"Why do so many white working class boys underachieve? An exploration of underpinning factors and beliefs"

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Abstract

The media and current literature portray white working class boys as educational failures with restricted life chances. To date, no mixed methods research has been conducted to explore these commonly held views. This study serves as a starting point, taking what we know about achievement and exploring this from the perspective of WWCBs.

A two-phase sequential mixed methods exploratory design was used with purposive sampling. All participants were in key stage 3, recorded as white British, in receipt of free school meals and attending a comprehensive secondary school. Participants were categorised as low or high/average attaining, based on their current attainment levels. In phase 1, the School Attitude Assessment Survey-Revised (McCoach, 2002) was used to measure participants' attitudes on five factors known to be associated with achievement. This data was then analysed using an independent samples T-test. Phase 2 included low attaining pupils only and, using semi-structured interviews, explored the boy's views and beliefs about schooling.

In phase 1, the low and high/average groups did not significantly differ in their academic self-perceptions, attitudes towards school, attitudes towards teachers, goal valuation or self-regulation and motivation. Phase 2 used thematic analysis to explore the interview data of six year 9 boys and identified four over-arching

themes: feeling valued in the learning relationship, academic self-perceptions, choosing one's own path and misalignment.

The quantitative phase results indicated that the academic attainment of the participating white working class boys (WWCBs) was not significantly mediated by factors measured by the SAAS-R, and commonly believed to affect achievement. The findings from the qualitative phase supported these findings and generated alternative factors that highlighted the importance of considering the reciprocal nature of education and the effect of relationships on learning. The data suggests a unilateral within child view may not be sufficient in understanding why working class boys underachieve.

<u>Acknowledgements</u>

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Chapter 1: Introduction

1.1: Chapter overview

This chapter introduces the current study and shares with the reader the rationale for conducting such a piece of research and summarises how it fits within the current body of literature. The need for this study will be demonstrated through sharing current national and local contexts, which relate to the academic attainment of white working class boys (WWCBs) in England. In addition, the researcher's own position and reasons for interest in this topic will be given, adding to the thread of transparency throughout the study. Key terminology and operationalisations will also be explained.

1.2: Study rationale

A great deal of concern has been expressed about the educational achievement of specific groups over the years. Some minority groups, including Bangladeshi boys and girls, Traveller children and black Caribbean boys, continue to underachieve in comparison to other cultural groups, including Chinese and white middle class pupils (see section 1.6.1). There is a large amount of literature offering explanations as to why some children who are not native to the UK underachieve in our schools. Such explanations include: an ethnically non-representative teaching body, often with low

expectations of non-white pupils; a white Eurocentric curriculum, also resulting in

testing bias; differing educational views between UK schools and families (Cline et

al., 2002; Gillborn & Youdell, 2000; Rampton, 1981; Strand, 2009; Swann, 1985). A

remaining question is why WWCBs are underachieving, despite being taught a

curriculum primarily designed for white British children and predominantly delivered

by white British teachers.

For decades, this group has been underachieving, and for decades this phenomenon

has been researched, yet no consensus has been reached as to why they continue to

underachieve. Some research suggests poverty is to blame for this academic

inequity, but as Kingdon and Cassen (2010) suggest, if children from similar

economic backgrounds and from similar areas "perform very differently" then there

must be something else at play. I want to explore, beyond poverty, from the

perspective of the child, what factors may act as barriers to academic success for

WWCBs.

1.3: Researcher's position

I am a trainee educational psychologist, who, prior to beginning this research project

in September 2013 (a required part of a professional Doctoral programme), worked

within an evidence-based practice unit gathering and evaluating Child and

Adolescent Mental Health Service (CAMHS) outcomes. My interest in the outcomes

of services somewhat influenced this study, as schools could be seen as comparable

to CAMHS, where children enter with a level of need e.g. to read, write, hypothesise, problem-solve, and are expected to leave at a significantly improved level. It therefore interested me that not all groups of learners leave school with an equitable level of education and equal life chances.

Growing up and attending school in a culturally diverse area of relatively low socio-economic status, and being of a minority background myself, has led to a long standing interest in the education of different ethnic and SES groups. I was initially curious about the attainment of black Caribbean pupils, and boys in particular. As a member of this community, and as a secondary maths teacher, I generated many hypotheses as to why the distribution of black Caribbean children was skewed towards the lower sets, unlike their black African counterparts.

Due to my preconceived ideas and emotional closeness to the topic, I chose not to pursue this for my Doctoral research, in the worry that my lack of neutrality and objectivity would bias my work and potentially be seen as a vested interest piece by my peers. Staying with my interest of the educational outcomes of different groups, I chose instead to focus on white working class boys, who, it came to my attention, were also underachieving and of particular concern in my placement local authority.

I hold the position of an academic researcher, conducting an exploratory piece of research, based in the field in which I work. This research meets both the requirements of my Doctoral studies and my long-standing interests.

1.4: Terminology

1.4.1: Attainment/ Achievement

Within this paper, the terms attainment and achievement are used interchangeably. Attainment in the academic sense may be defined as an individual's level of success in educational assessments of any kind (Gorard and See, 2013). Attainment refers purely to performance or scoring on a test or assessment of some kind. It is on this premise participants were selected and categorised as either low or average/high attaining based on whether they were currently obtaining below, at or above the expected national average for their year group in two or more core subjects (English, maths and science; see Appendix 1 for national curriculum levels). Attainment is concerned only with measurable outcomes; it does not consider the process, the child's individual needs or their journey. When judging attainment it is usual to compare individuals to a comparative group rather than to themselves e.g. comparing individual science scores from last year to this year. If a child was below average last year and remains so this year that child will be classed as low attaining regardless of how much progress they may have made personally. Achievement however may consider the individual's progress, make retrospective comparisons of performance and base targets upon perceived potential. This is often the way target setting is conducted in schools. Teachers set expected grade levels based on what is expected for a child of that age according to the national curriculum, whilst considering prior performance to try to ensure targets are realistic yet appropriately

challenging. Therefore, a child may be considered as underachieving in school if there is a discrepancy between their potential, based on what is expected of a child of that age, and their current attainment (Dowdall and Colangelo, 1982).

1.4.2: Working class

This study was specifically concerned with the white British working class. However, it must be acknowledged that the term working class itself is not precise and is indeed becoming progressively ambiguous and hard to define. The current notion and categorisation of social class is deemed as outdated by many (Bennett, Savage, Silva, Warde, Gayo-Cal & Wright, 2009). However, for the purpose of this study, and for lack of a better or commonly agreed term, working class will be used to refer to children from families of low socio-economic status (SES), with parents in unskilled or manual professions, or unemployment, and with low levels of education.

According to the Oxford dictionary, working class is defined as, "*The social group consisting of people who are employed for wages, especially in manual or industrial work*"(Oxford Dictionaries, 2015). A recent report suggested three of the eight Office for National Statistics socio-economic classifications might be considered to depict the working classes (House of Commons Education Committee, 2014). They included: semi-routine occupations such as care workers and traffic wardens, routine occupations like bus drivers and bar staff as well as the long-term unemployed (ONS, census, 2011 table KS611EW). Conceptualisations and categorisations of class are traditionally based on parental occupation and education, but, as schools do not readily collect data on income, occupation or

education of parents, a proxy was needed to give an indication of a pupil's social class.

1.5: Free School Meals as a proxy for class

"Statements relating to the underachievement in education of white working class pupils often use eligibility for free school meals as a proxy for working class. Entitlement to FSMs is not synonymous with working class, but it is a useful proxy for poverty which itself has an association with educational underachievement" (House of Commons Education Committee 2014, p 11).

The above quote summarises how the notion of "working class" is commonly operationalised within research and the limitations of doing so. The collection of free school meal (FSM) data is longstanding within the UK and has been routinely collected since 1989 and used as an indicator of poverty since around 1998 (Gorard, 2012). FSM information is recorded and held by all schools for its pupils. The readiness and the ease with which FSM data may be accessed make it extremely useful to researchers. Using this proxy allows the current research piece to sit alongside related research, which nearly always uses FSMs as an indicator when referring to working class children (e.g. Cassen & Kingdon, 2007; Demi & Lewis, 2014; Mongon & Chapman, 2008; Strand, 2014).

A family is eligible for free school meals if they are in receipt of: "Income support; Income based job seekers allowance; Income related employment and support

allowance; Support under part VI of the immigration and asylum act 1999; The guaranteed element of state pension credit; Child tax credit (with income of no more than £16,190) or Working tax credit..." (WWW.Gov. UK, 2014). FSM data provides just one indicator of class - parental income. However, a study by Gorard (2012) investigating the "quality, reach and limitations" of FSMs, concluded the use of FSM data was better than alternatives such as; collecting data on home resources, parental occupation, social class, or using aggregated measures of SES based on one's neighbourhood. Social class is a socially constructed concept and particularly hard to identify, partly because of how people may identify themselves compared to how they may be identified by others. A person may identify as one class because of where and how they grew up, even though researchers may not categorise them as such. E.g., the owner of a building company who began his working life as a bricklayer may see himself as working class despite holding a managerial position and employing a number of individuals. From literature and conversation, it appears the term working class has become synonymous with non-home ownership, low parental education and low-income families; and FSMs is one way to denote low income, which is a characteristic of working class-ness.

A recent government initiative, which was introduced during this study, has meant receipt of free school meal data is no longer available for key stage 1 pupils and is therefore no longer viable as an indicator of class or socio-economic status for these children. The introduction of the universal infant free school meals initiative in 2014, introduced by the coalition government, means schools are obliged to give all children in reception, year 1 and year 2 free school meals regardless of family

income. As this study did not involve the under 7's, the FSM proxy was still deemed appropriate to use.

1.6: Relevant background information

1.6.1: National context

Government research on WWCBs became prevalent in the 2000s, which was also a time of large-scale opposition to the Iraq war, e.g., the 750,000 strong marches held in Hyde Park in February 2003. In addition, 2008 saw the beginning of the UK's largest recession since 1991, which led to drastic cuts in public spending, the closing of many businesses and unprecedented redundancies (Barr, Taylor-Robinson, Scott-Samuel, McKee & Stuckler, 2012; ONS news release, 2011). In 2010 a coalition government between the Conservative and Liberal Democrat parties was elected and pledged to pull the country out of the recession by reforming the banking system, tackling tax avoidance, and supporting small businesses and first time buyers (Cabinet Office, 2010). These reforms also included an initial six billion pound public spending cut that saw thousands losing their benefits or having them severely reduced. Joining the European Union (originally the European Economic Community) in 1973 led to the UK becoming increasingly multicultural with an influx of immigrants from across the EU following the Free Movement of Persons policy. As more countries joined the EU and the free movement privilege was extended to some non-EU countries, the variety and number of migrants in the UK grew.

The feeling that the poorest in society were disproportionately shouldering the burden of redressing the country's economic deficit (Vaitilingam, 2009), and that their government was spending millions on a war many saw as not their country's responsibility to fight, coupled with the changing face of the UK due to immigration, seemed to stir up palpable feelings of discontent (Pascoe, 2013; Wright, 2012). It was at this time that right wing organisations such as UKIP gained favour (Heath, 2014; Miller, 2014).

The '80s and '90s, which were historically times of high racial tension, saw government research focus on ethnic minorities such as black Caribbean, east African, Bangladeshi and Pakistani children (Macpherson, 1999; Rampton, 1981; Swann, 1985). Government research into the education of these groups produced reports such as the Select Committee's report, which identified Caribbean children as underperforming in English schools (SCRRI, 1977) and the Education of Children from Ethnic Minority Groups committee's report, which laid out many recommendations for remedying the situation (Swann, 1985). However, in the last decade, reports of the academic under-attainment of white British working class boys have become more prevalent in academia and within the media with headlines such as:

"Half school 'failures' are white working-class boys, says report" The Guardian (22nd June, 2007)

"Poor white boys lagging behind classmates at age five" The Telegraph (21st

November, 2012)

"Poor white children fall further behind: Benefits culture is blamed for failures at

school. Poor British white boys less likely to succeed than nearly any other group"

Daily Mail (3rd September, 2013)

The Department for Innovation, Universities and Skills reported that only 16% of

black Caribbean boys, and just 6% of white boys eligible for FSMs go on to university

(Sergeant, 2009); showing that concern has gone beyond compulsory schooling, to

further education. When considering fair access to education, the minister for

universities and science spoke of his belief that white working class boys should

receive focused attention and support in the same way, other ethnic minorities had

(The Guardian, January 3rd 2013).

This shift in attention prompted further reports such as Ofsted's Unseen Children

report (2013), which found that by the age of 16 white British children eligible for

free school meals were the lowest attaining group in England. In July 2013,

Parliament's Education Committee then launched an inquiry into the

underachievement of white working class children, investigating the depths of the

problem as a step to begin tackling it.

The recent statistical first release for 2013/2014 by the Department for Education

(Department for Education, 2015) revealed a number of interesting facts. It reported

girls outperformed boys in expected progress made between key stage 2 and 4 in

English or maths, and they outperformed boys by 11.6% in the amount obtaining 5

A*- C GCSEs.

Table 1 Percentage of key stage 4 pupils in state maintained schools achieving 5 A*-C

GCSEs including maths and English compared to the national average of 56.6%

(Department for Education, 2015).

Ethnicity	% Achieving 5 A*-C GCSEs
Chinese	74.4
Indian	72.9
Mixed White and Asian	67.2
Black Caribbean	47
Irish Traveller	14
Gypsy Roma	8.2

Table 1 shows the highest performing ethnic groups were Chinese, Indian and White

and Asian pupils and black Caribbean, while Irish traveller and Gypsy Roma pupils

were the lowest performing.

Pupils receiving free school meals underperformed in comparison to non-FSM pupils by 27% in terms of expected progress and number of obtained GCSEs. Notably, boys receiving FSMs performed worse than girls receiving FSMs did.

Table 2 - Percentage of key stage 4 pupils eligible for free school meals in state maintained schools achieving 5 A*-C GCSEs including maths and English compared to the national average of 56.6% (Department for Education, 2015)

FSM Group	% Achieving 5 A*-C GCSEs
All	33.5
Girls	47.8
Boys	35.6
Black Caribbean boys	30.9
Chinese girls	76.4
White British boys	23.8

Table 2 shows when the data was analysed by ethnicity; white British boys on FSMs were the lowest attaining group at a huge 32.7% below the national average, which is also 32.6% below all other white British pupils. The data showed the situation was not as simple as free school meals equate to poor performance, as Chinese girls on FSMs achieved well above the national average. The national data suggested more might be at play than the effects of gender, FSMs or race alone and that middle class pupils mask the true educational situation of poor white boys.

White working class children are the largest cultural group in British schools. The vast size of WWCBs as a group has made this issue one of great concern to the government. It has therefore been seen as an integral part of the "closing the gap" agenda.

"The underperformance of low-income white British pupils matters, particularly because they make up the majority—two-thirds—of such pupils. So, the lowest-performing group of poor children is also the largest. If we don't crack the problem of low achievement by poor white British boys and girls, then we won't solve the problem overall" (Ofsted 2013, p.5)

1.6.2: Local context

This study was conducted within an outer London unitary authority, which had identified white working class boys as a vulnerable group. The service's 2011- 2014 children and young people's plan incorporated this group, highlighting the importance of supporting the educational attainment of underachieving and vulnerable groups including those on free school meals.

According to the Office for National Statistic's 2011 census, the borough had a population of 140,000 people. However, this may be an underestimate due to the number of "illegal sheds" in the area and unregistered residents. The area is predominantly Labour voting, historically the political party of the working class.

Although the area is surrounded by areas of affluence, the borough had more widespread deprivation in 2010 than 60% of England and pockets within the top 10% of deprivation nationally (Mclennan, Barnes, Noble, Davies, & Garratt, 2011).

The borough has a high number of 0-4 year old children compared to the national average, at 9%, and households with dependent children, at 39%. The borough also has one of the largest non-white, Sikh and Zimbabwean populations in the country. 38% of the borough's residents are of Asian background and just 34% are white British. This is very low compared to the national average of approximately 80% and low in comparison to London boroughs which have a lower than national average. The borough is home to fifteen mainstream secondary schools, of which five are selective grammars. Although a small population in the borough, white working class British boys were still flagged as a concern. In order adequately to investigate this issue, participants were sought outside of the borough because of its demographic makeup. This is further discussed in section 3.6.1.

This research study was therefore also conducted with an inner London school. The borough in which the school was located had a population of 206,100 people, a majority of single person households and a larger number of lone parent families not in employment compared to the rest of London and England (Office for National Statistics, 2011). This borough had a higher rate of white British residents (48%) than the outer London authority, which, although below the national average, is in line

with London's average of 45%. There is also a large white non-British community

from the EU (20%) and a large black community (13%).

Although the attainment gap between WWCBs on FSMs and their peers is smallest

in London at just 10%, it seemed fitting to include a London school because of the

focused work conducted on this phenomenon in the city showing it still to be of

concern and relevance. For example, a study was recently conducted by Lambeth

council entitled "The educational attainment of white working class pupils", which

found, similarly to the majority of England, that white British boys lag significantly

behind their peers academically.

1.7 Research Aims

In light of growing concern, commentary, and overwhelming statistical evidence, the

current study sought to approach the issue of WWC underachievement from a

different angle. It did so by comparing the attitudes of achieving WWCBs i.e. where

things appear to be going well academically, and low achieving WWCBs, then asking

WWCBs themselves about education. This was implemented through a school-based

study exploring factors known to contribute to academic attainment and identifying

which, if any, may be considered to make a difference to the academic attainment of

WWCBs receiving free school meals (FSMs) in secondary school. The study also

investigated the salience of potential contributory factors by uncovering the boys'

views and beliefs on education in relation to these factors.

In order to achieve the above aims, the study posed and addressed the following research questions and accompanying hypotheses:

- Are there statistically significant differences in the academic self-perceptions, attitudes towards teachers, attitudes towards the school, goal valuations and motivation and self-regulation between low attaining white British boys on FSM and average/high attaining white British boys on FSM?

  - Experimental hypothesis → The low attaining and average/high attaining group will significantly differ in their means on at least one of the five SAAS-R attainment related factors

  - Null hypothesis→ The low attaining and average/high attaining group will not significantly differ in their means on any of the five SAAS-R attainment related factors

- What are the views, beliefs and values of low attaining white British boys on FSMs, relating to the five factors of the SAAS-R?

This study aims to contribute to the existing body of knowledge and provoke new discussions between educators and academics, discussions that look beyond deficits to building on strengths and values instead. Although a number of studies have explored the underachievement of this group, very few have done so inter-ethnically but rather tend to compare WWCBs to other ethnicities and classes. Furthermore, none has explored the underachievement of WWCBs with WWCBs themselves, utilising clear, observable and measurable factors known to relate to achievement. This study, instead of comparing WWCBs to other ethnicities, cultures or their middle class counterparts, looks within the group, so that we might learn from them.

1.8: Outline of chapters

This thesis is presented in five main chapters. *Chapter one* introduces the issue of white working class underachievement in England and establishes the national and local context for the study. As well as this, it outlines the researcher's position and aims of the study. *Chapter two* reviews the relevant literature related to underachievement in white British boys eligible for free school meals and builds a picture of how this phenomenon is currently viewed and explained within the field. This chapter serves to position the current study and orientate the reader whilst making connections to the research questions in the next chapter. *Chapter three* details the purpose of the study and the research design through which this is achieved, including sampling procedures, participants and statistical techniques used. The reasoning for using such a design is also explained in light of the researcher's epistemological and ontological stance. *Chapter four* reports the results of the statistical analyses conducted on phase 1 data. The results of the thematic analysis carried out on the qualitative phase 2 data are then explored, sharing sub and over-arching themes. *Chapter five* summarises the results of both phases of the study considering the results of each phase in light of the other. The overall findings of the study are then discussed in relation to the study's research questions, discussing limitations, implications and suggested ways forward for educational professionals and future research.

Chapter 2: Literature review

2.1 Overview of chapter

The purpose of this chapter is to help the reader locate the current study within the existing body of literature. Having explored the broad context and historical perspectives about the attainment of WWCBs in the previous chapter, this chapter aims to explore literature relating specifically to the research project. How the research was identified, selected and critically evaluated is shared. This chapter is presented in two sections. The first section aims to answer the following questions:

• What explanations does research offer for the low academic attainment of working class pupils?

• What evidence does research offer for the relationship between socio-economic status and academic achievement?

• What does being a white male have to do with it? What are the moderating effects of ethnicity on the social class/ SES academic achievement relationship?

The second section focuses on the five factors of the School Attitude Assessment Survey – Revised (McCoach, 2002): academic self-perceptions, attitudes towards teachers, attitudes towards school, goal valuation and motivation and self-regulation. As the primary method of data collection used in phase 1, it was

important to review the body of research and theoretical underpinnings of each

SAAS-R factor, and consider the evidence of their links to attainment. The research

for each factor, along with a global rating of each research piece in individual tables.

The global rating system used is explained in section 2.3.2.

The aim of the chapter is to build a picture of what is currently known or believed

about the academic situation of white working-class British boys, and build an

argument in support of the current research study.

2.2 Section 1

2.2.1 Sourcing literature

The search engine Google, as well as the researcher's knowledge, were used to

identify research databases that may provide relevant literature. Databases that

could provide full texts relating to education or psychology were shortlisted, and

databases such as Scopus that provide abstracts and citations only were not used.

The researcher chose to use PsycINFO as the main search database as it is one of the

most commonly and widely used in the social sciences and was created by the

reputable American Psychological Society, which uploads and updates texts to the

database weekly. As well as many international journals, the database hosts all

notable British educational and psychological journals, and, as this study focuses on

the attainment of British boys, this was felt to be the most appropriate and useful

database.

The site Academia.edu was also used to source articles by creating a profile and listing "white working class attainment" as an interest then following users who shared this interest. Notifications were received when a new paper was uploaded to the site on this interest area. Four papers by Stahl were sourced through this site (Stahl & Dale, 2013; Stahl, 2012, 2014a, 2014b).

Google Scholar was used, or the author emailed directly when full-text versions of wanted articles were not available through PsycInfo. The researcher was in possession of some relevant articles before beginning the formal literature search and received two validation study articles from Dr McCoach, the creator of the SAAS-R questionnaire. A meta-analysis was recommended by the researcher's supervisor. The researcher was also sent papers by Lambeth Council after expressing interest in a white working class conference hosted by the authority on the 27th June 2014, resulting in the obtention of a paper by Demi and Lewis (2014).

The following sources were therefore used to collect literature:

• PsycINFO

• Academia.edu

• Google Scholar

• Personal collection

• Recommended papers

Citations within sourced papers

<u>2.2.2 Search Terms</u>

Ebsco host was used to check the appropriateness and usefulness of terms as search operators, before beginning by using the site's thesaurus. Ebsco host is the hosting site through which the researcher accessed PsycINFO. How commonly each term was used by researchers and what other related terms were also or more commonly used were identified using the thesaurus. For example, the thesaurus identified that the term "attainment" was not frequently used and instead suggested the terms "educational attainment level" and "achievement" could be used.

