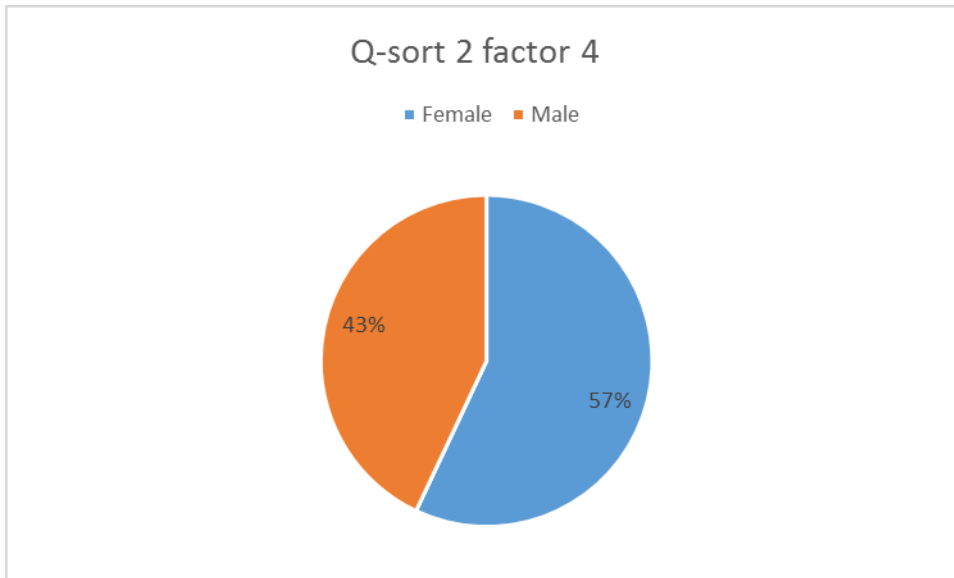
Proportionally more female than male.

Appendix O: Self-transcendence coloured factor arrays

In examining the factor arrays, it is possible to see a pattern in the placement of these particular statements of 'self-transcendence'. All factor arrays are shown here, with the statements representing benevolence highlighted in yellow and those representing universalism in green.

Q-sort 1 Factor 1

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	17	25	6	4	2	1	7	3	30	14
28	27	29	12	5	11	9	8	22	33	37
	31	42	15	18	16	20	10	32	39	
		43	19	38	21	26	40	35		
				41	23	36				
					24					
					34					

Q-sort 1 Factor 2

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	28	17	27	25	4	18	5	42	35	43
12	31	15	6	29	2	34	23	41	30	3
	38	19	24	16	11	10	1	7	39	
		8	14	9	21	40	37	22		
				33	20	32				
					26					
					36					

Q-sort 1 Factor 3

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	29	12	28	31	24	27	40	33	34	38
6	4	15	17	16	9	25	23	11	42	37
	1	8	19	20	26	21	41	32	43	
		2	14	7	18	36	39	35		
				30	10	3				
					5					
					22					

Q-sort 2 Factor 1

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	4	12	6	9	5	2	8	1	10	14
28	29	17	15	18	16	26	11	3	20	39
	31	27	25	19	21	32	22	7	30	
		42	38	41	23	33	24	37		
				43	34	40				
					35					
					36					

Q-sort 2 Factor 2

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	9	5	6	10	2	8	1	3	7	14
17	11	16	27	25	4	20	19	18	15	22
	12	28	31	29	24	21	26	34	30	
		43	42	33	32	23	40	35		
				38	36	41				
					37					
					39					

Q-sort 2 Factor 3

-5	-4	-3	-2	-1	0	1	2	3	4	5
13	17	6	1	4	3	2	7	10	33	36
27	25	16	12	5	9	8	14	11	37	40
	28	18	15	23	21	20	35	32	39	
		19	26	24	30	22	41	34		
				43	31	29				
					38					
					42					

Q-sort 2 Factor 4

-5	-4	-3	-2	-1	0	1	2	3	4	5
1	2	3	5	4	11	25	27	30	38	37
13	6	7	8	9	14	28	33	35	40	42
	12	10	16	17	19	29	34	39	41	
		15	20	18	21	31	36	43		
				22	23	32				
					24					
					26					