The Boolean operator "OR" was used within key term sets, and the operator "AND" was used between key term sets, as well as the truncation symbol (*) to allow for variations of the word "socioeconomic".

The following key terms were used to identify literature relevant to the study and operationalise the area of interest:

Ethnicity or Race or Gender AND Social class or Disadvantage or Socioeconomic* Status or Income or Free School Meals AND Academic attainment or Achievement or Performance.

2.2.3 Inclusion and exclusion Criteria

Before selecting literature to review, the researcher carefully considered the types needed to address the study's research questions and provide readers with enough information around the phenomenon of interest to gauge the study's worth and relevance. The following inclusion and exclusion criteria were used to ensure all reviewed research was as relevant and appropriate as possible.

Inclusion criteria:

- Published in the English language

- Target population of primary and/or secondary school age children

- Research is relevant to white British boys

- Research is education focused

    o As this study aims to inform educational practice, it was thought

      necessary to provide research relating to this area

Exclusion criteria:

- Empirical research conducted before the introduction of the National

  Curriculum in 1988

- Before this date, the syllabus and learning provided by different schools were

  not equitable. The introduction of the national curriculum meant that

  children from different backgrounds had the chance to study the same

  topics, subsequently somewhat removing this difference as a mediating

  variable for attainment in state funded schools

- Position papers

- Full text unable to be accessed

- Studies focusing on learning outside of the educational setting of the school

- Studies focusing on one specific ethnic group other than white British

- Non-human population

2.2.4 Method of critical analysis

The Critical Appraisal Skills Programme (CASP, 2006, 2010) was used to evaluate the trustworthiness of qualitative research pieces, the validity and reliability of quantitative research pieces and the relevance, ethics and appropriateness of all (see Appendix 2 and 3). As well as this the researcher considered the "so what factor" of all included studies, meaning the perceived impact of the piece, regarding what it was felt to add in the way of knowledge to the research field, was considered.

2.2.5 Review of research relevant to the academic attainment of white working class boys on free school meals

The employed search strategy initially identified fifty-four articles relating to academic achievement and SES, social class, gender and ethnicity. Upon inspection of each article's abstract, thirty-two were excluded for not meeting the inclusion and exclusion criteria; of the twenty-two, five were position papers (see Appendix 4).

Seventeen articles were therefore included in section 1 of the literature review. The literature search highlighted a lack of UK-based empirical studies in this area, with much of the sourced research conducted in the United States and Australia. Therefore caution should be taken in making generalisations from these studies to the experiences of white British boys in the English school system.

Free schools meals, is used as a proxy for social class in this study. However, it is recognised that social class and socio-economic status are often used interchangeably to refer to the "social and economic characteristics of students" (Ensminger & Fothergill, 2003 in Sirin, 2005, p.417). Therefore, to ask useful questions of the literature, they will be addressed separately; research about the culture, beliefs, values and lived experiences of working-class pupils will be discussed separately to research that speaks of the of financial difficulties on education.

2.2.5 1 Pierre Bourdieu

It is acknowledged Bourdieu's work on social inequality influenced much of the work discussed here (Edgerton, Roberts, & Peter, 2013; Nuttall & Doherty, 2014; Stahl & Dale, 2013; Stahl, 2012, 2014b). But as Bourdieu's work is more philosophical in nature rather than research based, his work was not reviewed

2.2.5.2 What explanations does research offer for the low academic attainment of working class pupils?

The literature search produced four papers that helped to answer the above question:

- Demie and Lewis (2014) - Raising the Achievement of White Working Class Pupils

- Stahl (2014) - The Affront of the Aspiration Agenda: White Working-Class Male Narratives of 'Ordinariness' in Neoliberal Times

- Stahl and Dale (2013) - Success on the decks: working-class boys, education and turning the tables on perceptions of failure

- Nuttall and Doherty (2014) - Disaffected Boys and the Achievement Gap: 'the wallpaper effect' and what is hidden by a focus on school results

A recent piece of research conducted by Lambeth Borough Council and led by Dr Feyisa Demie sought to identify barriers to learning faced by white working class (WWC) pupils in its local authority, following ongoing concerns about white British boys falling behind their peers academically (Demie & Lewis, 2014). The study used an ethnographic approach, conducting interviews with a broad range of school staff (N = 86), white working class pupils (N = 61) and parents (N = 39), as well as separate parent and pupil focus groups across fourteen primary and secondary schools. It is not specified how many participants took part in the focus groups, nor the pupil age ranges, nor how they were selected to take part, making it somewhat difficult to gauge the reliability of this study. If the interviews conducted were structured or

semi-structured is not known because both are referred to when describing the same set of interviews (pages 3 and 5). The study identifies some factors believed to play a role in the underachievement of WWC pupils such as poverty, housing issues, marginalisation, and loss of culture and language difficulties (Demie, 2014). However, poverty and housing issues may be considered factors that affect many working class families, not only white British. Therefore, these may not be unique contributing factors to the underachievement of this group.

What was of interest were the identified feelings of marginalisation and isolation expressed by teachers and parents who saw themselves becoming minorities in an area once predominantly white British. Also, being overshadowed by the achievements of their middle-class counterparts reportedly contributed to an "emotional barrier to learning" and reduced parental engagement with school. This lack of parental engagement is cited by Demie as the main explanation for WWC underachievement, along with a lack of parental aspiration for their children's future. The article specifically states that head teachers were concerned about the gap between the "schools high aspirations" for the children in comparison to the parent's low aspirations. What is not considered or explained is whether aspirations were, in fact, low or just different as no vignettes from parents were provided. The majority of views shared in the article belonged to school staff, suggesting that what was identified was more so what affects the attainment of white working class boys from the perspective of the school. Also, if we think about demographic make-up in terms of background and education level, schools are traditionally middle-class

institutions; therefore one might suggest that Demie has merely reported middle-class views of the working class.

Although Demie speaks primarily of parents' lack of aspiration, "aspiration" as something that needs to be addressed and improved amongst the working class or disadvantaged to raise its youths' educational attainment is a common narrative within policy initiatives (Cabinet Office, 2011; Department for Education, 2010). Stahl labels such thinking as crude (Stahl, 2014b) and instead argues,

"The current discourse of aspiration means that pupils are judged as having bought in or bought out, depending on whether or not they accept the socially mobile middle-class aspirations the educational, economic and political system prescribes, which often exists in tension with their own concept of aspiration" (Stahl, 2012, p.9).

Stahl conducted a number of studies as part of an ongoing project in the north of England and South London. Stahl identified a discomfort in WWCBs in "acting like something they were not"; a contentedness with being "average" and feeling at odds with the competitive, status based neo-liberal discourses of school (Stahl, 2014a). He did so through class observations, semi-structured interviews and focus groups with twenty-three 14 – 16 old boys. Stahl believed that what educators and academics were also observing, rather than solely disaffection, was the effort exerted by the boys in trying to negotiate a sense of self in a neo-liberal dominant system. Also, he noted that the boys were not lacking aspiration but had different aspirations. In a music school based study, Stahl found that a group of boys deemed

underachieving were, in fact, capable of engagement and success when taking part in creative, practical activities that they enjoyed and that fit with their sense of self (Stahl & Dale, 2013). The study speaks of the implications for learning in a system where working class traits are devalued and branded laddish and chavy. However, Stahl's work does not put forward an explanation of what is causing WWC underachievement, but instead, by drawing on the work of Francis (2006) and discussing the difficulty faced in trying to establish a "so-called good life", offers more of an anti-explanation. This leads the reader to question whether the WWCBs' underachievement debate should be a debate at all and whether we are just imposing a differing set of values on these boys.

In a teacher-led enquiry Nuttall and Doherty (2014), drawing on the work of Johnson and La Selle (2010), concluded that white working class boys continue to underachieve because educators continue to focus on school attainment. By focussing on attainment, the issues that need addressing for this group to achieve are not addressed. An investigation into the background of the ten key stage 2 boys included in the project revealed that all had experienced some form of disruption in their lives such as unstable home lives and experiences of loss. Based on background information, teacher interviews, and class observations, they suggest a need for schools to consider the lived experiences of the boys and how this may affect their learning.

The objectivity of this study may be questioned, as it was conducted by a teacher at the school, which may affect how statements such as, "…the effect of the school is

not only limited, but….” are read. Also, part of the reasoning for the study was the head teacher's concern about the disruption caused by identified white working class pupils and the effect on peers' attainment and, subsequently, on their ability to meet targets. The methods used to gather and analyse the data that informs the paper were not specified, reducing the ability to draw conclusions about reliability and validity. There are similarities between Nuttall and Doherty's and Stahl's work. Both question the nature of the achievement gap, with Nutall et al. instead considering debts that give rise to the gap and concurring with Irvine (2010) that once funding, employment, nutrition and housing gaps, etc. are addressed, educational attainment will improve (Nuttall & Doherty, 2014).

2.2.5.3. What evidence does research offer for the relationship between socio-economic status and academic achievement?

The literature search produced four papers that helped to provide evidence for this relationship:

• Sirin (2005) - Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research

• Georges and Pallas (2010) - New Look at a Persistent Problem: Inequality, Mathematics Achievement, and Teaching

• Rothon, Arephin, Klineberg, Cattell and Stansfeld (2011) - Structural and socio-psychological influences on adolescents' educational aspirations and subsequent academic achievement

• Childs and McKay (2001) - Boys starting school disadvantaged: Implications from

teachers' ratings of behaviour and achievement in the first two years

A meta-analysis was conducted in this area by Sirin (2005) to see if the relationship

between academic achievement and socio-economic status had changed since a

study by White in 1982. White's study had found that the relationship between

achievement and SES varied in strength depending on the measure of SES and

achievement used. The meta-analysis by Sirin involved reviewing research published

between 1990 and 2000, which encompassed some 101,157 students. Although this

is a large sample, therefore increasing chances of robustness, it should be noted that

all included studies drew on US based samples. Therefore caution must be taken in

drawing parallels with UK-based students. An effect size in the form of a Pearson's

correlation coefficient was calculated for each included study; further computation

was then used to calculate overall main effect sizes and moderator effects. The

meta-analysis revealed, "Family SES at the student level is one of the strongest

correlates of academic performance. At the school level, the correlations were even

stronger" (Sirin, 2005, p.438).

Sirin's (2005) meta-analysis identified a number of factors that were found to

moderate the effect size between SES and achievement. Identified factors included:

the type of SES measure used, as the relationship increased or decreased depending

on whether the SES data was aggregated or not; how SES and achievement were

operationalised or organised e.g. dichotomous (high vs. low) or continuous, and

depending on from where the information came. If the SES information came from

parents, the relationship was stronger than when pupils had provided it. One can hypothesise that this may be due to pupils giving a less true account of their home situation, from a desire to protect their parents, from embarrassment or because they are not fully aware of such information. The SES achievement relationship also increased by school year but then ceased doing so in high school. This is attributed to the cumulative effect of low attainment, suggesting those who performed badly in primary school continued to do so through subsequent years and may, therefore, have dropped out in high school. This hypothesis is not applicable in the UK as you cannot drop out of secondary school, but it may explain why fewer children from low SES families go into further education (Department for Business Innovation and Skills, 2014). An alternative explanation may be the lessening impact and role of the family with age, where peers become increasingly important and young people become more independent and responsible for their learning.

Another factor found to mediate the relationship between SES and achievement was school location. Sirin's meta-analysis discovered the relationship between the two was weakest when schools were located in urban areas. The connection to previous research by Unnever et al. (2000) who found that as the SES level of an area increased, so did the school expenditure per student. And, put simply, more resources have been found to correlate with higher achievement. Sirin concludes that family SES plays an important role in a child's education as it "sets the stage" for their achievement through the provision of resources e.g. books, equipment, computers, etc. Also through "social capital" that is defined as,

"*The sum total of the resources, actual or virtual, that accrue to an individual (or a group) by virtue of being enmeshed in a durable network of more or less institutionalised relationships of mutual acquaintance and recognition*" (Bourdieu 1986, p. 248).

Family SES determines the school a child attends, the quality of the learning environment and the quality of home-school relationships.

Sirin's meta-analysis, which highlights the impact of home resources, is relevant to work by Georges and Pallas (2010), who, in looking at the effect of teaching practices on maths attainment in kindergarten and year 1 pupils, found teaching practices made no significant difference to the rate of progress between low and high SES pupils. Also, the school summer holiday was found to have a greater effect on attainment than the altered teaching practice of Reform Teaching, which focuses on analytical reasoning and problem solving, where low SES pupils fell further behind. However, as the study focuses on kindergarten and year 1, it is not known what long-term effects the reform teaching could have had. The authors state "the absence of schooling in the summer provides a distinctive vantage point for understanding the relationship between the family, especially family social class, and education" (Georges & Pallas, 2010, p.286). It is explained that high SES pupils begin school more proficient in basic mathematical skills, which also, although this is not explicitly stated, seems to point again towards a difference in resources. In addition, their social capital means the children are mixing with and exposed to more incidental learning than is provided by their families' social circles.

A difference in aspiration level has also been put forward as an explanation for the relationship between SES and academic achievement. Rothon, Arephin, Klineberg, Cattell, & Stansfeld (2011) investigated the relationship between educational aspirations and the likelihood of obtaining 5 A* - C GCSEs. The study revealed free school meal (FSM) pupils held lower educational aspirations than non-FSM pupils. This finding was deemed important as the study also found levels of aspiration to be strongly related to success at GCSE. This evidence suggests an indirect relationship between SES and achievement, moderated by aspiration.

The work of Sewell and Hauser (1980) identified that "social dimensions" and "personal dimensions" both impacted upon aspiration. Sewell and Hauser's (1980) findings are used by Rothon et al. (2011) to suggest the argument that children from lower SES families perceive further education to be "beyond them" which affects their aspirations and subsequently their end of school achievements (GCSEs). Unlike research that presumes the aspiration levels of young people based on observation and teacher opinion, this study directly asked a group of year 7 and 9 East London pupils. However, the claim that aspiration was found to relate GCSE success is questionable, as actual GCSE results were not used in this study, but rather on pupils' predicted grades based on current attainment. Rothon et al. concluded that, to raise attainment in low SES pupils, we must raise aspirations and blame low aspiration on the "debilitating and constraining effects of family poverty" (Rothon et al., 2011, p.228). One might argue that as the study only examined educational aspiration, i.e. going on to do A-levels, it cannot be concluded that FSM pupils have

lower aspirations, only that they have fewer educational aspirations. Stahl also points out that aspiration is a personal characteristic (Stahl, 2012).

Childs and McKay (2001) investigated the effects of SES on children's observable behaviour, using teacher ratings of distractibility, apprehension and lack of cooperation on the Learning Behaviours Scale (LBS) (Stott et al., 1998). They also analysed teacher ratings of academic competence and personal perceptions. They found that SES was not predictive of teachers' ratings on the LBS, nor of personal perceptions. However, a strong relation was identified between SES and rated academic competence at age 5 and distractibility at age 5 and 7. These findings are used to highlight what they label as the vulnerability of low-SES boys when beginning school. However, it is questionable whether there truly was no predictive relationship between teachers LBS ratings and SES, or whether the study simply did not have enough power to detect them. It has been found that dichotomising SES rather than using a continuous scale and using composite academic scores rather than subject specific scores, both of which this study did, reduces detection power (Sirin, 2005).

The study suggests that lower SES pupils take longer to adjust to the school environment and teachers take longer to adjust to them, labelling their more active and distractible behavior as difficult and initially rating their academic ability lowly. They draw on their previous work to explain that the nearly all female staff group employed held negative opinions towards all boys displaying poor learning behaviours compared to girls, leaving low-SES boys who display particularly high

levels of distractible behaviour vulnerable (Childs and McKay, 1997). The article concludes that teachers "unwittingly stigmatise" low SES pupils, which has implications for the way they are taught and for the academic expectations of them, and this may then affect attainment. This study seems to purport that, rather than parental or pupil aspirations, it is teacher expectation, which plays the bigger role in low SES pupil academic achievement. Again, caution must be taken when drawing conclusions from this study, as it was conducted in Australia rather than with a UK population; also, SES was based on fathers' employment alone and did not use a standardised achievement test to give a measure of pupil attainment. All of these factors make the validity, reliability and generalisability of this study questionable.

2.2.5.4. What has being a white male got to do with it? The moderating effect of ethnicity on the social class/ socio economic status - academic achievement relationship

As discussed above, social class and socio-economic status (SES) have been found to link to academic attainment through various proposed moderating factors. Some the previously mentioned studies touch upon the interactional nature of ethnicity, social class, socio-economic status and achievement. In light of this, the literature search produced six papers that could help answer this question, but as two of those papers have already been reviewed, they will simply be referred to here. Therefore, four papers from the literature search are reviewed to address the question: "what has being white got to do with it?":

- Strand (2009) – The limits of social class in explaining ethnic gaps in educational attainment

- Strand (2014) – Ethnicity, gender, social class and achievement gaps at age 16: Intersectionality and ' Getting it ' for the white working class

- Kingdon and Cassen (2010) – Ethnicity and low achievement in English schools

- Gillborn and Kirton (2000) - White Heat: racism, under-achievement and white working class boys

Using data from the Longitudinal Study of Young People in England (LSYPE) a study by Strand (2009) revealed that Pakistani, Bangladeshi, Black Caribbean and Black African pupils all performed significantly below white British students at age 14. These groups performed below white British pupils, despite having on average higher levels of parental involvement, personal aspiration and more positive attitudes towards school, which are considered strengthening factors for achievement. Although low SES status is a risk factor in achievement, Indian pupils still outperformed white British pupils in English, maths and science despite, on average, coming from poorer social and economic backgrounds. This study showed distinct differences in attainment by ethnicity, but it did so by reporting the differences of ethnic groups without differentiating between low and higher SES students. As the current study is specifically interested in the achievement of working class and low SES white British pupils, this is an important distinction.

In a later study where this distinction was made, the interviews, school test scores at age 11, 14 and 16 and the school census information for 15,500 students (LSYPE) in England were analysed to investigate the interactions between ethnicity, gender and SES (Strand, 2014). Through various statistical modeling techniques, all low SES ethnic minority groups were found to perform better than low SES white British pupils at the age of 16, except black Caribbean boys. Not only this, but white British and black Caribbean pupils were found to make the least progress between the ages of 11 and 16. Regarding interactions between ethnicity, SES and achievement, the main finding reported by the study was that compared to other ethnic minority groups, SES "disproportionally" affects white British pupils. Sirin (2005) also found this in the US, claiming that the more ethnic minority participants in a sample, the weaker the relationship between achievement SES and relationship, and that SES as a predictor was strongest for white British students. It is based on such findings that Strand calls for a need to consider low and higher SES white British students separately when conducting achievement research and in policy.

Not having English as a first language was considered a possible explanation for the observed resiliency of low SES ethnic minority groups over low SES white British groups. Strand suggested not having English as a first language could account for some of the difference within ethnic minority groups, but not between ethnic minorities and white British pupils. This was partly because first language, when considered with other factors included in the study's model, had no substantial effect on attainment. However, academic self-concept, frequency of completing homework, truancy, exclusion, parental aspirations and own aspirations were found

to relate significantly to the superior achievement and progress of ethnic minority groups compared to white British.

Interestingly, although both white British boys and girls of low SES were amongst the lowest attaining, boys were found to fall progressively behind girls through secondary school, showing the situation to be particularly dire for white British low-SES boys (Strand, 2014). Like Rothon et al.'s study (2011), Strand found white working class boys to have the lowest aspiration levels with only 60% wanting to go into further education, compared to 95%+ of other ethnic minority groups and 75% of WWC girls (Strand, 2008 in Strand, 2014). The "immigrant paradigm" is used to explain this observed difference in aspiration, suggesting those coming from families more recently settled in England may see education as a way to improve their circumstances, for lack of other options. One might hypothesise that white working class boys, whose families have lived in similar areas for generations, may not be looking for a way out per se, but rather a way to continue living as their fathers and grandfathers had in those same communities, which traditionally may not have valued academia.

The size of the samples used in Strand's studies and the breadth of work he has conducted in the field suggest a credibility of findings. Also, a number of factors were used to determine SES, and achievement was based on a variety of tests considering core subjects and attainment across all subjects, which gives the study a great deal of weight and us some faith in its robustness.

Most studies construct low achievement as the negative function of achievement, but a study by Kingdon and Cassen (2010) instead identified five measures of low achievement including the traditional failure to obtain 5 A*-C GCSES's including English and maths. They were only able to use the measure "No pass at a grade better than D" due to the small sample sizes produced for the other measures by the binary probit estimator employed. The study aimed not only to explore the ethnicity and achievement dynamic but also to consider whether the relationship between ethnicity and low achievement was the same as ethnicity and achievement. Key stage 2, 3 and 4 achievement, school census and deprivation information from the Department for Education National Pupil Database were used in this study. When using their alternative measure of low achievement, Kingdon and Cassen (2010) found that all ethnic minorities (except Indian) were not more likely than white British pupils to achieve poorly. This was unlike Strand's 2009 findings. In fact, only black Caribbean, black other and white Traveller pupils were found to be likely to achieve below white British. Bangladeshi, Chinese, black African and Indian pupils were found to be less likely than white British pupils to achieve poorly. The explanation of ethnic minorities attending poorer schools than white pupils was offered, but considering many ethnic minorities were found to be less at risk of low achievement this argument does not quite fit.

Like previously mentioned studies, low SES white British students were found to be more vulnerable to low achievement, with the receipt of free school meals increasing the probability of this group obtaining no GCSE passes at grade D by 6.8%, more than any other group. Low reading achievement at age 11 was also found to

be a greater risk factor for low achievement at key stage 4 for white British pupils.

Kingdon and Cassen (2010) Suggest low reading achievement at age 11 in ethnic

minorities may be indicative of not having English as a first language and, therefore,

may improve Over time. Whereas it may be indicative of negative home factors in

white British students. The writers claim, "while belonging to an ethnic minority is

associated with greater chances of being a low achiever at age 11 (partly due to first

language not being English), by age 16 this language, and ethnic disadvantage is

powerfully reversed" (Kingdon & Cassen, 2010, p.425). The text implies that not

having English as a first language becomes an advantage in later schooling, though it

is unclear how this is substantiated. It is also not emphasised that this is only true for

low SES pupils. The finding of the difference in achievement between white and

black Caribbean pupils to be smaller, and the difference between white and Indian

to be larger, at the low achievement end of the spectrum may be considered the

unique contribution of this study. However, it may be questioned whether what is

being observed is the effect of SES, where the larger gap in high achievement

between black Caribbean and white British students may be explained by a

difference in resources and access to good schools. Also, in considering whether the

relationship between low achievement (no grade above D at GCSE) and ethnicity and

high achievement and ethnicity differs, it is not explained why only the findings for

white British, black Caribbean and Indian are reported, making it hard to draw fully

informed conclusions.

The role of race and ethnicity in academic achievement has primarily been explored

from the perspective of the academic, although Gillborn and Kirton (2000) explored

how white working class boys, in an area with a high number of transient

populations, explained their educational situations and the role race played in these.

Focus groups with 125 year 10 pupils of different ethnicities revealed a tendency

amongst white British pupils to connect their educational situations to commonly

heard narratives in their communities, such as ethnic minorities taking resources.

The study gives the example of schools with higher percentages of ethnic minorities

receiving more funding to support language needs. Interviewed white British boys

attending a school with fewer ethnic minorities than many schools in the area

expressed the belief that for their school to receive money they needed to have

more "foreigners" or "Asians". The importance of resources for achievement has

been discussed previously (Unnever et al., 2000; Sirin 2005) and surfaces again here.

The boys also expressed their concern at the change of the demographic make-up of

the area and the subsequent decline in the number of white British families. Based

on interview findings, Gillborn and Kirton (2000) call for the interplay of race to be

considered in educational policy aimed at raising attainment, in place of reliance on

accounts of the role of masculinity. They state this is true for white British and black

students, who are commonly over-represented in low ability sets and portrayed as

the problem, believing white British boys are beginning to exhibit a similar belief in

their racialised marginalization in education. Gillborn and Kirton (2000) consider this

belief to be mistakenly held, suggesting what is, in fact, being experienced are the

effects of social class and SES subjugation.

Although this study sheds light on the implications of differing educational

experiences between ethnicities for white British pupils' achievement, it must also

be considered that this was a purely qualitative study, therefore limiting the generalisations that can be made beyond the used sample. It should also be noted that the study took place in an area with existing racial tensions and a visible right wing presence that may have already exacerbated the participants' sensitivity to difference and increased tendency to blame.

2.5.6 Summary of part 1 literature review

Much of the research investigating the underachievement of white working class pupils tends to rely on explanations of differences in levels of aspiration between ethnicities, between classes and between parents and schools. There is also some discussion of what aspiration means to whom (Stahl, 2012), as noticeably many articles refer to this as being the issue, without defining what aspiration is. Differences in available resources and parental involvement are also quoted as contributing factors, particularly between classes and families of differing SES.

The majority of studies reviewed compared low SES white British pupils to other ethnicities, but none included high attaining low SES white British boys as this study has. All except Stahl's "Success on The Decks" study (2013) were deficit-focused, pointing out what was wrong with this group of boys, and the various ways they or their families were believed to be lacking. Unlike the deficit model studies reviewed here, the current study planned to learn from instances where things were going well academically for WWCBs and try to learn from this, as well as speaking with low attaining boys to identify strengths as well as weaknesses in the system.

Much research has been conducted in the area of academic attainment, ethnicity and socio-economic status; however, the researcher was able to find few employing a mixed methods methodology. Research solely exploring inter-ethnic differences and similarities as Kingdon & Cassen (2010) suggest would be useful, was also not able to be found. However, the current study does this. Most sourced studies employed either purely quantitative measures seeking statistical evidence of the impact of varying factors on achievement and quantifying views, or pure qualitative methods exploring views and opinions. In using just one approach, either the richness of human expression and experience or the robustness, surety and added generalisability is missed. The current study employed mixed methods, providing both depth and accuracy of measurement.

2.3 Section 2 A critical review of the empirical and theoretical basis of the SAAS-R

The School Attitude Assessment Survey-revised (McCoach, 2002) was used in the current study to explore whether a group of average to high and low attaining white working class boys differed in their academic self-perceptions, attitudes towards school, attitudes towards education, goal valuation, or motivation and self-regulation. These attitudes represent factors known to be associated with achievement. This literature review reports on research, which either supports or challenges the relationships between achievement and each of the five factors of the SAAS-R and underpinning psychological theory. This is to help gauge how confident we can be in the use of the SAAS-R in exploring underachievement.

2.3.1 Search procedure

The same inclusion and exclusion criteria were used for this section as in section 1
(see section 2.2.3), with the addition of only including studies employing
quantitative methodology. Therefore, systematic reviews, position papers and
qualitative studies were excluded. This decision was made to allow for the
identification and critical evaluation of statistical effects between the five factors
and achievement.

Using the database PsycINFO a systematic search was conducted on the five factors
of the SAAS-R by using each factor name as a search term, plus related terms
identified through; the Ebscohost thesaurus, PASS online, and terms used in related
articles. It was important to identify additional search terms beyond the names of
each factor, to avoid key literature being missed due to their employment of
different terms. Search terms used, produced hits and a final number of texts are
reported in table 3 below. Excluded research listed in Appendix 5.

Table 3 SAAS-R factors, used search terms, obtained hits and number of articles to be critically reviewed

Factor	Terms (In Key words)	Hits	Final texts
Academic self-perceptions	*Academic self-perceptions* OR Concept AND Achievement OR Academic Attainment*	15	5
Attitudes towards teachers & classes	*Attitudes* OR Feelings* OR Interest AND Teacher* OR Staff OR Authority OR Class OR Subject AND Achievement OR Grades OR Attainment*	31	6
Attitudes towards school	*Attitudes* OR Interest OR Affect AND School OR Learning AND Achievement OR Grades OR Attainment*	33	6
Goal valuation	*Goals* OR Goal valuation AND Achievement OR Grades OR Attainment*	(84) 17	5
Motivation and self regulation	Motivation OR Self-regulation* OR Self-regulated learning AND Achievement OR Grades OR Attainment	13	7

As the goal valuation search returned such a large number of articles (84 hits), further limiters were used to ensure the most relevant pieces were identified in a timely manner. This included selecting topics with a "major subject heading" of

goals, academic achievement and achievement. This yielded 59 hits. The limiter

"subject" was then applied to include school learning, educational attainment level,

academic achievement, schools, performance and goals. This returned 17 hits.

2.3.2 Ratings of credibility

To gauge the weight of each SAAS-R factor concerning its relation to school age

achievement, the database PsycInfo was searched using clear inclusion and

exclusion criteria and search terms. Abstracts were scanned for relevance, and

relevant papers downloaded. To judge the credibility and quality of literature

gathered through the above search procedure, the Quality Assessment Tool for

Quantitative Studies (QATQS, 1998) created by the Effective Public Health Practice

Project was used (see Appendix 7).

The QATQS covers eight areas: selection bias, study design, confounders, blinding,

data collection methods, withdrawals and dropouts, intervention integrity and

analyses. Each study's appropriateness and transparency are appraised on each of

the areas using set criteria. The first six areas are rated on a scale of one to three,

indicating "strong", "moderate" or "weak" quality in those areas. Global ratings are

as follows: no "weak" ratings = strong global rating of 1, one "weak" rating =

moderate global rating of 2 and two or more "weak" ratings = weak global rating of

3. In the standardised version of the QATQS the areas "intervention integrity" and

"analyses" are not rated on the 1 – 3 scale, but are discretely evaluated. As the

QATQS was designed for health based interventions, and very few of the studies in

the current literature review included such interventions, it was deemed appropriate that this area be considered but not included in the global rating. Analyses however were seen as being critical to all quantitative studies included in this review, therefore the researcher chose to include this area in the global ratings. In using the QATQS (1998) the decision was made to only score studies on the "blinding" criterion if they involved an intervention. As the global rating produced by the QATQS is not summative this was deemed appropriate, as it would have been unfair to rate an article on a non-applicable element.

The QATQS (1998) was used over other checklists that are more commonly used in the social sciences, such as the Critical Appraisal Skills Programme (CASP, 2006), because it allows for different quantitative methodologies to be critiqued using the same form and criteria. The QATQS (1998), although originally designed for the public health sector, covers all key elements that a sound piece of quantitative research should include. As well as this, the checklist is standardised and has been found to have good test-re-test reliability and internal validity. It also generates a rating scale that allows for the meaningful comparison of literature.

2.3.3. Critical review of empirical research pertaining to the five factors of the SAAS-R

The critical review of gathered literature for each factor is summarised in tables 4, 5, 6, 7 and 8 below. Please note, any blanks within the

critique column indicate an inability to identify issues with the reviewed study.

2.3.3.1 Academic self-perceptions literature

Table 4 Critical review of literature relating to the relationship between academic self-perceptions and achievement

Study	Main Findings	Critique	Global Rating
Bouffard, Marcoux, Vezeau & Luce (2003)	Perceived competence and intrinsic motivation differed by	All participants came from middle-class areas, therefore, raises questions about	2

	subject and declined over time, but beginning at different points for boys and girls. Also, intrinsic motivation was not found to relate significantly to achievement but perceived competence was.	generalisability. Also, does not specify at what point questionnaires were completed as perceived competence may differ at different times of the year e.g. Start of the year compared to the end or middle.	
Valentine, DuBois and Cooper (2004)	Found a small effect of self-belief on achievement and a stronger effect when the belief and corresponding achievement was domain specific.	-	1
Ray & Elliott (2006)	Found those with greater levels	Teachers selected participants. Opportunities	2

	of academic and behaviour competence had greater levels of self-concept. Also, that academic attainment, not solely, but with other factors, could accurately predict academic achievement.	for randomisation were not taken e.g. having teachers put forward a number of pupils then selecting one at random. Tools used are described but with no mention or indication of the validity of reliability.	
Silverthorn, Dubois & Crombie (2005)	Found the relation between academic achievement and academic self-perception included both stable and time specific traits (e.g. exam periods, transitions) of self-perception. Also that the effect between achievement and self-perception	More detail needed on what constitutes a trait like and time specific component of self-perception to allow the reader to draw informed conclusion	1

	is reciprocal, with one effecting the other over time.		
Trautwein, Lüdtke, Köller, & Baumert (2006)	Found strong associations between academic self-concept, self-esteem and academic achievement. But found that environment played a large role in this relationship with academic self-concept affecting self-belief more so in meritocratic environments.	This study was conducted shortly after the re-unification of Germany, and the authors state the learning experiences of those in the West and East differed noticeably. One might conclude that the learning experiences of those who have not experienced segregation and re-unification may also markedly differ, therefore calling the generalisability of this study into question	1

Table 4 highlights that most quantitative research into academic self-perceptions and academic achievement occurred during the 2000s, with much making note of a shift from uni-directional approaches to reciprocal models (Silverthorn, Dubois, & Crombie, 2005; Trautwein et al.,

2006). The question is raised as to whether prior achievement causes increased academic self-concept, or whether self-concept causes increased achievement (Valentine, DuBois, & Cooper, 2004). Few studies consider academic self-concept in isolation, but rather as one of many factors working in unison with global self-belief (Trautwein et al., 2006), motivation (Bouffard, Marcoux, Vezeau, & Bordeleau, 2003) or social adjustment (Ray & Elliott, 2006). This raises questions as to how much weight can be placed on academic self-concept literature.

This multi-dimensional approach suggests a shift in this field from considering general academic self-concept to domain-specific self-concept, where greater associations are found between academic self-perceptions regarding a specific subject and achievement in that subject (Trautwein et al., 2006; Valentine, DuBois, & Cooper, 2004).

2.3.3.2 Attitudes towards teachers and classes literature

Table 5 Critical review of literature relating to the relationship between attitudes towards teachers and classes and achievement

Study	Main Findings	Critique	Global Rating
Davis & Lease (2007)	Found that pupils rated by peers as not liked by teachers had poorer teacher relationships, more absences, reduced motivation and lower academic achievement.	The sample was adequate for the study and the school used had expressed an interest in the impact of teacher relationships. However, using more than one school may have added to the validity of this study and perhaps a school whose population was not 99% white to be more representative of the US.	1

Dever & Karabenick (2011)	Found that an authoritarian teaching style (high academic press & low caring) was significantly related to gains in academic achievement. Whereas caring teaching styles were only found to be nearly significant for Hispanic students. Also found that subject interest varied by ethnicity, gender and parental education.	This study investigated differences between ethnicities in relation to teaching style but had a skewed distribution with far greater numbers of Hispanic participants. Also, having participants complete questionnaires on their interest in maths while in maths class may have created bias. Also, no indication of invited compared to agreed numbers is given.	2
Hochweber, Hosenfeld & Klieme	Found that the relationship	Although it was stated this study drew on and	1

(2014)	between achievement and parental education and classroom composition could be mediated by classroom management effectiveness as rated and perceived by pupils.	was part of a larger project that all eighth-grade students took part in, it was not specified whether there was any dropout or whether pupils had the choice not to participate. This makes gauging the ethical consideration of the study difficult.	
Sullivan, Riccio, & Reynolds (2008)	Found that Hispanic pupils held most negative attitudes towards school yet most positive attitudes towards teachers. Therefore suggests there are other factors at play that affect Hispanic students' perceptions of school	The study recruited far more white students than African American or Hispanic but sought to investigate ethnicity differences. However, this is representative of the population. The authors themselves point out that the smaller sample sizes for ethnic minorities made it hard to be confident in conclusions from analyses.	1

	beyond teachers. Also found that boys held marginally more negative attitudes towards school & teachers than girls and unlike previous studies did not find negative perceptions increasing with age.		
Wong, Wiest, & Cusick (2002)	Found that perceived teacher autonomy i.e. feeling teachers allow you to learn things for yourself, was positively related to maths achievement and competence. However, it was found to be negatively related to	Although claiming to use valid and reliable measures, the study did not provide of indices of validity nor details supporting these claims. I also noted that despite being published in 2002 the study employed relatively old measures (1972 – 1985) without any justification as to why they were chosen or addressing potential	3

	reading achievement.	issues of relevance. It is also not clear as to how participating schools were selected, including how many were approached vs. agreed. That schools were encouraged to participate is all that is stated at the school level, and pupils were recruited on a voluntary basis. There is also no mention of dropout or whether more pupils came forward from some classes/schools compared to others. Such missing information would make replicability difficult	
Van De Gaer, Pustjens, Van Damme, & De Munter (2006)	Found that the attitudes of same-sex classmates had a strong impact on boys' language	Although the study specifies that schools were chosen at random in the first stage, it does not then specify how classes were chosen to	1

	achievement more so than girls. They also found that the quality of relationships with teachers and how integrated students felt more so effected the achievement of boys.	participate. Also, the study employed an attitude scale, which was designed specifically for the study but does not state if its validity was checked in comparison to an established measure.	

Research on attitudes towards teachers and classes as identified in table 5 appeared to consider attitudes towards teachers as a mediating variable, rather than one that directly impacts on achievement (Hochweber et al., 2014). Studies such as that by Davis & Lease (2007) sought to measure attitudes towards teachers in a vicarious rather than direct manner i.e. through pupils' perceptions of how teachers viewed their peers (Davis & Lease, 2007). Also, a number of the reviewed studies investigated differing attitudes towards classes and teachers between ethnicities (Dever & Karabenick, 2011; Sullivan et al., 2008) and genders (Van De Gaer et al., 2006). It was noted that no one study looked at the effect of holding negative attitudes towards teachers, compared to holding positive attitudes, in terms of their impact on achievement.

2.3.3.3 Attitudes towards school literature

Table 6 Critical review of literature relating to the relationship between attitudes towards school and achievement

Study	Main Findings	Critique	Global Rating
Benner & Graham (2007)	Found that school affect including worries about school was negatively impacted upon after a period of transition, specifically when transferring to a school with fewer pupils of a similar ethnicity.	The study chose only to include schools from areas of low SES to investigate ethnic congruence but does not state why. This leaves it open to negative interpretations. The reporting of analyses was also a little unclear, as the necessary information is not provided.	1

| Sullivan, Riccio, & Reynolds (2008) | Found that Hispanic pupils held most negative attitudes towards school yet most positive attitudes towards teachers. Therefore suggests there are other factors at play that effect Hispanic students' perceptions of school beyond teachers. Also found that boys held marginally more negative attitudes towards school & teachers than girls and unlike previous studies did not find negative perceptions increasing with age. | The study recruited far more white students than African American or Hispanic but sought to investigate ethnicity differences. However, this is representative of the population. The authors themselves point out that the smaller sample sizes for ethnic minorities made it hard to be confident in conclusions from analyses. | 1 |

Lee (2014)	In relation to attitudes towards school, the study found that Asian pupils held significantly more negative views towards school than Western pupils including those that were comparatively high achieving. Potentially due to experienced academic pressure in Eastern countries.	The study used calculated plausible attainment values instead of actual attainment scores but did not specify why. Rates of dropout or incomplete data are also not reported.	2
Smith, Schneider, & Ruck (2005)	In investigating the achievement of Black Canadian pupils, the study found that most believed	The study does not specify how many participants were identified/approached vs. how	2

	schooling could lead to success. Also, that girls held more positive attitudes towards schooling than boys and attitudes in both sexes were strongly predicted by parental values & support.	many took part, nor if any dropped out. Also, schools were not included in scouted organisations from which to draw participants, which as they also identify, could lead to bias. Also, parents who self-reported as students were removed from the analysis, yet the unemployed and homemakers remained. This decision is not explained.

The attitudes towards school literature shown in table 6 were found to overlap with the attitudes towards teachers and classes literature, as would be expected. Studies such as that by Sullivan et al., (2008), showed that attitudes towards school, and attitudes towards teachers and classes could be related yet distinct for some cultural groups. In particular, Hispanic students were found to hold negative views about teachers, while holding positive views about school. Ethnicity was shown to play an important role in the attitudes of young people towards school. The ethnic make-up of a school in relation to a pupil's own ethnicity was found to affect their sense of belonging to that school (Benner & Graham, 2007). Different ethnicities also experienced differing levels of academic pressure (Lee, 2014), and held different socially constructed interpretations of what school as an institution represents (Sullivan et al., 2008). Such findings have implications for the white working class boys of the current study and thinking about what schooling may mean for them and their families, now and historically.

2.3.3.4 Goal Valuation literature

Table 7 Critical review of literature relating to the relationship between goals and achievement

Study	Main Findings	Critique	Global Rating
Leondari & Gonida (2007)	Found that for upper elementary and junior high pupils, performance avoidance goals mediated the relationship between self-handicapping and maths achievement. Task goal (mastery goals) orientation was a negative predictor for self-handicapping. Also self-	The study does not state how many participants were identified, how they were approached, how many agreed to take part or any dropout. Also, only pupil reported parental education level was used to indicate SES, but it is not explained why.	2

	handicapping was related to the goal of pleasing others.		
Shen, Chen, & Guan (2007)	Found that in physical education, mastery goals significantly predicted individual interest and also found that interest impacted upon knowledge acquisition i.e. rules of softball, etc.	A substantial amount of information was not shared within the paper. Therefore, it was not known whether the sample was representative or whether there were any differences between groups/participants that needed controlling.	3
Urdan (2004)	Found that messages put out into the environment by school staff (classroom performance goals)	The study states the amount of complete data acquired but does not specify the level of dropout.	1

| | and performance avoidance were positively related to self-handicapping. Also self-handicapping was found to relate negatively to achievement (English attainment). | Also, all schools in the study were drawn from the same area, and it is not stated whether the demographic makeup or ethos of these schools were noted to be similar or different in any ways. This makes generalisability and representativeness of sample difficult to gauge. | |

Reviewed literature about the effect of goals on achievement, as shown in table 7, revealed that within the field of goals, goals fall into three distinct categories: mastery goals, performance goals and performance avoidance goals. The literature explains that each type serves a different purpose and leads to differing outcomes. Mastery goals i.e. a focus on increasing understanding and becoming skilled in an area, and performance goals i.e. a focus on being seen to perform well evidenced by grades or scores, were both found to impact positively on

achievement (Leondari & Gonida, 2007). However, the reviewed studies reported mastery goals in more favourable terms, as they not only

affect achievement but also increase interest and future engagement (Shen et al., 2007). The research also showed that achievement can be

affected by goal messages from within the environment, such as what is valued by the school or teacher e.g. passing exams or the application

of knowledge (Urdan, 2004). Performance avoidance goals are goals used as a form of defense; such goals can allow individuals to hide a lack

of ability. This may be done through self-handicapping e.g. procrastination or not asking for help; the under or over-use of this type of goal can

negatively affect achievement (Urdan, 2004).

Only a small number of articles could be found on goals and achievement using the set search criteria. This may in part be due to the

overlapping of literature between goals, and self-regulation and motivation. Motivation was frequently referred to within the goals literature,

with intrinsic motivation strongly relating to goals (Leondari & Gonida, 2007; Shen et al., 2007). In the SAAS-R development paper (McCoach &

Siegle, 2003) goal valuation is not spoken of discretely but as a factor influencing self-regulation and motivation. In fact, much of the literature

identified in table 8 refers to goals and motivation as sub-factors of self-regulation. For example, in the Perels et al., (2009), study goals and

motivation formed part of the self-regulation questionnaire used, whereas Metallidou and Vlachou's (2007) employed questionnaire listed

self-regulation as a factor of motivational strategies.

2.3.3.5 Motivation and self-regulation literature

Table 8 Critical review of literature relating to the relationship between motivation and self-regulation and achievement

Study	Main Findings	Critique	Global Rating
Glaser & Brunstein (2007)	Found that students who were taught writing composition strategies plus self-regulation strategies wrote qualitatively better stories than those who received no self-regulation training and those who received didactic writing composition teaching only.	This study only included participants from middle-class neighbourhoods in the same medium size German town. One may question whether such pupils are more susceptible and responsive to such instruction i.e. self-regulation techniques and writing strategies. Therefore,	1

		questions of generalisability to pupils of lower SES or even high SES may be questioned.	
Metallidou & Vlachou (2007)	Found that self-efficacy was the strongest predictor of teacher rated comparative performance and cognitive, and self-regulation strategy uses. However, no differences in motivation and self-regulation were found between genders but levels did vary with age. Younger pupils showed higher levels of self-efficacy and task value belief	The questionnaire used was of considerable length (45mins) and could have led to waning engagement, therefore, effecting levels of validity. It is not stated whether teachers were blind to the hypotheses of the study that could have affected the validity of the teacher estimated achievement levels. It is not stated why pupils needed to be	3

	whereas older participants showed lower test anxiety. Self-efficacy, task value, cognitive and self-regulatory practices were found to correlate positively with each other within the subject area.	compared with their peers to gauge achievement rather than based on their own merit nor why actual attainment data was not used. There is also no mention of dropout or incomplete data.	
Perels, Dignath, & Schmitz (2009)	The main posit of this study is that it is possible to teach self-regulation strategies in conjunction with topic teaching. The study found that those who received self-regulation input and mathematical teaching	States that there may not have been an effect of problem solving because both groups (experimental & control) thought they were learning mathematic problem-solving strategies throughout the whole session.	2

| | performed better on a maths test (on divisors and multipliers) than the control group. Knowledge of self-regulation was also higher in the experimental group. However, the combined teaching style did not have any effect on motivation and problem solving. | This then suggests that the writers believed that participants were responding how they thought they should respond on the questionnaire rather than truthfully. Such thinking may have implications for the rest of the findings. The self-regulation knowledge test was not used with the control. Therefore, it cannot be known that the increase in self-regulation knowledge in the experimental group was due to the intervention alone. It is also | |

		not stated whether the teacher was aware of the studies hypotheses.	
Van Nuland, Dusseldorp, Martens, & Boekaerts (2010)	The main finding of this study was that intrinsic motivation alone was not enough for good academic performance. They conclude that intrinsic motivation needed to be coupled with high effort, regulation and meta-cognitive skills.	A relatively sound study but little contextual information given. Therefore hard to ascertain validity and generalisability of findings.	2
Xu, Benson, Mudrey-Camino, & Steiner, (2010)	Found that parental involvement encourages self-regulated	-	1

	learning with parental education, expectations and school involvement having the greatest effect. Frequency of parental homework had a detrimental effect on self-regulated learning and reading achievement. However, the relationship between parental involvement and achievement was moderated by high self-regulated learning.		
Eilam, Zeidner, & Aharon (2009)	In investigating the interrelatedness of conscientiousness, self-regulated	Study stated how classes were chosen but not how the school was selected. Also, the school	3

| | learning and achievement, this study found SRL directly affected achievement. SRL and conscientiousness were found to be strongly related with SRL also mediating the relationship between conscientiousness and achievement. | used was predominantly middle class and, therefore, may not be representative of the intended population. It was also not specified whether participating teachers were aware of the studies' hypotheses, which could bias findings. It was not specified whether literacy difficulties were controlled for or supported in the enacted self-regulated learning data collection that relied on written reports or the 76-item questionnaire used. | |

Regarding the effect of motivation and self-regulation on achievement, both were found to positively relate to achievement and found possible to teach (Glaser & Brunstein, 2007; Perels et al., 2009). The research, however, suggested that motivation alone was not enough to lead to good achievement and that metacognitive strategies, self-regulation, and effort were also needed (Van Nuland et al., 2010). Parental involvement was also identified as a mediating variable between motivation and achievement (Xu et al., 2010).

Based on the QATQS (1998) produced global ratings, the strength of literature within this search was weakest for motivation and self-regulation and strongest for academic self-perceptions and attitudes towards school. However, from the critical review of empirical research about the five factors of the SAAS-R, it can be concluded that there is a relatively robust body of research supporting each of the five factors and their impact on achievement whether discretely or in unison with another factor.

2.3.4 Theoretical underpinnings of the SAAS-R

Van Nuland et al., (2010) acknowledged the complex relationship between motivation, goals and self-regulation, in particular, explaining that many models of motivation came from self-determination theory and achievement goal theory. Owing to the considerable amount of interrelatedness between the literature of the five factors, one might question the accuracy of the SAAS-R regarding its ability to accurately measure what it intends to measure (see section 3.6.5 for a discussion of the construct validity of the SAAS-R).

Similar to Van Nuland et al., (2010) the researcher noted a considerable amount of interrelatedness between the literature of these three factors but also noted, within reviewed literature, recurring underpinning theories that were also mentioned in the SAAS-R creation article by McCoach & Siegle (2003). The researcher felt it might be the shared theoretical underpinning of the SAAS-R that resulted in the overlapping of literature, rather than a lack of supporting literature for a particular factor such as goal valuation. The noted psychological theories were that of motivation, self-determination, social comparison and achievement goal theory. Along with the empirical research reviewed in section 2.3.3, this section seeks to provide support for the theoretical underpinnings of the SAAS-R.

Motivation

The recurring narratives of aspirations, goals and motivation are all linked. One requires some motivation to set goals and to work effectively towards them, and it is these short or long term goals that lead the way to the fulfilment of aspirations. In education, motivation may be shown through the completion of home and class work, by revising or contributing to class discussion. An educational goal may be to achieve a certain number of GCSEs, so as to gain a place on a college course, leading to a university place that may eventually lead to the aspirational career. Of course, this is a particularly narrow view of the motivation, goal, aspiration link but a commonly ascribed and expected one in the UK. It is known that people are more engaged, perform better and retain more information when they are motivated and particularly when this motivation is internally driven. Extrinsic motivation, which refers to engaging in an act because it leads to a separate outcome, can lead to tasks being completed with resentment or disinterest, or if the individual sees value in the task, with willingness. Intrinsic motivation is defined as "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (Ryan & Deci, 2000, p.56)

In the late 50s, animal studies led to the discovery of intrinsic motivation when researchers such as White (1959) noticed animals would partake in inquisitive or playful behaviours without reward. According to Ryan and Stiller (1991) compared to extrinsic motivation, intrinsic motivation leads to deeper learning, greater enjoyment and greater creativity, but can be undermined by the behaviours of those

around you and the environment. Lepper & Iyengar (2005) support this line of thinking and using a sample of 797 primary and secondary age pupils, found intrinsic motivation was positively correlated with achievement. The also found that extrinsic motivation was negatively correlated with achievement. The study also found that while extrinsic motivation levels stayed constant over time, intrinsic motivation reduced with age; this, therefore, raises the question of whether achievement decreases over time if achievement and intrinsic motivation are linked.

Self-determination theory

Self-determination theory was borne out of research by Deci (1971), who began investigating the effects of extrinsic reward on intrinsic motivation and found that rewards undermined intrinsic motivation. From this work, a theory of motivation, personality and optimal functioning was proposed which stated that all humans were naturally driven to learn, and intrinsically motivated, but also took into account one's behavioural regulation, inner resources and environment (Deci, Vallerand, & Ryan, 1991). The theory says to spur innate motivation, and reach optimal functioning, the psychological needs of competence, relatedness and autonomy must be met.

"In the relative absence of such nutriments, these natural processes will be impaired, resulting in experiences, development, and behaviours that are less than optimal" (Deci and Ryan in Van Lange, Kruglanski, & Higgins, 2011, p.417).

This theory has a number of implications for education including considering the extent to which educational environments support a child's psychological needs. Thinking of the meritocratic education system of the UK, where great importance is placed on grades and children are set by ability; one might consider what effect this has on children's self-perceived competence. A child may feel incompetent if their grades suggest so, if they are placed in a low set or, in the case of WWCBs, the media says so. The previously reviewed work of Bouffard, Marcoux, Vezeau, & Bordeleau (2003) showed the impact of perceived competence on academic self-concept and subsequently achievement (see table 4). Also, if motivation is innate as the theory claims, then this suggests it is something to be nurtured rather than created and that no one person is without motivation or aspiration as literature on WWCBs suggests.

Social comparison theory

Social comparison theory, which was originally coined by Festinger (1954), suggests that individuals come to know themselves by comparing their beliefs and abilities to those around them. Comparisons can occur in either an upward or downward direction. Upward comparison involves comparing yourself to those who are "better" in a particular sphere including religion, talent, looks or academic ability. This type of comparison can be detrimental to one's self-esteem whereas downward comparisons to those in a "worse" position can be esteem enhancing (Blanton, Buunk, Gibbons, & Kuyper, 1999). As well as self-esteem, these types of comparison can also effect motivation and performance.

A study by Altermatt & Pomerantz (2005) looked at the effect of having high versus low achieving friends on attainment and self-concept. The study found that low achievers who befriended high achievers viewed themselves less positively but achieved better academically than low achievers with low attaining friends who saw little to effect on their self-esteem.

One might deduce that if comparing yourself to others affects your self-perceptions in such a way, then being compared to others may have a similar effect. The educational implications are great, in an environment where pupils are constantly being compared to each other on numerical and alphabetical scales of achievement and where a pupil's sense of worth as a learner is often gauged from teacher feedback. It is known that self-perceptions are related to academic achievement (Bouffard et al., 2003; Silverthorn et al., 2005; Trautwein et al., 2006; J. C. Valentine et al., 2004). Therefore maintaining positive teacher relationships and increasing positive environmental feedback may be beneficial if we are to encourage effort in learning and support wellbeing.

Achievement Goal theory

Just as there are different types of motivation, there are also different types of goals. Achievement goal theory born out of work by Dweck and Leggett (1988) states that different outcomes can arise depending on an individual's goal framework. Dweck describes two main types of goals; learning goals focus on the process of learning and of mastery, whereas performance goals focus on indicators of ability such as test

scores. The theory also explains that these types of goals also lead to different responses when encountering failure. An individual with a learning goal framework may interpret failure as a need for more effort or learning and leads to continued determination. An individual with a performance goal framework may interpret failure as an indication of their low ability, and lead to anxiety or low self-esteem. How a child interprets failure is important in education, as it is through failing and trying again that we learn.

A meta-analysis by Rawsthorne and Elliot (1999) concluded that compared to mastery goals, performance goals had an undermining effect on intrinsic motivation. A study by Elliot, Shell, Henry, and Maier (2005) showed that performance goal participants were more susceptible to performance contingencies i.e. being able to participate in the next phase depending on score in a previous, than mastery goal oriented participants. They state that this was because performance orientated participants are concerned with external validation and evaluation; whereas mastery orientated participants are less so.

Summary

Achievement motivation is defined as, "a willingness to strive to succeed at challenging tasks and to meet high standards of accomplishment" (Shaffer and Kipp, 2010, p.208). However, willingness can be mediated by whether the task is intrinsically or extrinsically motivated, whether the goal is performance, mastery or avoidance, whether psychological needs have been met and belief in your ability

compared to others. Therefore the use of the SAAS-R to measure motivations, self-perceptions, relationships and not only goals, but goal value, is invaluable when exploring achievement.

Chapter 3: Methodology

3.1: Chapter Overview

This chapter outlines the purpose of the undertaken study, the research methods employed and ethical considerations. The epistemological position of the researcher and its fit with the chosen methodological approach is also discussed. Each step of the mixed methods sequential design is described and critically analysed regarding its appropriateness and validity, including the design, sampling procedure and rationale for the use of specific methods.

3.2 Research Purpose

"The purpose of research is to discover knowledge: that is, to know something that was previously unknown" (Leong and Austin, 1996, p.93).

White British boys in receipt of free school meals (FSMs) are the focus of this study because, over decades in the UK, boys from working class families have consistently been among the lowest academically attaining groups. This study is particularly significant as the white working class, from which many children on FSMs come, is the largest ethnic and social group in the UK education system and amongst the lowest attaining. The true extent of this underachievement is often masked by

statistics skewed by the higher achievement of their middle and upper class

counterparts. The Department for Education recently published statistics that

showed that only 26.4% of white boys eligible for FSMs achieved 5 or more A* - C

GCSEs including English and maths compared to the national average of 58.8%

(Department for Education, 2013).

If we think about the complex link between theory and research, we can say that

research informs theory. Theory, if it accurately reflects the true situation, can allow

us to predict events or, in the case of this study, preempt events based on known

correlated factors (Leong and Austin, 1996). By identifying factors related to

attainment, through increased awareness and understanding, educators and policy

makers can attempt to guard pupils against possible negative educational outcomes

and design targeted early interventions, focusing on areas that have been found to

be important for WWCBs.

It is known that gender and poverty are factors influencing achievement, but such

factors are difficult for teachers to tackle at the classroom level. However, the

researcher believes psychological factors, such as those identified and measured by

the School Attitude Assessment Survey (SAAS-R) (McCoach, 2002), may be more

readily tackled. For example, if teachers know low attaining WWCBs may have less

positive attitudes towards teachers than their higher attaining counterparts, working

to improve the relationship between teachers and pupils may support low attaining

pupils. In this way, positive changes can be made to help minimise the chances of

later academic underachievement and narrow the attainment gap between WWCBs

and their peers. It may have also given the participants a better understanding of

their educational views and influences, thus empowering them, as we rarely have

the chance to unpick in detail what affects our learning.

This exploratory piece of research has great importance because of the number of

pupils in England it pertains to, and its potential to help schools, local authorities,

parents and the government better understand and subsequently increase their

chances of effectively supporting pupils.

This study addresses the purpose of the research by seeking to identify statistically

significant differences in attitudes towards education between high attaining and

low-attaining WWCBs on FSMs, and by verbally exploring the beliefs that relate to

these factors from the perspective of the low attaining child.

3.3 Research Paradigms

3.3.1 The pragmatic paradigm and rationale

Pragmatism is a long-standing, widely used and widely held epistemological stance originating in the United States and dating back to the 1870s (Shook and Margolis, 2009). It is concerned with conducting practical research in a practical manner and is often derived from an encountered real world problem or event, where further useable information and insight are needed. In this way, it is often primarily driven by perceived need rather than theory alone and, as a stance, allows for the use of theoretical insight to be drawn on in order to seek answers.

In terms of its view of the relation between empirical research and truth, pragmatism, unlike social constructivism, does not state that there are many truths. Nor, as with positivism, are claims made that there is only one truth that is directly observable. Pragmatism is interested in "what works" (Robson, 2011). The methodological approaches drawn upon vary according to what works, or is most likely to work, and what will provide useful information for the investigation at hand.

As an educational psychologist and applied psychologist the researcher was interested in obtaining information that might be applied in the world in which they work. The ability of the pragmatic stance to discover such information was deemed invaluable. This study is grounded in culture and interested in the educational values and views of the WWC. Therefore a philosophical stance that is oriented towards

research acknowledging the importance of cultural values, such as pragmatism, is wholly fitting.

Pragmatism is also shown to be fitting, as it acknowledges the interaction between the external physical world and the internal intra-psychic world which is important, as the study involved using a questionnaire to measure psychological factors known to impact on the physical world of young people i.e. their educational attainment.

3.4 Mixed methods research and Rationale

Pragmatism advocates pluralism, which is the flexible choice of research methods based on what the researcher believes to be most suitable. In line with the pluralistic view, a mixed methods approach was used within this study, as the researcher believed both qualitative and quantitative methods are useful in gathering information about the world. Furthermore, the mixed methods design fitted with the pragmatist stance in that pragmatic researchers tend to "conduct their studies in anticipation of results that are congruent within their value system" (Robson, 2011, p.27). Initially, in response to prior reading, the researcher hypothesised the low and average/high-attaining groups would differ on at least one factor of the SAAS-R, so a second phase was included. In planning, the second phase was to explore in further detail the factors for which the low and average/high attaining groups were found to differ with statistical significance in the first phase. In eventuality, no significant differences were found but it was felt to be still of interest to have a conversation

around these factors with the boys.

The current research aimed to explore the pertinence of factors known to relate to achievement with WWCBs and hoped to identify further or alternative factors through quantitative and qualitative methods. As both methodologies have their weaknesses and strengths, a questionnaire constructed using factor analysis along with individual interviews was used to gain rich and complementary data, with the questionnaire identifying significant factors and the interviews exploring underlying beliefs and values concerning these factors and schooling.

3.5 Research Design

3.5.1 Non-Experimental comparative design

Non-experimental designs are commonly used when the purpose of the study is to observe and describe attitudes or phenomena such as achievement (McMillan, 2011). Therefore a non-experimental design was used, as, unlike the method of experimental design, the researcher did not wish to introduce new variables nor deliberately manipulate variables but rather to collect data around specified personal psychological characteristics in the setting in which they naturally occur. By the researcher not making any manipulations, they have disturbed the behaviours of interest as little as possible in the hopes of obtaining a true reflection of the pupils' attitudes towards education. Also, as phase 1 of the study was interested in the relationship between two groups i.e. whether there was a difference in attitudes

between low attaining and high attaining WWCBs, again a non-experimental design was found to be most appropriate. As there are many types of non-experimental designs, this study is also comparative in nature as it seeks to compare two samples on a number of variables.

3.5.2 Sequential design

A sequential mixed methods approach was used to create a strong, robust and rich study. Both quantitative and qualitative methodologies have limitations and weaknesses, but combining the two can help to "*neutralize or cancel the biases*" of the other (Creswell, 2003). As Cresswell (2003) suggests, the sequentially designed study began with a quantitative approach, which sought to test a theory or concept. The quantitative phase tested the concept that achievement is affected by the five known factors in the SAAS-R and that low and high attainers differ on these factors. This phase was then followed by qualitative interviews that allowed "detailed exploration with a few cases". The quantitative first phase was used as Green, Caracelli and Graham (1989) suggest, as a means to inform the additional method used, which, in this case, was the topic to be explored through qualitative interviews. In this way, the two phases of the sequential design are connected (Hanson, et al. 2005) with the quantitative phase, providing a statistically narrowed down focus for the qualitative phase to explore in greater depth if significant differences were found.

It is common for the weighting between the two phases in a sequential design to be skewed (Cresswell, 2003 and Ivankova, 2006), but within this study no priority in terms of importance or contribution was given to one over the other. The occurrence of the quantitative phase being conducted first stemmed purely out of necessity and practicality.

3.6 Phase 1 of research: Quantitative

3.6.1 Sampling

The researcher sought a sample of 40 - 60 participants to increase the likelihood of a normal distribution of scores within the sample to meet the assumption needed for significance testing (Hays, 1991). The inclusion and exclusion criteria for phase 1 were as follows:

1. Pupils must be male,

2. Pupils must self-report as white British,

3. Pupils must receive free school meals,

4. Pupils must not be registered as having Special Educational Needs,

5.   Pupils must be either:

    a. Currently achieving below the expected national average for their age in at least two core subjects including English, maths or science, or

    b. Be currently attaining the, or above the, expected national average for their age in at least two core subjects,

6. Pupils must be in year 7, 8 or 9.

The researcher chose to include key stage 3 pupils only, as this is the last key stage before pupils embark on their GCSEs and is where most achievement gap data is reported. It was therefore deemed interesting to investigate attitudes to education before the pressures of GCSEs, but with a group who were of an age where they may be able to somewhat confidently give voice to and report their attitudes and views, perhaps more so than younger key stage 2 pupils.

Non-probability purposive sampling was used to ensure participants meeting the pre-determined inclusion criteria for the study were selected. In order to do this the researcher obtained a list of schools with pupils who met the inclusion criteria from their service's School Improvement Team. Selective schools such as the borough's many grammar schools were excluded, as were Girls' schools and schools with only a few children in receipt of free school meals, so as to avoid singling out pupils and so that the potential stigma or feelings of difference that could be evoked. All schools with a number of pupils meeting the criteria were then approached and asked to participate (see Appendix 8 for head teacher invite). Of eight schools that were eligible, five were approached and of these, three responded and agreed to take part.

Schools who agreed to take part in the first phase of the study were informed verbally and in writing of the necessary study information (see Appendix 9), including participant inclusion and exclusion criteria.

The researcher felt it necessary to approach schools outside of their local

authority due to a lack of uptake, to ensure adequate numbers. With the assistance of a tutor, a fourth inner London secondary school was approached. The tutor was also the link EP for the school, therefore knowing it to have a number of pupils who could meet the study's participant criteria. The school agreed to take part, resulting in four schools in total, three outer London schools from within the researcher's placement borough and an inner London school. Once agreement was confirmed, initial meetings were had with the schools in which study details were discussed and explained, including timescales and the opportunity for further questions to be addressed.

An initial search of the school's database was conducted with staff in each meeting to gain an approximate number of eligible pupils. Electronic versions of the parent and child information and consent forms were sent to each of the schools to be sent home to pupils meeting the criteria. A number of the participating schools expressed the concern that sending out opt-in parental consent forms would result in a low return rate. They subsequently suggested that an opt-out style form might be more suitable. This was discussed with the researcher's supervisor and following agreement of their appropriateness, phase 1 information and consent forms were amended to opt-out, requiring parents who wished their child to take part in the study to take no further action and those who did not wish their child to take part to return the attached form. Parents were given one week to return the forms if they did not wish their child to take part (see appendices 10 and 11 for consent forms).

3.6.2 Participants

School staff used their school information management systems (SIMS) to identify

potential participants by filtering for FSM, ethnicity - White British, male, and in

years 7 to 9. Information and consent forms were then sent home for these pupils.

School A identified twenty-one pupils, however, after screening for pupils with any

learning related SEN, excluding those whose parents had chosen to opt-out of the

study and allowing for pupils not present on the day of questionnaire administration,

fourteen pupils took part. School B identified twelve pupils, and after excluding

those with SEN, those whose parents had opted-out and those not present on the

day, eight pupils took part. School C identified nineteen pupils; those with learning

related SEN, those whose parents had returned opt-out forms, those absent on the

day and two pupils who verbally opted-out were excluded. This resulted in twelve

pupils taking part. School D identified fourteen pupils; one pupil was absent on the

day, one had been temporarily excluded, and one was a school refuser. No opt-out

forms were received and no verbal refusals given, resulting in eleven pupils taking

part.

This resulted in a total sample of forty-five participants (N =45). There were no

dropouts during the study, perhaps due to the ease of the task and minimal time

needed. However, the researcher considered the role of pupil-adult dynamics and

questioned to what extent pupils felt confident enough to take up their authority to

refuse to take part, despite the information sheet stating they could do so without

explanation at any point.

Participants were 11 – 14 years old; eleven were in year 7, sixteen in year 8 and

eighteen in year 9. Thirty were currently attaining below the national average in at

least two core subjects, and fifteen were attaining above or at the national average

in at least two core subjects (See Appendix 1 for national curriculum expected

levels). This skew in the distribution of attainment is reflective of the current

educational situation amongst white British boys in receipt of free school meals in

England (See section 1.6.1).

3.6.3 Rationale for use of questionnaires

The current study wanted to explore factors related to the academic attainment of a

group of secondary school age pupils. Therefore the School Attitude Assessment

Survey-Revised (McCoach, 2002), a reliable data collection tool specifically designed

to measure the underlying factors of achievement in secondary age pupils, was

chosen (McCoach & Siegle, 2003; Suldo, Shaffer, & Shaunessy, 2008). The researcher

required a tool that allowed for the attitudes of a sample to be captured with the

intention of generalising to the population, which a questionnaire can do (Babbie,

1990 in Cresswell, 2003).

Questionnaires were used for the quantitative phase of this study because they are

relatively quick, cheap and easy to administer; they have also been widely used in

the social sciences for a number of decades. Robson (2002) and Langdridge (2004)

state that questionnaires are useful for the collection of attitudes, values and

opinions of many. This makes questionnaires a fitting choice for addressing the research question of whether boys currently attaining below the national average differed in their attitudes to those attaining at or above the national average. Also, the fact that this study is interested in latent variables makes the use of questionnaires suitable, owing to their ability to measure latent psychological constructs through multiple items or indicators. The operationalisation of variables that questionnaires provide allows for psychological constructs such as attitudes to be translated into quantifiable and observable data.

An alternative method for the phase 1 data collection could have been the use of a series of focus groups, comparing the attitudes of high and low attaining boys of different cultures, with a view to then comparing their attitudes and views to those of WWCBs. Questions such as, "*What does education mean to you?*" and, "*How important is education to you?*" may have been used, however upon reflection it could be seen that these initially generated questions were primarily based on the researcher's opinions and hypotheses rather than known factors. Therefore, such an approach could be seen as subjective and prone to confirmation bias in the selection of questions. Running focus groups can also be very time consuming in comparison to questionnaires, which can be completed by the participant without direct assistance from the researcher and can reach a wide geographical area by being posted or emailed for example. It is also suggested that participants may be more truthful when responding to questionnaires owing to their anonymity and the absence of the researcher (Salkind, 2006), which in turn may reduce interviewer and response bias.

3.6.4 Advantages and Disadvantages of Questionnaires

Questionnaires have the benefit of lending themselves to further questions beyond those originally posed at the time of administration (Salkind, 2006). In this way, the SAAS-R allowed the researcher to create an interview schedule, which not only further explored the factors but also allowed for the exploration of questions that came to light through the active analysis of the questionnaire. A disadvantage of questionnaires is the poor return and completion rate, particularly when postal delivery is used as a method of administration. It is for this reason that the questionnaires in this study were completed in school under the supervision of school staff rather than having them posted home. It was noted that by the researcher not being present at the time of administration some knowledge of the context might have been lost. However, the researcher made efforts to familiarise herself with the school context and discuss in what setting (e.g. end of assembly, registration, a separate room) the questionnaires would be completed.

Another advantage of questionnaires is the level of confidence around their use in the research community due to the scientific level of rigour in their construction and administration. This may again provide reassurance to the audience of the validity of the study's findings and may also increase the study's appeal by bridging the qualitative – quantitative divide. Because questionnaires use the same fixed set of questions for each interviewee, a level of reliability is provided that other non-fixed methods do not.

It may also be considered that questionnaires produce data of debatable quality due to the reduced level of involvement from participants, compared to more taxing and engaging methods. It has been proposed that participants may be driven by "politeness" and a want to be seen in a "positive light" rather than to express their true feelings (Leong and Austin, 1996). The issue of quality was mediated by the sequential nature of the study, with the qualitative phase building upon the questionnaire findings. The researcher chose to be absent during the completion of the questionnaires, to allow schools to have them completed when most convenient for them and the pupils, rather than trying to fit the researcher's availability. Also, non-teaching staff supervised participants in an effort to reduce respondent bias.

3.6.5 The search for an appropriate tool

For this study a tool that could explore the underlying factors related to attainment was needed. The researcher required a measure that had the ability to differentiate between low and average/high attaining WWCBs.

Creating a sound and robust questionnaire takes a great deal of time, as it needs to be thoughtfully designed and piloted. As the researcher had a limited amount of time, the decision was made to use an existing questionnaire so as not to risk compromising the soundness of the study and its findings by using a hastily constructed measure. It was important to choose a well-written, statistically sound and relevant questionnaire for this study that had been rigorously constructed and

validated, so both the researcher and the audience could be confident in conclusions drawn from the collected data.

In searching for an appropriate measure the Pupil Attitude to Self and School measure (G-L Assessments, 2010) and the School Attitude Assessment-Revised (SAAS-R) (McCoach, 2002) were identified. Both measures were found to be statistically sound and inclusive of factors known to affect educational achievement at the level of the individual. The SAAS-R had 35 questions compared to the PASS's 50 and, therefore, would take less time to complete. This is beneficial when working in time-limited schools and for maintaining pupil attention. After considering cost, the researcher chose to discount the PASS due to the expense and a lack of funds to support the study. The author of the SAAS-R confirmed via email that the tool could be used free of charge, however, before settling on the SAAS-R, the measure was thoroughly investigated.

3.6.5.1 Investigation of the SAAS-R

In this section, two studies are critiqued. The first by McCoach and Siegle (2003) describes the design process of creating the SAAS-R. The second is an independent investigation of the validity of the SAAS-R by Suldo, Shaffer and Shaunessy (2008). Both studies were reviewed using the Quality Assessment Tool For Quantitative Studies created by the Effective Public Health Practice Project (QATQS, 1998) (see Appendix 7). Each was reviewed to ascertain how confident we could be in each

study's findings, and subsequently how confident we could be in the robustness of

the SAAS-R and its use as a reliable and valid tool in the current study.

McCoach and Siegle's (2003) study gained a global rating of 2 on the QATQS, which indicates a quantitative study of moderate quality. This

score was ascertained by looking at the following areas:

Study	Criteria	Critique	Rating
McCoach and Siegle (2003)	Selection bias	The participants used in the validation process were somewhat likely to be representative of the target population of secondary school age pupils. This is based on the use of large and different samples for each pilot phase following the checking of each models fit and the overall sample including a school in a middle-class area, one in a lower SES area, a talented pupil programme and schools across a further 27 school districts. Therefore, the overall validation sample included pupils of differing levels of academic ability, from different ethnic backgrounds and across high school year groups. However, we cannot be certain of this because convenience sampling was used throughout rather than stratified random sampling or clustering. It is	2

		also not stated how many schools were approached, compared to the number who took part, nor how these schools were approached.	
	Study design	The validation process took on two parts; the first checked the psychometric properties of the tool and used large samples of secondary school age pupils to gather data that could then be analysed to ascertain model fit and discriminant validity. The second phase sought to check the criterion validity of the measure and used a large sample of gifted and talented (G&T) pupils, who had been categorised as achieving or underachieving based on clear criteria, which was shared with participating schools. Using a two-phase approach seems appropriate to meet the aims of the study that was to develop a sound tool that could measure five factors known to be linked to achievement, and to use this five-factor model to identify low and high achievers based on their attitudes.	1
	Confounders	A skew in gender is reported within the second phase of validation (criterion	2

		validity check with gifted and talented pupils). There were three times as many males in the underachieving G&T group as females while the high achieving group had equal numbers. The authors explain this by referring to the wealth of achievement literature that commonly states boys are over-represented amongst underachievers. The sample was also skewed in terms of ethnicity, as 78% of the second phase sample was white. This raises questions about generalisability.	
	Blinding	No intervention used for the participants to be blinded to	N/A
	Data collection methods	All data was collected anonymously with the assistance of an informed contact person in each school. As checking the psychometric properties was an iterative process, data was collected using the version of the tool that was being piloted at the time. The final version of the tool used to gauge criterion validity in phase 2, had in phase 1 been found to have moderate positive inter-correlations between factors (.30 to .65), reliability coefficients of	1

	above .85 and overall reasonable fit (X^2 (550) = 1,581.7, CFI = .911, TLI = .981, RMSEA = .059, SRMR = .057). This suggests the data collection methods used were valid and appropriate for the study.	
Withdrawals and dropouts	The authors state that, out of 645 students, only 537 complete cases were used when checking the psychometric properties of the tool. One must presume from the wording that those not used produced incomplete surveys and were therefore excluded. Withdrawal and dropout are not mentioned in the study, so it is not known what the withdrawal process was or how many pupils were eligible to take part compared to the number who chose to take part.	3
Intervention integrity	Non-intervention study	N/A
Analyses	Confirmatory factor analysis was used to assess the fit of each revised model, including inter-correlations between factors and unique variances of	1

| | | questions. Reliability analysis was also used to assess the internal consistency of the model. T-tests were used to identify mean differences between low and high achieving gifted pupils on each of the five factors and a Bonferroni adjustment used to control for type 1 error (the incorrect rejection of the null hypothesis) that can occur when running a series of T-tests. Statistical analyses used within the study appeared to be appropriate. | |

Suldo, Shaffer and Shaunessy's (2008) study gained a global rating of 1 using the QATQS, which indicates a quantitative study of strong quality.

This score was ascertained by looking at the following areas:

Study	Criteria	Critique	Rating
Suldo, Shaffer and Shaunessy (2008)	Selection bias	The participants selected are somewhat likely to be representative of the target population. The study sought to extend the use of the SAAS-R beyond the gifted and talented population and, therefore, used a sample of 321 high	2

school pupils; 142 of whom were enrolled in a college preparatory

programme. The sample included pupils of different SES, with numbers of

free school meal pupils given; pupils of different ethnic backgrounds, with

numbers given; and of different academic abilities, with numbers classified as

gifted and talented given. One might question the representativeness of the

sample, as all participants came from one high school in a rural southeastern

state of America. It also not specified how the school was recruited, or if

others were approached.

Consent and information letters were distributed to all pupils of the one

participating school, apart from those in the schools SEN units; however it is

not stated why. Bias was minimised by inviting all mainstream pupils to

participate in the study and using raffled gift certificates (one per year group)

as an incentive. This may have widened the participant pool from those likely

to take part out of interest, to potentially less engaged pupils incentivised by

		the raffle.	
	Study design	This was an evaluative study, using a quantitative approach to evaluate the psychometric properties of the SAAS-R by comparing participants' responses on analogous measures to those on the SAAS-R. The design, therefore, seemed appropriate	1
	Confounders	As this was not an interventive or comparative study, no important differences between groups can be noted. However, there was more female than male participants in the study, but it is not stated what effect this may or could have on findings. The nature of the study was such that it is unlikely that this slight skew may be considered an important confounder. The author does state that to control order effects participants were grouped, with each group completing measures in a different order.	1
	Blinding	Non-interventive study, also no experimental manipulation	N/A

	Data collection methods	Data was collected using the SAAS-R (the measure to be evaluated). Participants also completed the following measures: Self-Efficacy Questionnaire for Children (Muris, 2001); School Climate Survey–High School Student Version, Revised (SCS; Haynes, Emmons, & Ben-Avie, 2001); School Satisfaction subscale of the Multidimensional Students' Life Satisfaction Scale (Huebner, 1994); Time spent engaged in homework; Academic achievement (GPA); Attendance history, and in-school conduct reports. Indicators of reliability and internal consistency were given where appropriate. Therefore, data collection methods appeared to be valid, reliable and appropriate.	1
	Withdrawals and dropouts	The number of participants choosing to withdraw was not given. However, the percentage of pupils that agreed to take part out of those approached was given. The number of participants with outlying data and, therefore, removed before analysis was given. Also, the number not included in the criterion validity analysis because GPAs were not available was given.	2

	Intervention integrity		N/A
	Analyses	Exploratory factor analysis was used to seek evidence of a five-factor model within the SAAS-R. Evidence was found for the existence of this model and the adequate loading of all 35 questions on their intended factor. Confirmatory factor analysis was used to seek further evidence of a five-factor model this time using item parcels (groupings of questions) rather than individual items. Evidence was found, and the model was found to exceed the good fit criteria with inter-correlations showing each factor to be related yet separate from each other. Multivariate and univariate tests were used to assess whether attitudes towards learning and school as measured by the SAAS-R differed by achievement group (low average or high). The tests found the groups significantly differed. A follow-up Tukey test was used to explore further the group differences and found low achievers reported significantly	1

lower scores on the SAAS-R than average and high achievers. Correlational

analysis was used to assess convergent validity of the SAAS-R and found each

factor of the SAAS-R to correlate moderately to highly with one of the seven

comparative indicators mentioned in the data collection methods section.

Therefore, analyses are deemed appropriate and informative.

3.6.5.2 Use of the SAAS-R

In their paper, McCoach and Siegle (2003) explain the need for a tool that allowed for the comparison of heterogeneous groups of achieving and underachieving adolescents. Therefore, they undertook a study with the aim to create,

"…A psychometrically sound instrument to measure adolescents' attitudes toward school, attitudes toward teachers, goal-valuation, motivation, and general academic self-perceptions that can be used to explore the underachievement of secondary school students" (McCoach and Siegle, 2003, p.415).

The finding of the tool to have good content validity, criterion validity and to be reliable by McCoach and Siegle (2003) and by Suldo, Shaffer and Shaunessy (2008) shows this aim was met. Both studies provided robust evidence as to the validity and reliability of the SAAS-R, as detailed in section 3.6.5.1, and, therefore, the tool was deemed appropriate for use in the current study.

The revised version of the SAAS-R was therefore used in the current study, as it was not only found to be reliable and valid but to have many positive features. Positive features include a brief structure and accessibly worded questions, a grounding in previous research, with the authors only trialing and including factors previously shown to be linked to academic achievement, identified through a thorough literature.

A limitation to the applicability and use of the SAAS-R in the current study is that although robustly validated, it has only been validated using US populations. The researcher, therefore, took this into account when considering the appropriateness of the measure for a UK sample. It was believed that although not tested on a UK sample, it was still appropriate due to the measure having been constructed in English, tested in a country where English was the first language and has a similar education system i.e. free schooling, compulsory attendance until age 16, five day school week, etc. Also, the current study used the measure to make comparisons between two groups rather than using the standardised scoring to compare individuals. American specific terms were removed to increase the appropriateness of the measure for use with a UK sample, e.g. Part two of the questionnaire, which asks for pupils' cumulative GPA. See Appendix 12 for the SAAS-R measure.

3.6.6 Quantitative analysis

In order to record and prepare the questionnaire responses for analysis, each item from the questionnaire was entered in a shortened form into a blank Social Science (SPSS) Version 21.0 spreadsheet. Participant's responses to the SAAS-R along with their year group were then recorded in the prepared spreadsheet using allocated ID's, which identified which group they belonged to; 1 = Achieving below the national average; 2 = achieving above or at the national average. A total and average score across all 35 items was calculated for each participant, as well as a subscale score for each of the five factors of the SAAS-R. Subscale scores were calculated as

specified in the SAAS-R's scoring rubric (see Appendix 13)

A missing value analysis (MVA) in SPSS revealed fifteen missing values across participants on the questionnaire items. As the study did not yield a large sample, the researcher decided to use the estimation maximisation function to increase the potential power of any following analyses. This function replaces missing values by assuming the shape of the distribution for the incomplete data and calculating the likelihood of a values occurrence under that distribution.

Descriptive statistics including measures of central tendency and dispersion were generated along with graphical representations of the data, which were used to aid visual inspection of the data. Box plots and histograms fitted with distribution curves were used to check the data for outliers. Skewness and kurtosis were checked and found to be within the normal range.

A T-test was used to address the quantitative research question of whether low and average/high attaining white British boys on FSMs significantly differed in their attitudes towards school as measured by the SAAS-R. The T-test is a very well established parametric test used for identifying mean differences between groups; it was therefore used to detect differences between the groups on each SAAS-R factor that met the assumptions of parametric testing. The non-parametric Mann-Whitney U test was used to detect differences between groups for factors that did not meet the assumptions of parametric testing. This is discussed in section 4.2.2.

3.7 Phase 2 - Qualitative research

3.7.1 Sampling

In order to obtain the needed sample of 4 – 6 participants for this phase of the study purposive sampling was used, which according to Robson (2002) is a commonly used approach in fixed design research. Purposive sampling was used to ensure the research question could be answered using the target population. Also, to ensure recruited participants met the study's inclusion criteria of being male, self-reporting as white British, receiving free school meals, not be registered as SEN and currently achieving below the expected national average for their age in at least two core subjects including English, maths or science. The phase 2 inclusion criteria differed from the criteria used in phase 1, as only boys attaining below the national average were eligible for phase 2. Participants were recruited from a school with which the researcher had a good relationship and which, after participating in phase 1, showed interest in and agreed to take part in phase 2. Therefore, pupils eligible to take part in phase 2 were a subset of those identified as eligible to take part in phase 1 from school A.

Once the school had formally consented to take part (see Appendix 8 and 9 for the invite and school thanks, letters), information and consent forms were sent out to pupils and parents who met the inclusion criteria (See appendices 14 and 15 consent

forms phase 2). The forms explained the purpose of the study and nature and length of the interviews.

3.7.2 Participants

Participants were selected from school A, an outer London mixed- sex comprehensive school for 11 – 16-year-olds within a highly multi-cultural area of mixed socio-economic status. Eight pupils in year 9 who met the specified research criteria were identified; of those eight pupils, six were present on the day of interviews and consented to take part. Because of the anonymisation process it could not be guaranteed that all participants who took part in Phase 2 also took part in phase 1. This means a pupil who was eligible for phase 1 but was absent from school during the phase 1 data collection could still have taken part in phase 2. What can be confirmed is that participants for phase 2 were selected from a subset of the phase 1 sample pool. All participants were either 13 or 14 years old. As specified, all were underachieving in at least two core subjects at the time of interview. Participants were given a choice of periods in which the interviews could take place within the school to ensure lessons they particularly enjoyed were not missed, as this may result in a lack of engagement during interviews.

3.7.3 Rationale for use of interviews

Semi-structured interviews are the most widely used qualitative research tool within

the social sciences (Willig, 2001). The researcher chose to use interviews as a means

for elaboration around the topics covered by the SAAS-R and to gain richer, deeper,

detailed data from respondents that may have otherwise been concealed.

In particular, semi-structured interviews were used rather than fully structured

interviews as they allow for the presentation of the interview to be tailored to the

respondent and gain greater cooperation. Although the semi-structured interview

has set questions, the order in which they are delivered can be changed as well as

the wording, and questions may be added or even removed if deemed inappropriate

for the respondent. This style makes it possible for the respondent and interviewer

to engage in a flexible and organic way. As the current research study was conducted

with 11 – 14-year-olds, it was necessary to choose an approach that would allow the

interviewer to elaborate and give explanations if needed, which would then increase

understanding appropriateness and reliability of response. Powney and Watts (1987)

categorise semi-structured interviews as "respondent interviews". As well as

allowing flexibility they also afford the interviewer a degree of control that allows

the interviewer to gain the necessary information to address their research

questions Interviews allow for the gathering of facts as well as beliefs and attitudes,

which is what this research piece was concerned with. The researcher considered

other methods such as focus groups as previously mentioned.

Unstructured interviews were also considered but not chosen, as the data they

produce is hard to analyse, owing to the amount of variability that can occur

between interviews given their unsystematic nature. Also, as the study employed a

sequential design, the researcher needed a method that would allow for the exploration of a certain topic derived from the first phase of research, but the high level of flexibility in unstructured interviews does not guarantee that this topic may then be addressed. Structured interviews as a method were also discounted because of the enforced rigidity that can in turn reduce richness and constrain the respondent. The second phase served to add richness and depth to the information gleaned in the first phase; therefore a method that may inhibit this would not be appropriate (Langdridge, 2004).

3.7.4 Developing the interview schedule

The interview guide was developed in line with the steps detailed by Arksey and Knight: Interviewing for social scientists (1999). According to Arksey and Knight, the interview guide serves as a framework for the interview and aims to address the research question thoroughly.

Once the SAAS-R questionnaires had been analysed for any statistically significant differences between the low and average/high groups, an interview schedule was developed to explore the factors. A range of questions along with probes and prompts were devised and piloted with the researcher's colleagues, who, although not of school age, work daily with school age children, have an understanding of communication best practices and can empathise with this group. Colleagues were used because the researcher was unable to recruit pilot participants of school age.

It was ensured that the interview guide followed a logical and coherent order to encourage natural conversation, as suggested by Arksey and Knight (1999), and subsequently took the following structure which, from reviewing a number of schedules, was found to be commonly used:

- Introduction

- Icebreaker and factual questions

- Core questions

    Easy to answer questions

    Difficult/ potentially sensitive questions i.e. questions the respondent may

not feel comfortable answering until rapport has been built

- Neutral questions (so interviewee is not left distressed or with residual negative

    feelings)

- Concluding questions e.g. "Is there anything else you would like to add?"

Interviews were conducted with colleagues using an initial pilot phase interview schedule (Appendix 16). From these interviews questions that were found difficult to understand or deemed not to contribute to the research questions were reworded or eliminated (failed and amended interview questions from this phase are shared in Appendix 17) and probes and prompts were added were found necessary to serve as reminders to the researcher to seek further elaboration. From this, a semi-structured interview schedule with a fixed number of core questions to be used in each session was generated (see Appendix 18 for first live interview schedule). However, in conducting the first live interview, the researcher found that to

encourage rapport flow and aid understanding further prompts were needed. For example, some confusion was caused when asking interviewees about their relationships with teachers and when trying to ascertain what happens when they find themselves struggling in a lesson. Further amendments made are shown in Appendix 19.

3.7.5 Advantages and Disadvantages of Interviews

The researcher carefully considered the advantages and disadvantages of the use of interviews before choosing to use the approach. Orlich, (1978) lists some of the benefits of interviews as:

- *Allowing the respondent to reveal otherwise concealed attitudes;*

- *Revealing problems and their potential solutions through discussion;*

- *Encouraging free expression;*

- *Allowing for observation and recording of nonverbal communication;*

- *Discovery of personal information, attitudes, beliefs, and perceptions that a paper and pencil survey might not uncover;*

- *Ensuring a high rate of participation;*

- *Allowing interviewers to probe or follow up on survey items and facilitating the participation of individuals who are visually handicapped or who cannot read or write*.

(Orlich, 1978 in Leong and Austin, Psychology Research Handbook, 1996, p.121).

All of the above strengths of the qualitative interview contributed to the decision of the researcher to use a mixed methods design and specifically to use interviews rather than solely relying on data gathered through the questionnaire, thus adding a valuable level of richness.

Robson (2002) states, it takes skill and experience to draw out the available richness of interviews and utilise the flexibility of the approach. As the researcher was experienced in creating interview schedules and conducting consultations that are similar in nature to semi or unstructured interviews, she felt confident in her ability to use the approach. A main disadvantage of interviews is that they are time-consuming, owing to the need to develop and pilot a schedule, and the time it takes to conduct, transcribe and analyse the interviews. The reliability of interviews has also been questioned due to their non-standardised nature. However, the researcher would argue that when using an interview it is credibility, trustworthiness and gaining rich data that are of concern, rather than reliability. The trustworthiness and credibility of phase 2 are discussed in section 3.8.3.

The issue of bias was also considered, as face-to-face approaches such as interviews are particularly susceptible to many types of bias, including social acceptance bias (providing socially acceptable answers that might not be true). It was hoped that social acceptance bias might be lessened by building rapport with the interviewees and creating an environment in which they felt comfortable enough to share honestly. Interviewer bias is also an issue, as the interviewer becomes part of the process and can influence responses through their facial expressions, body language

or what they convey as an individual. As a Black, female Doctoral student the researcher had to consider the possible impact of her race, sex and perceived social status on the responses given in a study looking at White British boys on FSM. Observation as a data collection method was also considered with the researcher observing low attaining White British boys on FSM in class. However, the second phase needed to gather data on specific factors as determined by the results of the SAAS-R, and the intra-psychic nature of the factors such as "academic self-perceptions" do not lend themselves well to observation. Therefore, data gathered around these factors may be heavily subjective and speculative, which is the disadvantage of observations. Also, the researcher's presence as an observer may affect the behaviour of the class and target pupil and, therefore, reduce confidence that what is being observed is a true representation of everyday events.

3.7.6 Analysis

3.7.6.1 Thematic Analysis

Thematic Analysis (TA) was chosen as the qualitative analysis method, as the researcher was interested in identifying commonalities, patterns and themes within interviewees' transcripts. This method was used in the hope of gaining a better understanding of low attaining WWCBs' attitudes towards education, and an indication as to why white British boys on FSMs as a group are underachieving. Other qualitative analytic methods that seek to identify patterns in data were

considered. Grounded Theory was not used because it aims to develop a substantive theory (Strauss and Corbin, 1998) and is traditionally used when a deep explanation of a situation is wanted. As the current study was exploratory rather than explanatory, the approach was deemed not fitting. It was also thought that providing educators with some identified themes rather than one theory would give them a greater number of areas in which they might make changes or offer support to raise the educational attainment of WWCBs. Content Analysis was not used because the researcher was not interested in the mere frequency in which words or topics were referred to in interviews but in "their meaning in context" (Joffe and Yardley, 2003). Thematic Analysis lends itself well to uncovering meaning in context, and Content Analysis less so. Also, Interpretive Phenomenological Analysis was not used because it did not fit with the Pragmatic epistemological stance adopted by the researcher in this study.

Thematic Analysis is not bound to one epistemological or theoretical position and seeks to reflect the views of interviewees. It is "a method for identifying, analysing and reporting patterns within data" (Braun and Clarke, 2006, p.6). Thematic Analysis is one of the most widely used qualitative analysis methods in the social sciences (Roulston, 2001) and offers a flexible way of obtaining rich and detailed data. Some, such as Boyatzis (1998) and Ryan and Bernard (2000) argue that Thematic Analysis is not a method in its own right, but rather a necessary step in any qualitative analytic method. Braun and Clarke (2006) argue, and the researcher agrees, that Thematic Analysis is a useful approach in its own right because of its unique theoretically free stance.

Thematic Analysis can be conducted in different ways; it can be inductive or deductive. Inductive TA is data-driven and involves identifying themes that are linked to and drawn out of the raw data and not driven by a particular theory or the researcher's interests. The aim is to analyse, code and find themes within the data without trying to fit it to any preconceptions. However, a deductive approach is driven by a particular theory or theories and attempts to create codes from the data that fit a specific coding frame based on preconceptions. It is researcher- rather than data-driven.

An inductive approach was deemed to be most fitting for this piece of research, as the researcher did not wish to replicate or extend past research and, therefore, did not code using categories based on pre-existing theory, but explored new themes as they arose organically from the transcripts. However, Joffe and Yardley point out that, "no theme can be entirely inductive or data-driven since the researcher's knowledge and preconceptions will inevitably influence the identification of themes" (Joffe and Yardley, 2003 in Marks and Yardley, Research Methods for Clinical and Health Psychology, p.58), which is something the researcher kept in mind.

3.7.6.2 Thematic Analysis procedure

Each interview transcript was imported into VERBI Software's MAX QDA 11, which is a software package for the computer-assisted analysis of qualitative and mixed methods data. This package allows for the viewing of all transcripts in one place, for

more than one excerpt at a time to be viewed and for annotations to be made.

These features increase organisation, speed and efficiency. Figure 1 shows an

example of a thematically analysed interview transcript in MAXQDA11 with a

created code system and a transcript annotated using memos.

Figure 1 Screenshot of a worked document in MAXQDA 11
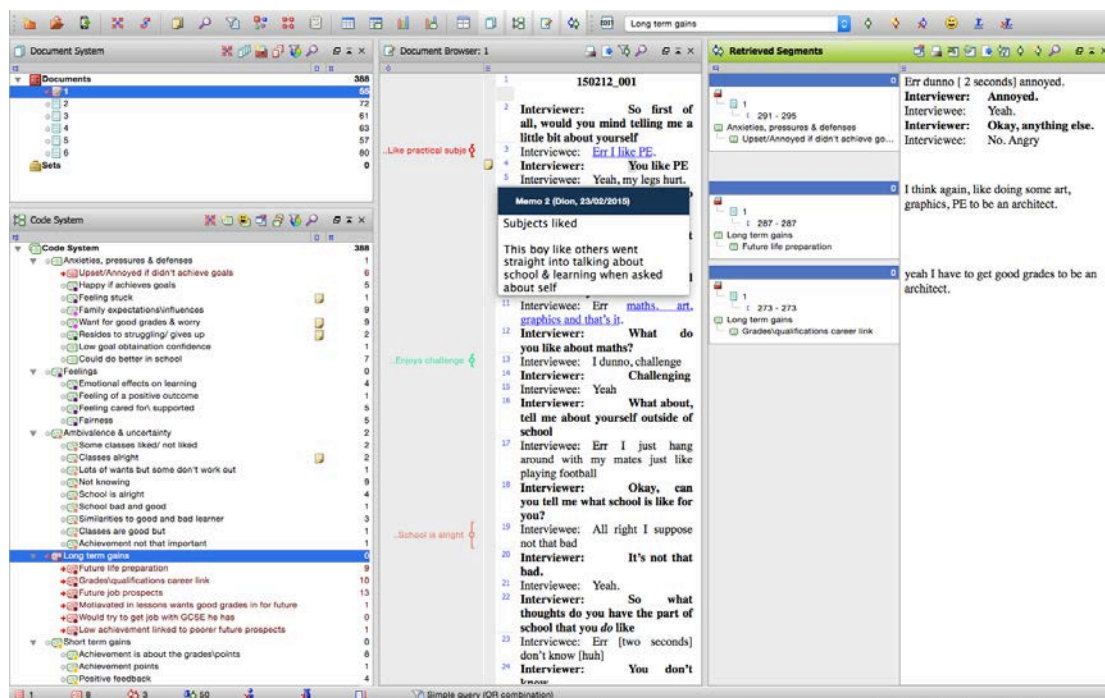
The inductive Thematic Analysis took the following steps as prescribed by Braun and

Clarke (2006).

1) Familiarisation - Transcripts were read and re-read while making initial notes

   around what was coming out through the transcripts. The researcher simply

   began with the first listed transcription in the MAX-QDA file, which had been

   imported in no particular order.

2) Initial open coding - Line by line labels (codes) were assigned, conceptualising the views, feelings, ideas or events within them, while ensuring that the codes stayed very close to the raw data remaining data driven. At the same time, interpretive ideas regarding the data coding were noted in MAX-QDA's coding memo system, including thoughts, feelings and inferences increasing transparency. Holloway and Todres (2003), state that in Thematic Analysis it is more important to be "explicit" about assumptions than having a set method by which to conduct the TA.

3) Generation of themes - After completing a list of initial codes, interpretive analysis began with the identification of themes and possible relationships between themes. Creating themes involved looking for patterns or recurring ideas within the data and combining codes, known as axial coding, by looking at their possible relationships.

4) Revision of themes – This was in an iterative rather than linear process where initial themes were revised and refined. Revision of themes was aided by the use of a conceptual map that graphically displayed the themes and links. This allowed the researcher to gauge whether the initial themes fitted the codes well and gave her a chance to check the validity of themes through re-reading transcripts to check their fit to the data and identify any needed. At this stage, themes can be removed, added or merged into an over-arching theme and may be manifest or latent in nature. However, it was ensured that they did not overlap and were distinct.

3.8 Ethical Considerations

This study received formal ratification and ethical approval from the Tavistock and Portman

NHS Foundation Trust ethics board (see Appendix 20).

Section 10 of the BPS code of human research ethics (BPS, 2010) was adhered to

throughout both phases of this study and in regards to the handling of data after collection.

The BPS's four guiding principles of research of respect, responsibility, competence and

integrity were continually held in mind and informed the design of the study as well as the

way in which it was conducted. These principles were adhered to by the researcher to

safeguard the interests of the participants, who were children and, therefore, vulnerable,

and to ensure they were protected from harm.

The researcher was aware of the researcher-pupil dynamic and the potential power

imbalance that could result in participants experiencing difficulties in exerting their right to

leave. To address this, the researcher sensitively reiterated to participants their right to

withdraw at any point and without reason, conducted the study in an environment that

was familiar and refrained from using overly formal or specialist language.

The risk/benefits balance of the proposed research was carefully considered and it was the

view of the researcher and their supervisor that the potential benefits outweighed the

potential risks. The qualitative phase also provided positive benefits by giving participants

a chance to be heard and consulted on a matter that young people are rarely consulted on,

i.e. their education, with participants reporting a sense of empowerment. According to

Willig (2001) qualitative research may often provide such positive benefits.

The issue of labelling was also an issue of concern in this study. The title of the current

study includes the words "working class" and makes reference to this group throughout;

FSMs are also used as a proxy for low socioeconomic status and class. It must, therefore, be

considered what impact if any this may have on participants when they are later made

aware of the study's purpose of contributing to the body of knowledge on white working

class attainment. Especially when they may not categorise themselves as working class,

which today is a less frequently used term and has become more fluid and harder to define.

Subsequently this may serve to ascribe a label to an individual that they do not identify

with.

Care was taken only to include secondary age pupils, who through common school

processes, such as traffic lighting and joint target setting, are aware of their attainment.

Because this study looks at both low and higher attaining pupils, there is the issue of

comparison, and what it may feel like not only to be identified as low or high attaining but

to be compared, was considered. The notion of comparison often raises feelings of worth,

competition and identity and may also stir sensitivities around attainment. Also, being

chosen because you receive free school meals may feel exposing, especially when selected

by a new adult who holds information about you that you may not want to be shared.

The researcher tried to address these issues by ensuring participants were given her

contact details if they wanted to discuss anything related to the study. Also by identifying a

key adult in the school with whom they could talk, through reassurance that all information was anonymous and by stressing the value of their contributions to supporting others in the future.

3.8.1 Storing and recording of data

Concerning ethics, the way in which participant's data was stored and handled was also considered. The phase 1 data, i.e. SAAS-R responses, were saved anonymously using a numerical identification (ID) in replace of participants' names. These were saved onto a secure, password-protected computer that only the researcher had access to. All hard copies of the questionnaires were kept in a key locked filing cabinet, again with numerical participant IDs only. To ensure confidentiality, the researcher handled initial data, including the allocation of IDs and at no point did any non-necessary individuals have access to the data. The phase 2 interview data was captured using a Dictaphone and, once transcribed, all were deleted from the device. Transcriptions were also saved onto the password protected computer using numerical IDs e.g. Interviewee 1.

In line with Data Protection Act (1998), participants and schools were made aware through information sheets as well as verbally, that all personal data hard and electronic, e.g. recordings, transcriptions and questionnaires, would not be kept for longer than three to five years and would be disposed of securely. This gave participants some reassurance that their information would not later be used for purposes they had not consented to and would not be traceable back to the individual or school; neither would they be left wondering what happened to their personal information years later.

Chapter 4: Results

4.1 Chapter Overview

This chapter details and discusses the analyses of the quantitative and qualitative phases, and presents the findings of each. In line with the sequential mixed methods design of this study, the phase 1 quantitative results are presented first, followed by the phase 2 qualitative results. The phase 2 data presented in this chapter serves to add richness and depth to the phase 1 data.

4.2 The results of phase 1: Quantitative Analysis

The phase 1 quantitative results are presented in relation to the quantitative research question and its hypotheses shown below.

"Are there statistically significant differences in academic self-perceptions, attitudes towards teachers, attitudes towards school, goal valuation and motivation, and self-regulation between low attaining white British boys on FSMs and high attaining white British boys on FSMs?"

- Experimental hypothesis –"The low attaining and high/average attaining group will significantly differ in their means on at least one of the five SAAS-R attainment related factors."

- Null hypothesis – "The low attaining and high/average attaining group will not

  significantly differ in their means on any of the five SAAS-R attainment related

  factors."

4.2.1 Descriptive Statistics

Table 9 shows the mean subscale scores and standard deviations for the low and

high/average attaining groups on each of the five factors of the SAAS-R questionnaire. The

table shows the high/average attaining pupils had higher mean scores across all five factors

than the low attaining pupils. This suggests the high/average attainers had higher academic

self-perceptions, attitudes towards teachers, attitudes towards school, goal valuations and

motivation and self-regulation. It should be noted, however, that the differences in means,

although visible, were small and required further analysis to indicate whether the observed

differences were significant.

As well as means and standard deviations, table 9 shows there were many more

participants in the low than the high/average attaining group. This is to be expected in a

country where, according to national figures, large numbers of white working-class boys

are under-achieving (See section 1.6.1).

Table 9 Mean scores with standard deviations for both groups on each of the SAAS-R factors, *N* = 45

Factors

		Academic self perceptions		Attitudes towards teachers		Attitudes towards school		Goal Valuation		Motivation & self-regulation	
	N	M	SD	M	SD	M	SD	M	SD	M	SD
Low Attaining	30	4.93	0.99	5.03	1.08	5.60	1.02	6.16	0.96	4.97	1.13
Average\High attaining	15	5.02	0.83	5.47	0.81	5.99	0.68	6.56	0.62	5.37	1.03

Group

*All figures are given to two decimal places

4.2.2 Assumption testing

Many statistical tests, including the independent samples T-test, require specific assumptions to be met before analyses can be run. The central assumptions of parametric significance tests are that data is normally distributed, variances are homogenous and samples are independent (Field, 2009). Field (2009) states the larger your sample, the more confident you can be that its distribution is normal due to central limits theorem. This theorem usually applies to samples of over 30. As the current study yielded a total sample of 45 and group samples of 30 and 15 participants in the low and average/high groups respectively, the researcher saw it fitting to inspect the data visually and statistically for possible assumption violations, before conducting any further statistical testing.

4.2.2.1 Normality of distribution
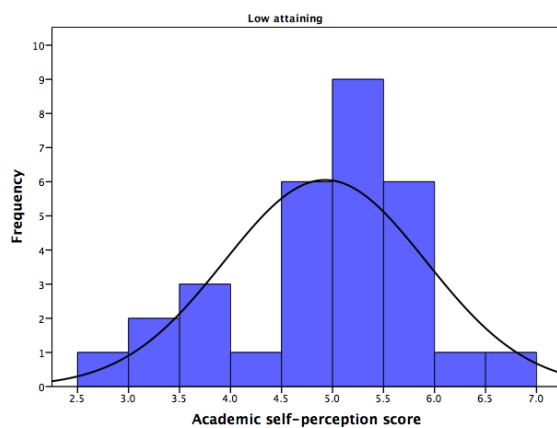
Figure 2 Academic self-perception scores for low attaining group *N* = 30
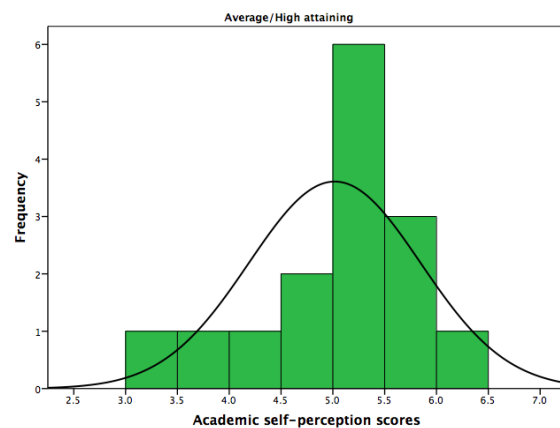
Figure 3 Academic self-perception scores for average/high attaining group *N* = 15
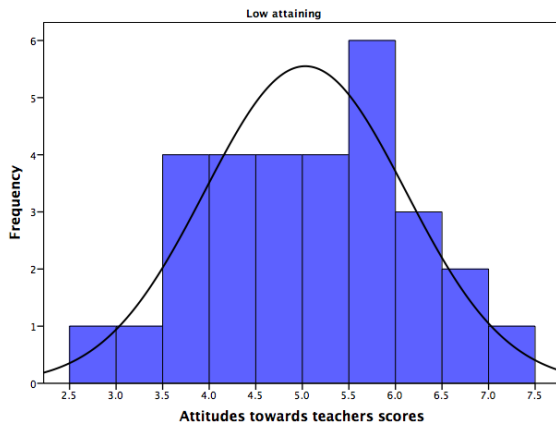
Figure 4 Attitudes towards teachers scores for low attaining group *N* = 30
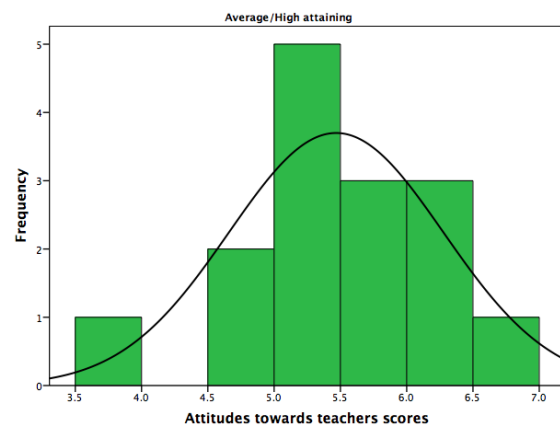
Figure 3 Attitudes towards teachers scores for average/high attaining group *N* = 15
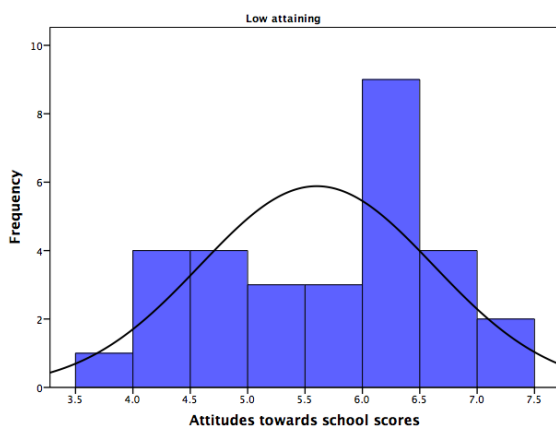
Figure 5 Attitudes towards school scores for low attaining group *N* = 30
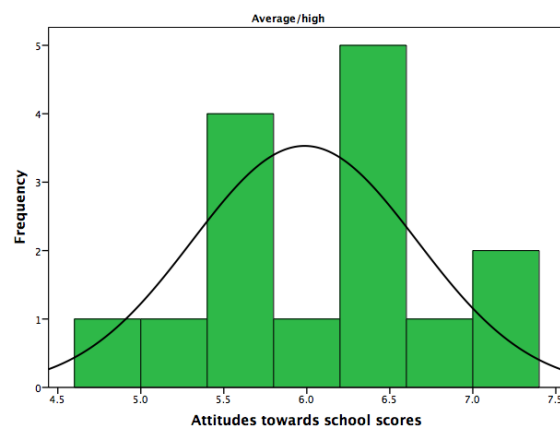
Figure 6 Attitudes towards school scores for average/high attaining group *N* = 15
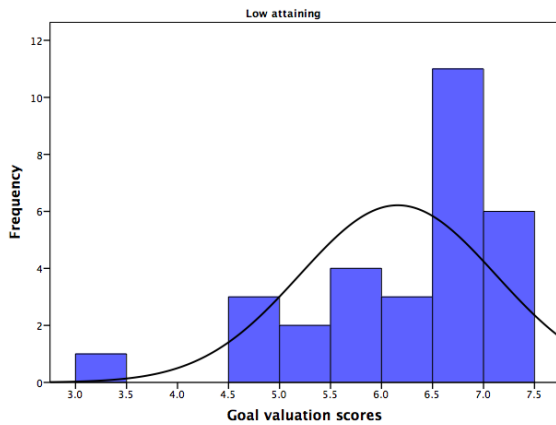
Figure 8 Goal valuation scores for low attaining group *N* = 30
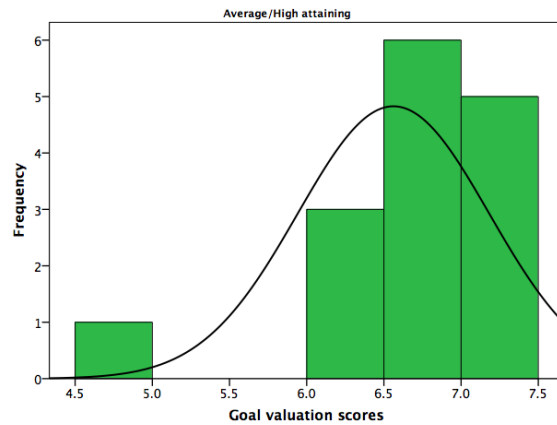
Figure 7 Goal valuation scores for average/high attaining group *N* = 15
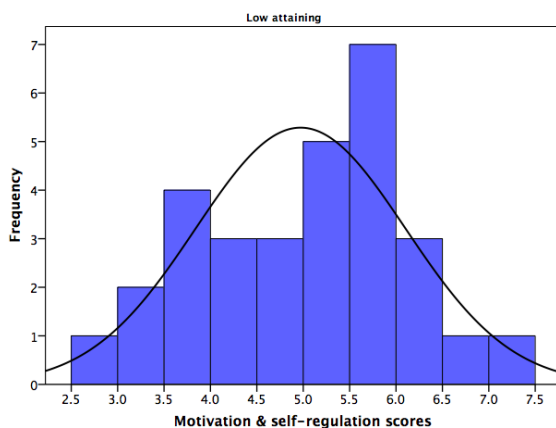
Figure 10 Motivation and self-regulation scores for low attaining group *N* = 30
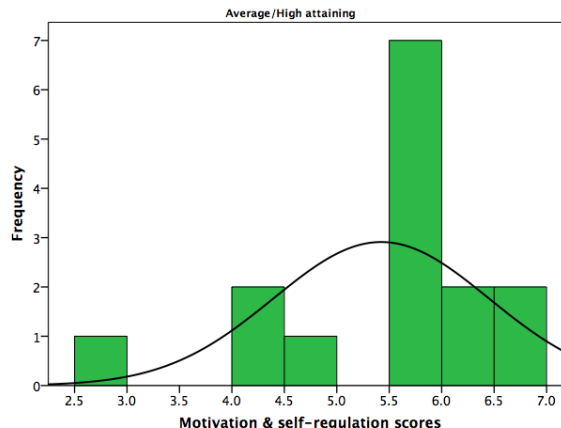
Figure 9 Motivation and self-regulation scores for average/high attaining group *N* = 15

A visual inspection of figures 2 to 11 along with accompanying box plots (see Appendix 21) suggested there was a normal distribution of scores for the low attaining group on factors "attitudes towards teachers" and "motivation and self-regulation". The average/high attaining group appeared to be normally distributed on the factors "academic self-perceptions" and "attitudes towards teachers". These sets of data were deemed normally distributed because their respective histograms were relatively symmetrical, had a single

clear peak and roughly followed the normal distribution curve. They also had box plots with no, or only one, outlier and relatively even whiskers (Field, 2009).

Although box plots for both groups on the factor "attitudes towards school" showed no outliers and had relatively even whiskers, their histograms suggested the data may not be normally distributed. The low attaining group's data (figure 6) appeared platykurtic (flat and wide) in places, suggesting negative kurtosis. The average/high attaining group's data (figure 7) displayed an uneven rather than smooth distribution with multiple peaks, again suggesting the kurtosis may deviate from the recommended normality level of zero (DeCarlo, 1997).

Both groups showed a distinct lack of symmetry in their distribution on the factor "goal valuation". Figures 8 and 9 show a clustering of scores towards the upper end of the distribution and trailing tails towards the lower end. This suggests there were very few scores in the lower range compared to the upper. The box plot for the low attaining group displayed a considerably longer lower than upper whisker and the average/high attaining group had no upper whisker at all, suggesting a high frequency of scores at the higher end and subsequently a severe skew in the distribution (see Appendix 21.4). A potential negative skew was identified in the data of the average/high group on the factor "motivation and self-regulation". This was suggested by the presence of a notably longer lower whisker than the upper. The presence of two extreme outliers in the data of the low attaining group on the factor "academic self-perceptions." also suggested a skew in the data.

Due to the number of potential violations of normality observed in the frequency distributions, the researcher chose to use the formulae; *kurtosis/SE* and *skewness/SE = Z-score* to check whether they were indeed violations - with Z-scores of +-1.96 indicating significant deviations from the norm.

Table 10 - Skewness and kurtosis measures of distribution with accompanying standard errors and Z-scores for low and average/high attaining groups on each of the factors of the SAAS-R, N = 45

	Groups											
	Low attaining						Average/High attaining					
	Skewness	*SE*	*Z*	*Kurtosis*	*SE*	*Z*	*Skewness*	*SE*	*Z*	*Kurtosis*	*SE*	*Z*
Academic self perceptions	-.062	0.43	-1.44	0.17	0.83	0.20	-0.62	0.58	-1.07	0.06	1.12	0.05
Attitudes towards teachers	-0.22	0.43	-0.51	-0.64	0.83	-0.77	-0.65	0.58	-1.12	0.90	1.12	0.80

Factors	Attitudes towards school	-0.46	0.43	-1.07	-1.03	0.83	-1.24	-0.16	0.58	-0.28	-0.88	1.12	-0.79
	Goal valuation	-1.43	0.43	<mark>-3.33</mark>	1.76	0.83	<mark>2.12</mark>	-2.27	0.58	<mark>-3.91</mark>	6.10	1.12	<mark>5.45</mark>
	Motivation & self-regulation	-0.28	0.43	-0.65	-0.77	0.83	-0.93	-1.43	0.58	<mark>-2.47</mark>	2.13	1.12	1.90

Table 10 shows that based on the skew and kurtosis of both the low and average/high attaining groups, the factor "goal valuation" is not of normal distribution. The factor "motivation and self-regulation" was also found to be not normally distributed and negatively skewed for the average/high attaining group. A Kolmogorov-Smirnov test of normality in SPSS reported the scores on the factor "goal valuation" for the low attaining group, D (30) = 0.24, p = 0.00 and the average/high group, D (15) = 0.24, p = 0.02 were significantly non-normal at the level of <

0.05, as was the factor "motivation and self-regulation" for the average/high

attaining group, D (15) = 0.28, p = 0.002. All other distributions were found to be not

significantly different from a normal distribution.

All identified outliers were individually inspected and found to be acceptable and not

the result of deliberate patterned selection e.g. circling "1" for all items on the

questionnaire, or an erroneous selection. The researcher chose not to remove

outliers from the data set due to the small sample size, which may have then had a

greater detrimental effect on the power of the study to detect statistical differences.

Also, the SAAS-R employs a rating scale where all responses from 1 – 7 are valid, and

all identified outliers sat within this valid range (McCoach, 2002).

4.2.2.2 Homogeneity of variance

Homogeneity of variance, which is the assumption that the spread of scores on a

variable is the same within different groups, was tested using the Levene's test

(Levene, 1960). The Levene's test tests the null hypothesis that there is no significant

difference in the variances between groups.

The results of the Levene's test conducted in SPSS revealed the factors: "academic

self-perceptions", "attitudes towards teachers", "attitudes towards school" and

"motivation and self-regulation" had equal variances at the level $P > 0.05$, between

the low and average/high attaining groups. However, on the factor "goal valuation"

the low and high/average groups were found to have statistically significant

variances, F (43, 40) = 4.43, p = 0.04. Therefore, the null hypothesis of no significant

difference could not be rejected. This means that the spread of scores on the factor

"goal valuation" was different between the groups. An examination of the ranges

within each dataset showed that there was a greater range of scores in the low

attaining group than the average/high (see Appendix 21.4 for ranges).

4.2.2.3 Independence

The assumption of independence requires data from individual participants to be

independent of each other, meaning that one person does not affect the data or

information gathered from another participant.

The researcher was confident the assumption of independence was met in this

study, as each participant completed the SAAS-R questionnaire independently, in

silence, taking as much time as they needed and under the supervision of an adult to

ensure answers were not shared, compared or influenced.

4.2.3 Significance Testing

As the factor "goal valuation" was found to violate the assumption of normality of

distribution and homogeneity of variance, and the average/high-attaining group was

also found to violate the assumption of normality of distribution on the factor

"motivation and self-regulation", non-parametric testing was needed. Therefore, to

ensure that the statistical tests used with these factors were reliable and valid, and to be able to make confident conclusions about observed differences between groups, a Mann-Whitney-U test was used to investigate significant differences between groups on both the "motivation and self-regulation" and "goal valuation" factors. This test has greater power than T-tests to detect differences when data are not normally distributed. Two-tailed independent samples T-tests were run on the factors: academic self-perceptions, attitudes towards teachers and attitudes towards school.

The results of the T-test showed there was no statistically significant difference between the means of the low and average/high attaining groups on academic self-perceptions t (43) = -0.30, p > 0.05, attitudes towards teachers t (43) = -1.34, p > 0.05 nor attitudes towards school t (43) = -1.32, p > 0.05. Therefore, the null hypothesis of no significant difference between the groups must be accepted, and the experimental hypothesis rejected.

The results of the Mann-Whitney-U test on goal valuation showed that average/high achievers had a higher mean rank (26.80) than low achievers (21.10), meaning the low achieving group had a greater number of low scores within it. However, these differences were not found to be significant, U = 168.00, Z = -1.39, p = 0.169, suggesting both groups reported comparable levels of goal valuation. The results of the Mann-Whitney-U test on motivation and self-regulation showed that average/high achievers had a higher mean rank (26.07) than low achievers (21.47), meaning the low achieving group had a greater number of low scores within it.

However, as with "goal valuation", these differences were not found to be significant, $U = 179.00$, $Z = -1.11$, $p = 0.273$ suggesting both groups reported comparable levels of motivation and self-regulation.

4.3 The results of Phase 2: Qualitative Analysis

Phase 2 sought to address the research question, "What are the views, beliefs and values of low attaining white British boys on FSMs, relating to the five factors of the SAAS-R?" It did so through the use of an interview schedule broadly based upon the five factors of the SAAS-R (academic self-perceptions, attitudes towards teachers, attitudes towards school, goal valuation and motivation and self-regulation). The interview schedule was structured loosely and worded in such a way as to allow participants to direct their responses in ways that were most meaningful to them. This qualitative results section builds upon what was learned in phase 1 and sheds light on the phenomenon of white working class underachievement from a different perspective, by sharing the voice of the young person through the method of thematic analysis.

4.3.1 Overview of themes

In analysing the transcripts, seventy-five codes were identified. The data contained in these codes was then collapsed into twelve sub-themes. From these twelve sub-

themes, four over-arching themes were apparent, all of which are presented in table 11 below.

Table 11- Over-arching themes, sub-themes and codes generated through thematic analysis

Theme	Sub-theme	Code
Choosing Own Path	Ownership & control	Importance of paying attention
		Making the most of school/learning
		Responsibility for learning
		Others know because I turn around, talk & confrontational
		Struggling - "I'd leave it until the teacher comes over"
		Asks teachers for help
		Sometimes asks for help
		Goals achievable if…
		Self-help strategies
		Negative feelings when struggling
		Preparing for learning
		Class clown for attention
		Control over behaviour\learning (awareness)
		Want to improve behaviour
		Tries best when struggling
		Messes about if struggling
	Choice	Learning/educational choices
		Fairness
		Some school rules & authority
	Long term gains	Future life preparation
		Grades\qualifications career link
		Future job prospects
		Motivated in lessons wants good grades for future
		Would try to get job with GCSE he has
		Low achievement linked to poorer future prospects
Misalignment	Self-regulation	Differing behaviour/effort in liked & disliked lessons
		Messing about/talking to fill the space
		Repercussions & responses to asking for help
		Increased challenge
		Managing distractions

	Frictions	Anger management
		Achievement not important
		Associations of boring to school
		Negative views of teachers
	Practical VS Academic	Academic subject contentions
		Motivated by physical activities
		Like academic subjects
		Enjoys sports\computer games and socializing
		Like practical subjects
		Maths easy to understand
Academic Self-Perceptions	Learner comparisons	Unlike good learner
		Positive views of self as learner
		Low achievement is not listening/behaving
		Achievement linked to good behaviour and effort

		Negative view of good learner
		Positive view of good learners
		Negative perceptions of self as learner
	Role of the peer	Friends similar learners
		Asks friends for help
		Friendships
		Peer perceptions
	Anxieties, pressures and defenses	Family expectations/influences
		Want for good grades & worry
		Resides to struggling/ gives up
		Low goal obtaination confidence
		Could do better in school
		Feeling stuck
		Upset / Annoyed if didn't achieve goals
		Happy if achieves goals
Feeling Valued in the Learning Relationship	Enablers and Inhibitors	School's appearance & equipment
		Teacher pupil relationships\ dynamics
		Positive views of teachers
		Enjoys challenge
		More engaged by teachers who go extra mile
		Loves engaging lessons
	Reciprocity	Performance related pay for teachers
		Some teachers just give out book & page number
		Teaching methods liked
		Repetition of topics
		Teachers there to teach your there to learn
	Short term gains	Achievement is about the grades\points
		Achievement points
		Positive feedback
		Recognition and affirmation
		Feeling of a positive outcome

Appendix 22 details the segments of text from each transcript that were assigned to each code and table 12 provides a worked example of coding within the thematic analysis.

Table 12 Thematic code and assigned text segments

Code	Assigned text segments
Academic subject contentions	*"Ju- just do anything it's like writing work for ages"*
	P1 speaking about English
	"You don't have to sit down and write stuff…and go round here and mess about I suppose"
	P1 comparing PE to other lessons
	"Because just like…maths is quite boring, but it's important math"
	P3 speaking about maths
	"I don't really like English"
	"I don't get on well with English"
	P4 speaking about English
	"Err I don't like maths but I'm very good at it. Emm

science I don't like but I'm good at it. Just the boring

lessons I don't do much [two seconds] like you don't

do much practical it's just writing and learning and

stuff. It's long"

P5 speaking about non-practical subjects

Table 13 provides an example of the link between text segments, codes and

subthemes as show below:

Table 13 Subtheme, related codes and assigned text segments

Subtheme	Code	Assigned text
Choice	School rules & authority	*"Sometimes I can just go in, get my dinner, eat it and go out and that's just simple. And- but sometimes it's really hard like you've got teachers moaning at you in your ears saying, you have to do this, you have to do that and you can't even get your lunch coz you have to wait in like- like the whole lunchtime queue and it's just long really"* P6 *"Some- some policies like there's- there's- stairs… that you can't go up in the school*

		and… You can only come down them. Which I don't really understand" P6
	Learning/ Educational choices	"As soon as I've grown I've been like looking forward to going to secondary school. So I came to this school to see what it's like" P2 "Right now I've picked my options for history, IT…and science" P2 "Em for me to get what I want and that. Not to get kicked out, so I can stay in the school so then I can… Do the levels I want and what options I want to do" P3 "Yeah I like erm…and I like being able to choose your subjects what you want in year nine as well. Emm so I can't wait till they come, so yeah" P6

In this section, the four overarching themes generated from the thematic analysis are presented and discussed in greater detail. Vignettes from the original text are used to aid exploration and clarity of the themes, and bring to life the more complex

set of thoughts and beliefs espoused by this group of low attaining white working class boys.

4.3.2 Theme one: Feeling Valued in the Learning Relationship

The theme "Feeling Valued in the Learning Relationship" captured how integral the participants viewed their relationships with their teachers to be and how this related to their learning and behaviour at school. The key feature of this sub-theme is that the inter-relatedness between participants' views, beliefs and engagement in education seems to be significantly influenced by the worth they feel ascribed to them by teachers, as exhibited through help given, the effort put into teaching, praise given and a level of mutual respect.

4.3.2.1 The "Enablers and Inhibitors" subtheme

This subtheme captures participants' experiences of teachers and school in relation to help and support. In some instances, participants described an enabling relationship whereby they conveyed a sense of being cared for. In other instances, participants described inhibiting experiences, where they conveyed negative experiences.

The following extracts demonstrate how some participants felt supported and helped during their interactions with teachers:

"Like Miss help- Miss X helps me with everything like anger, sadness, happiness, 'n stuff like that" P5

"I think they are trying- they're trying to help me at the moment …" P4

This sub-theme also captures how some participants felt valued and enabled by investment in resources. Participant 6 mentioned the school having state of the art equipment a number of times. This extract shows how he proudly and excitedly talked about the equipment at the school:

"Yeah, about five/six treadmills and we've got about like four rowers, where you like sit on it and pull it and then- then we've got like other like cycling things and another running thing. And errm even like table tennis, we've got like bats, we've got tables. This trampoline as well" P6

Where participants shared feelings of being valued and invested in, they also had positive things to say about their engagement in learning and shared how their learning is affected when they felt they were not being invested in:

"It's really good like- like the one reason I pay attention in tech is because the equipment, like there's 3-D printers there's like they call it a laser cutter, which cuts erm plastic like acrylic into a shape that you want..." P6

"Lot of teachers have just been going and then new teachers have been coming back. So you have got to get used to their teaching methods, and…and there's a new teacher like nearly every week now, and it's starting to get a little bit annoying" P6

This subtheme also captures evidence of some participants feeling that they were seen in a negative light by teachers and responding to this by shutting down and shutting out:

"I could do more than that but I can't like teachers annoying me I can't like sit there and take it I have to give it back" P1

"Coz… occasionally I get sent out of class because I've done something wrong and I know that I've done something wrong. But then a specific teacher will walk past and say, 'oh you again!' And, and it's just like… timing. It's like...yeah and he's like that sort of teacher" P6

These vignettes demonstrate how participants responded to feelings of not being valued by disengaging from the teacher and the learning environment.

4.3.2.2 The "Reciprocity" subtheme

This subtheme includes participants' descriptions of reciprocal interactions with teachers that were either beneficial or problematic. Positive responses or

interactions from teachers sometimes led to positive responses from the participants.

"But there are some teachers that go like- like a step further and they say like erm, today we're going to be doing this and we are going to be… doing a poster on this and that and we, like a lot of the students like that and they listen more, and they're more engaged in the lesson" P6

The extract shows how the participant felt the teacher was going above and beyond what others often did, and in response to this the students pay more attention and engage more in the learning provided.

In contrast to the above example, participants' experiences of a lack of effort from a teacher was described as leading to a lack of effort from the pupils:

"Like they- they- I love- Well this is some teachers that don't have, they just- they just give out the work and gives out a number on the page for the exercise- exercise book and just say get on with it" P6

"It makes us think like, oh if you get the same amount of money you- you should care about our education… But if you don't teach us [knocking on the table] you should kind of get like a little bit less [knocking on the table]" P2

These extracts demonstrate how some participants believed that their teachers were not putting in enough effort and that this demonstrated a lack of care about their pupils' education. As a consequence, one interviewee believed their wages should be docked.

4.3.2.3 The "short-term gains" subtheme

Another way the boys expressed feeling valued was through the receipt of positive feedback and instant gratification. In this way, the interviewees showed that positive feedback and recognition was important to this group, with all mentioning some form of points, rewards, grade system or verbal praise when discussing achievement and their experiences of school.

"It makes you feel…quite…good when a teacher comes up to you and says like good work, like you have done good in this. You've done like that as and the rest. Like that makes you feel really like unique and make sure feel like…warm and fuzzy" P6

"And that's like low achievement because you don't get any recognition from the teacher" P6

"…With Mr. X (head teacher) like at a big table and you eat anything…. For achieving points and get like a big spread" P1

"Co- coz they get power points like when they have assembly they're like- they're like yeah this- err this person is like a role model. You should follow them and stuff and in the green wing they got these like poster things with them on" P5

The boys spoke of the short-term gains they received from school in various forms of affirmation. These measurements of value were the primary way in which the boys explained achievement, through numerical values and ascribed letters denoting effort, pleasure, and displeasure. Again, like the theme of "enablers and inhibitors" and "reciprocity", the boys' views and beliefs about education and learning seem to be shaped by how they are seen by others rather than how they feel about themselves.

4.3.3 Theme Two: Academic Self Perceptions

The theme "academic self-perceptions" encompassed three subthemes, capturing views about what it meant to be a good or a bad learner, a high or a low achiever and how the interviewees themselves compared to these pupil types. As well as this, the theme included the way in which interviewees' views of themselves as learners were influenced by the expressed or inferred opinions of their peers and families.

4.3.3.1 The "learner comparisons" subtheme

This subtheme includes discussions around what a high achiever might look and be like and how the interviewee felt they compared. When describing what high achievement looked like and what they considered a good learner to be, most interviewees initially put forward negative descriptions.

"They are known to be a sort of goody two shoes" P6

"(Good learners do not) Have friends… they're probably just be like sitting in the LRC" P1

"A nerd...being a little suck-up" P1

As the conversation went on, after listing primarily negative qualities, some of the participants were able to come up with more positive descriptions of good learners or high achievers but it was noted that for the majority, what came to mind most readily were negative associations.

"That they concentrate in lessons as well" P2

"Achieving high levels in subjects and erm trying your best every time…. Behaving and doing as you're told… And do as much work as possible" P4

"Basically just get someone who answers questions and just sits there and just throws his hand up when he's got something to say instead of shouting it out" P5

When thinking about how they compared to their positive or negative images of the good learner and high achiever, most believed that they were more unlike than like, the high achiever.

"Err not very much, I don't go in the LRC and I have friends er so, yeah" P1

"Erm I- I- if I'm doing my work and meeting my levels but erm but sometimes, I'm a bad learner and I don't listen to my teachers or nothing, I just s- mess around, but if I do good in my levels I'd be a good learner" P3

A sense of good learners being disingenuous was expressed, with interviewees suggesting that, although good learners tended to get on with their work, they were not always good or in some cases were pretending to be.

"… And people that are good and they've done something bad they know how to - teacher don't expect a thing. Coz they- they go like that 'n smile and stuff when they've done something bad, but the teachers won't recognise it 'cause they're always like that." P5

4.3.3.2 The "pressures, anxieties and defenses" subtheme

This subtheme encapsulates feelings of having to do well, based on the expectations of others and interviewees' beliefs about the important link between schooling and their wanted futures. As well as this, the subtheme includes the defenses employed by the boys in managing the demands and pressures of learning.

Much of what this group of boys shared about their views on school, teachers and goals was underpinned by worry and a fear of failure. Nearly all of the boys had some sense of what they wanted to achieve from their time in school and nearly all saw the direct link between school achievement and future success. The fact that this group of boys, now part way through secondary with GCSEs looming, were not currently achieving well in their core subjects was something they were glaringly aware of. This knowledge of where they currently were academically and where they needed to be in order obtain their goals seemed to breed anxiety in the boys.

- So how would you feel if you didn't achieve your goals?

 "I'd feel quite upset like I wouldn't get a good job as well" P2

"Like my grades will be like a D or something E as well. I think in my head that's what's going to happen" P2

For some of the boys, these anxieties and pressures were further exacerbated by the wants of their families or their wants to be in a position to support their families in the future.

"Quite important because like – like my brothers never got like GCSE because they – they didn't get GCSE but like not as good coz they were quite naughty and all that. So they think they want me to do good, so it's important for them – me to get my– best levels I can" P3

"They (parents) *want to make me learn and that is like get high studies and get a good job, so I am honouring that but if I don't behave I'm not going to get a good job*" P4

These anxieties and pressures seemed to be managed differently by different boys, with some turning in on themselves and engaging in very harsh self-talk while others used defenses such as not trying so as to avoid the negative emotions associated with failure.

"I'm just like thick" P5

"I feel frustrated coz I can't do the work and all that. I feel dumb, I can't do it" P3

"But I try- I try my hardest in some, like most of the lessons but then if I can't do it then I know I'm not going to do it." P4

"I just put my pencil down and my pen and just say I'm not working on it no more" P5

4.3.3.3 The "role of peers" subtheme

This subtheme includes the boys' shared thoughts and feelings about how they believed their peers saw them as learners. Also how they believed they would be or were viewed in different learning scenarios, with these beliefs seeming to inform their self-perceptions.

Peers were noted as playing a pivotal role in how this group of white working class boys saw themselves as learners and individuals within the school environment. When describing how like a high achiever they believed themselves to be, one interviewee instead told me how friends saw him.

"Like some of my friends think that I'm kind of funny really, think that I'm kind of dumb as well like… stupid" P2

The way they might be seen by their peers also acted as a mediator for the amount of effort they would allow themselves to put into a difficult task, and potentially run the risk of failure.

"Because because [three seconds] when people don't know how to do it I make fun of them and don't want them to make fun of me" P5

Although peers' views appeared to be important when discussing current achievement, they appeared to be secondary to the interviewees' own feelings when considering their future goals and secondary to "family expectations and influences" which will be discussed in the final theme.

"I'd feel quite upset like I wouldn't get a good job as well…and [2 seconds] my friends would probably make fun out of me as well" P2

When describing their preferred aspects of school, nearly all mentioned their friends as a liked element.

"…In PE emm my classes are quite good coz I've like most of my mates I hang around with after school and they go to that class and I get on with them, and so yeah. I enjoy it" P3

Also, despite a teacher's role being to support learners, most stated if they were struggling in lesson they would rather or would firstly turn to a friend before the class teacher.

"Ask friends, they normally help… And if you need something just ask them, they normally have it, but if they don't just asking teacher if the- if your friends don't have it, then the teacher tells you off" P4

4.3.4 Theme three: Choosing own path

This overarching theme contained three subthemes, all of which revealed how much value this group place on having a sense of influence on their educational lives and choice in regards to their learning, with the boys expressing a preoccupation with fairness and dislike of having their time in school governed by what they saw as unfair or unreasonable rules. As has previously been mentioned, and appearing to be a recurring theme throughout the interviews, this theme again reveals how much this group of boys thinks about their futures and how key they see their school achievements as being, enabling them to have choice in their future. Not only this but they seem to understand that the way they behave and the efforts they put in now can affect their chances of achievement and feel that they are primarily responsible for their learning.

4.3.4.1 The "choice" subtheme

During the interviews, a number of the boys decided to tell me about the upcoming process of choosing their GCSE option subjects. This was interesting because they had done so without being asked; suggesting that this event was of particular importance to them.

"Right now I've picked my options for history, IT… and science" P2

"Yeah I like erm and I like being able to choose your subjects what you want in year nine as well. Emm so I can't wait till that comes, so yeah" P3

That choice was important to this group of boys was further highlighted by the expressed dislike of some school rules that they believed did not make sense and were unfair. One interviewee spoke particularly freely and fervently, seeming to enjoy the opportunity to be heard and put forward his opinions.

"Sometimes I can just go in, get my dinner, eat it and go out and that's just simple. And- but sometimes it's really hard like you've got teachers moaning at you in your ears saying, you have to do this, you have to do that and you can't even get your lunch coz you have to wait in like- like the whole lunchtime queue and it's just long really" P6

"…Like there's stairs… that you can't go up in the school and…you can only come down them. Which I don't really understand" P6

"You can't drink in class unless it's water. Like [snigger] like… if you're drinking juice or something that's colour, the teachers goes, I'm going to take it off you. And if it's water it's a different thing, which is quite weird…" P6

The want for choice was also seen in the boys' dislike of repetitive subjects. They explained that they found some subjects boring because they had already learnt them in previous years.

"When I'm in math, I get bored of algebra because they always learn that and it really bores me coz we learn the same thing in year eight" P2

"… coz like learning stuff you've already learnt… So we are learning about World War II, but we learned about that like twice already…. Get bored with things that you've listened to already" P4

This displeasure at the repetition of topics seemed to be related to their excitement of now being able to have some choice over what they study in school as these excerpts speak of learning as something to be endured.

4.3.4.2 The "ownership and control" subtheme

This subtheme revealed a notably mature and self-aware side of the boys. Nearly all of the interviewees reported feeling that they were responsible for their own learning, explaining that they believed they needed to do more in school and what doing more should look like. This talk of responsibility for oneself felt at odds with much of what they had told me about their difficulties in controlling their behaviour and finding school boring, which is explored in the next over arching theme. What came through was a feeling of displeasure at their current efforts and behaviours, and a view that, in order to achieve their long-term goals and be successful in the future, this would have to change. When they believed they would implement these changes was not clear, but it was clear that this was something in their

consciousness, that when they played around in class they now had a level of insight into why they were playing about and an awareness of what they should be doing.

"I can control the learning… all the learning I learn, but if I don't, I don't know" P3

"I can try- I can like kind of control my anger… and you know just trying to just say if I don't like the lesson I should still be joyed and stuff so I learn more…yeah coz I'm um I'm in year nine and I have to start fixin' up on stuff and my anger and that" P5

"I can be a really good learner when I want to – everyone can really, but you can be really bad learner when you want to as well and that's like a lot of people in the school, I know that I can because if you're trying your best you're trying your best aren't you?" P6

Some the participants linked managing their behaviour, having to get along with people they did not like and partaking in subjects they did not enjoy to preparation for the future;

"Because like I- I like loads of people in my class I know, and I just want to be a class clown, I think"
- Why?
"I dunno just attention… I dunno" P3

4.3.4.3 The "long term gains" subtheme

This subtheme captures the hopes and beliefs of the interviewed boys regarding their future paths. In the interviews the boys shared with me what it would mean to them to obtain their goals and how they would feel if they did not.

"Erm I wouldn't be very happy because I wouldn't really get the job I wanted to get and I wouldn't know what job to pick really" P4

"I would be quite mad with myself but emm like I would like to get a job and I would try my hardest to try and get a job with the qualifications and GCSEs that I have" P5

"I'll feel happy as well, like if I got a C and… I'd probably work at a bike shop probably as well" P2

The interviewees' responses indicated that they cared deeply about their goals and placed great value in them. However, what was central to the goal valuation dialogue was the importance of school. Not only did the boys put great importance in their future plans, but also they saw school as integral to obtaining those goals. As previously mentioned, participants appeared to hold the firm belief that education and having the "right" grades opened up doors in life and afforded you choices and opportunities that you might otherwise not have;

"Yeah I have to get good grades to be an architect" P1

"Yeah like in IT, English, maths or science I…feel motivated in them…and do the work as well, because the grades I want to get when I'm older" P2

"High achievement, it would be if I get all my GCSEs, I could do good in the future and all that and do better…. Yeah, coz I wanna like- I want to be in sports, so I want to be a PE teacher or…" P3

A number of the boys were able to look beyond the acquisition of grades and think about what skills one might take away from school that may be beneficial in later life and help prepare you for the responsibilities of adult life. The boys seemed to appreciate the opportunities on offer within school, such as being able to mix with others of different cultures, religions and backgrounds, feeling that it prepared them for the potential multiculturalism of the work place. Others were able to do some positive reframing by finding the positives in previously expressed negatives, such as tolerating boring subjects being a lesson for dealing with disliked or unwanted situations and people in future.

"I like geography as well. Coz it's like you get to know about the world and things that you need to know about in the future" P4

"Erm well a lot of stuff that happens in school will happen in real life, like meeting new people and fitting in…. and emm maybe… I've just had music and…now I'm moving onto what is it…something like world studies or something. And it's like you get a new subject every term so this term I'm getting a new subject, and you've kind

of got to get used to that subject. You have got to get used to the teacher as well and it's like- like if you get a new job" P6

4.3.5 Theme Four: Misalignment

This theme captures the misalignment between (I) the participants' preferences in relation to learning, behavior and interaction with teachers (ii) what they think is needed in order to achieve success in life and (iii) the expectations of the school system.

4.3.5.1 The "Practical VS Academic" subtheme

The majority of the boys explained their preference for physical or practical subjects, suggesting that just sitting and writing was boring. There seemed to be a mismatch between the boys' preferences and the traditional "chalk and talk" teaching methods still used in many classrooms in England. When discussing when they did and did not feel motivated in school the boys shared the following:

"PE, like rugby…football, table tennis all that lot. It's active. You don't have to sit down and write stuff…" P1

"Just the boring lessons I don't do much… like you don't do much practical it's just writing and learning and stuff. It's long" P5

Despite some finding non-practical subjects boring some the boys still showed an awareness of the importance of such subjects for their future.

"Because…like maths is quite boring but it's important maths…like I don't get the work done and just mess around, so yeah. But I do get the work sometimes and do work, so I just sit there sometimes coz just find it quite boring" P3

"Some lessons… I jus-I don't like but I have to get on with it. I have to do it. So- so I'm wanting my GCSEs or I get good grades for it" P5

Not all of the boys disliked academic subjects with some stating they enjoyed maths and science. However, when describing what it was about these subjects that they liked, it was the practical aspects of the lessons that they picked out as likeable.

"Err chemistry…. Coz the practicals are actually kind of fun ones all the stuff they do" P2

"Err art, graphics, PE, maths… like building stuff, drawing and sometimes we're on the laptops" P1

4.3.5.2 "The self-regulation" subtheme

The thematic analysis also revealed the daily internal battles being had by the boys with themselves. The boys spoke of the need to manage the many distractions of school, so as to learn and comply with the rules and expectations of the classroom.

"Like I get interrupted with my learning with some students. Like a lot of students behave bad and they get sent out, come back in and behave bad again, and then they get to a different teacher and makes it better and another person does it again" P2

"Because in year seven year eight, I was told off every day and sent home nearly every day on report every day and um like [two seconds] I won't listen to the teachers, or swear at the teachers or fight with everyone, and um [three seconds] when I hit year nine I was doing a bit of that, but then I knuckled down for about two weeks and then… I just got distracted again" P5

One participant explained the importance of managing his behavior and shared his belief that if he did not manage to do so he would be expelled from school and this would put his future goals in jeopardy.

"Not to get kicked out, so I can stay in the school so then I can… Do the levels I want and what options I want to do" P6

This juxtaposition of narratives - that is, believing that you, and you alone, are responsible for your behavior, as seen in the "choosing own path" theme, being able to describe what you need to do to curb unwanted behaviours and yet failing to execute these strategies - paints a picture of a group of young people struggling to synchronise with their educational world. This discord was further illustrated by the fact that half of the interviewees were not only struggling to manage low-level disruption such as turning around and talking, but also anger.

"I get in kind of a bit of trouble, because I'm on like report now. Like I just… if I get in trouble and it's not my fault and my mind just flips and I start getting angry usually…" P3

"I can't control like when I get angry sometimes, because when I'm angry I don't know what to do" P4

"I just get really angry really quickly like when people annoy me" P5

4.3.5.3 The "frictions" subtheme

Unlike the inhibitors and enablers subtheme, this subtheme captured shared thoughts that were broader than effects on academic learning but spoke more of a personal feeling of being at odds with the establishment. It provides examples of

where participants experience friction or 'being rubbed up the wrong way'. In speaking about their relationships with teachers the boys shared the following:

"Sometimes alright and sometimes bad… I dunno just they like pick on me or argue with me, annoying me. So I annoy them" P1

-They pick on you, why are they picking on you?

"I dunno, they're near me" P1

"School's all right for me but some teachers can be annoying as well… Some of the teachers argue with you when you've done nothing as well. They get annoyed as well, like shouting out at people when they've done nothing" P2

The boys spoke about teachers in a resistant way, as if it was important to fight back against them and not allow them the upper hand. This defiance was exemplified by participant one, who explained he was able and willing to work towards good grades which were based on academic skill and merit, but he differentiated these from achievement points which are based on the teachers' perceptions of wanted behaviours. In speaking, the interviewee did not seem to exhibit any want for the achievement points, which perhaps indicated his apathy towards gaining teacher approval.

In discussing whether or not achievement was important, one participant felt it was not.

"No, not that much. I do get good grades, but I don't get that much achievement points" P1

Many of the boys said they found school boring and described it as something they had to put up and get on with.

"But I do get the work sometimes and do work, so I just sit their sometimes coz… just find it quite boring" P3

"Erm well, it's just chilled really. It's- it's fine, it's no- it's not really many disappointments. There's not really many- I don't- I don't know how to explain it… like it's just boring really" P6

This sub-theme captured espoused beliefs that school is boring and that participants must defend against teachers. The school environment, from the participants' words, is described as one into which they must fit into rather than one designed to fit them.

4.3.6 Thematic Map

Whilst organising the generated themes and sub-themes of the thematic analysis, it became apparent that a number of the themes were inter-related, either directly or through their sub-themes. The theme misalignment was found to relate to the

"academic self-perceptions" theme and the "choosing own path" theme.

When discussing how they felt they compared to a good learner, many of the interviewees felt they were unlike their perception of a good learner. It was noted within these discussions that the boys frequently mentioned their "playing about" and being distracted or distracting others as one of the factors which inhibited them from being a high achiever or good learner. This suggested that the boys' academic self-perceptions were in part linked to their struggles to regulate and manage their behavior, which is one of the subthemes of misalignment (self-regulation). In this way, the boys' comments suggested the misalignment between their behavior and the expected behavior of the system fed into their academic sense of selves. More than one interviewee stated they "got good grades but…" then going on to discuss how academic grades were only part of the picture with the other being achievement points which were based on behavior and allocated based on teachers views.

The theme misalignment was also found to relate to the "choosing own path" theme, as many of the boys showed a preference for practical hands-on topics above more traditional writing-based subjects. However, despite finding more traditional subjects, such as English and maths, boring, a number of the boys showed an awareness of the need to do well in these traditional subjects for the sake of their futures. The boys seemed to understand that although they did not enjoy elements of these subjects, such as writing, they still needed to obtain GCSEs for these subjects at grade C or above to increase their chances of choice after school and to be able to pursue the futures they desired.

The theme "feeling valued" in the learning relationship linked with the "choosing own path" theme as many of the boys spoke about their dislike of rules that they felt did not make sense or were unfair. The rules they spoke of were basic school rules, such as one way systems and no drinking in class, the type of rules pupils do not have a say in. What the boys did have a say in was their GCSE options and it was this information that they shared readily in the interviews. The way the boys spoke about choice, the having and the lacking, suggested this was something they valued in their education.
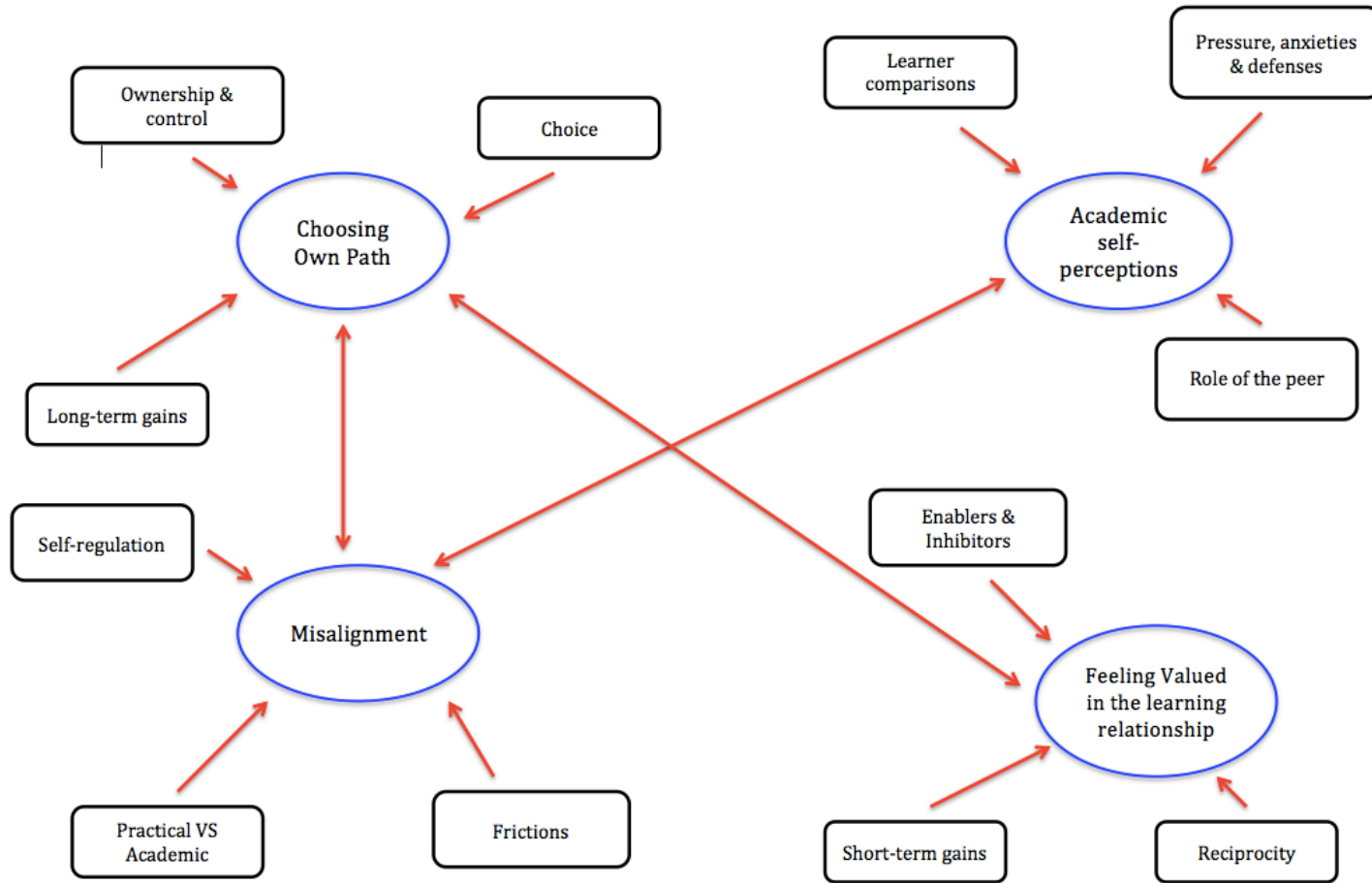
Figure 12 Thematic map of connections between themes and sub-themes

4.4 Linking Qualitative and Quantitative results

The results of the phase 1 quantitative analysis revealed that low and average/high attaining white working class boys on free school meals do not significantly differ in their academic self-perceptions, attitudes towards teachers or attitudes towards school. Considering much research has suggested these factors are linked to achievement, this is a surprising finding.

However, for the white working class boys on FSMs in this study, it would appear that it is not these factors alone that make the difference in their academic attainment. Phase 2's qualitative analysis further supports the findings of phase 1. Despite the used interview schedule being loosely constructed around the five factors of the SAAS-R, which are known to effect achievement, only one of these factors emerged as an overarching theme from the interview process; that factor being "academic self-perceptions".

Phase 1 identified a lack of statistically significant differences in attitudes towards schooling between the low and average/high attaining groups and phase 2 added richness and depth by exploring and revealing what, if not the five factors of the SAAS-R, may affect the achievement of these boys. Phase 2 gave in-depth information on the views, beliefs and values of low attaining white working class boys on FSMs in regards to teachers, achievement, their goals, self-help strategies and how they saw themselves as learners. Although the number of participants in

the qualitative phase was smaller, which is common in qualitative studies, it

substantiated the phase 1 quantitative findings and, importantly, also gave

participants a chance to voice their experiences.

4.4.1 Commonalities between SAAS-R factors and identified qualitative themes

Although the interview schedule used with each of the participants was based on the

factors of the SAAS-R, the only factor of the five to emerge organically from the

transcripts was the factor "academic self-perceptions", which became an over-

arching theme. While academic self-perceptions were the only SAAS-R factor to

emerge as an overarching theme, elements of the five factors were present within

many of the sub-themes.

The subtheme "reciprocity" was similar to the SAAS-R factor "attitudes towards

teachers" in that it includes feelings about teachers. However, the "reciprocity"

subtheme included judgments made by the boys about the value teachers ascribed

to them, based on the amount of effort the teacher put into supporting the*m.* The

factor "attitudes towards teachers" was also present in the "frictions" subtheme.

The factor was visible through the strong opinions shared by interviewees about

their teachers, with nearly all interviewees expressing at least one negative view of

teachers and few expressing positive views also.

The SAAS-R factor "self-regulation and motivation" partly emerged as a sub-theme in

the form of "self-regulation" within the overarching theme of "misalignment". When discussing how they felt they were doing in school, many of the interviewees spoke of difficulties in controlling their behaviour, e.g. trying not to distract others and staying focused in an environment with many distractions. Being able to regulate and take charge of their behaviour seemed to be a challenge for this group of boys and something that was continually effortful.

Through the thematic analysis process, the factor "self-regulation" was found to sit within the wider discourse of the struggle between self and the system - the theme of misalignment. Within the SAAS-R, self-regulation is described as a 'within child' characteristic, whereas through qualitative analysis it has emerged to be part of a wider systemic issue. Also, within the "long term gains" sub-theme interviewees' responses indicated a great care and value for their goals. This type of narrative around the amount of value placed in a goal related to the SAAS-R factor of "goal valuation".

Chapter 5: Discussion

5.1 Chapter overview

This chapter presents the findings of the current research study and reflects on each phase in detail in light of relevant literature to aid discussion and thinking. Phase 1 and 2 findings will be thought about with reference to their corresponding research questions and then issues of reliability and validity within the two phases. Following this, the limitations of the study will be discussed along with implications and considerations for future research. The chapter culminates in a reflective yet pragmatic conclusion, contemplating the research process and sharing final thoughts.

5.2 Discussion of phase 1 findings

The first phase of this study aimed to determine whether low and average/high attaining white British boys (WBBs) on free school meals (FSMs) differed in their academic self-perceptions, attitudes towards teachers, attitudes towards school, goal valuation or motivation and self-regulation. These factors are said to relate strongly to achievement, with five having contributed to a model that could predict group ownership (high or low achieving) and four out of five able to differentiate between high and low achieving gifted pupils (McCoach & Siegle, 2003).

It was therefore hypothesised that the difference in attainment between a relatively homogenous group of WWCBs could be explained by at least one of these factors; that would then allow the differing factors/s to be explored in greater depth. It was believed that if it were known which of these factors varied for boys of the same ethnic and cultural background, of the same class and socio-economic status, attending the same type of schools and similar ages, then we could get a sense of what made a difference for WWCBs' achievement. What allows them to achieve? These differences could then be explored and un-picked with low attainers, discovering what it was about these specific areas that made them rate them so lowly and finding out why they were of importance to them. Gathered data was analysed for differences in academic self-perceptions, attitudes towards teachers, attitudes towards school, goal valuation and motivation and self-regulation.

Interestingly, no significant differences were found between low and average/high attaining WWCBs on any of the five tested factors. This suggests that for this sample of boys it was not their attitudes towards school or teachers, their academic self-perceptions, goal valuations or motivation and self-regulation as measured by this particular questionnaire that effected their achievement. Looking at the mean scores for both groups on all five factors it could be seen just how little difference there was in their attitudes towards education, with no more than one point between the groups on any of the factors. Low attainers held no more negative attitudes towards education than higher attainers, therefore showing these groups were more alike in their attitudes than dissimilar.

Goal valuation was the most heavily skewed and peaked factor in its distribution for both the low and average/high attaining groups. The strong negative skew of this factor suggested a mode at the higher end of the scale. This type of distribution is commonly seen in data from an easy test or where pupils are particularly motivated. This indicates that both low and average/high attaining WBBs tended to think about their goals very positively. This factor included statements such as "Doing well in school is important for my future career goals" and "It is important for me to do well in school". This seems in contradiction to research that suggests white working class boys are uninterested in learning (Demi & Lewis, 2014) and lack aspiration. The Joseph Rowntree Foundation argue that aspirations are high amongst low SES families, but that the difference lies in their belief to achieve such goals (JRF, 2014). It may be these high aspirations that are being seen in the goal valuation distribution.

Based on previous research, which claims WWCBs are disengaged, disenfranchised and often perceived negatively by teaching staff (Nuttall & Doherty, 2014), I was surprised to find that low attainers in particular rated their schooling so positively. The boys in this study did not display the anti-school attitudes WWCBs were said to have by Willis (1981) and instead stated finding classes interesting, liking their teachers and wanting to do well. Although we can only speak of this specific group of participating young people, it made me wonder whether this was the truth and they did, in fact, see schooling in a positive light but that their lack of positive, measurable outcomes i.e. GCSEs made those around them question this more than is necessary. Negative attitudes towards education may be significantly related to achievement

for some pupils but it is debatable whether a lack of A*- C grade GCSEs indicate

negative attitudes, and, in fact, these findings suggest they may not.

5.3 Discussion of Phase 2 Findings

Phase 1 showed that high achieving and low achieving white British boys in this

study did not statistically differ in their attitudes towards education; at least not on

the five factors measured by the SAAS-R. That this homogenous group of pupils,

differing primarily only in their attainment, were so similar in their attitudes tells us

there must be more to the story.

Interviews were used in phase 2 with a subset of phase 1 participants to address the

research question, ” What are the views, beliefs and values of low attaining white

British boys on FSMs, relating to the five factors of the SAAS-R?” The phase also

served to elaborate upon these five factors, which were felt still to be of interest and

worth exploring, as numbers can only provide part of the picture and do not provide

the added depth that first person accounts and conversations provide.

The first phase highlighted the lack of salience of the five factors in explaining the

underachievement of WWCBs and the second solidified this. Despite interviews

having been loosely constructed around the factors to allow still for freeness of

conversation and other topics to arise naturally, four themes arose, and only one of

those was an SAAS-R factor - academic self-perceptions.

5.3.1 Feeling valued in the learning relationship

It is known that pupils from lower SES families have fewer resources than those from wealthier backgrounds (Secker, 2002) and that such "paucity" of resources affects academic achievement (Luthar, 1991; Strand, 2014). However, this study would argue that the appreciation of resources exhibited by this group of boys went beyond materialistic value and the practical support they provide to include an emotional value. The six interviews showed just how important teacher relationships were for this group of boys. A sense of wanting to feel valued and worth effort was made apparent from their excited talk of school equipment and the way in which they described their appreciation of teachers who went the extra mile and made lessons fun. The reverse was shown in a want to punish e.g. dock pay, for those who did not put effort into their teaching. Following the reading of research by Secker (2002) and Strand (2014), the researcher considered the fact that perhaps the enablers and inhibitors subtheme within the theme of feeling valued within the learning relationship should have been entitled "physical and emotional resources". However, this consideration came about after analysis.

A sense of investment related value was also seen in the perceived want of the boys for their efforts to be valued through praise and reward systems.
It was of interest that although the group did not want to be seen as "suck ups", some still wanted teacher affirmation. However, there was a split with some making a distinction between the more intrinsically led work based achievement grades, and extrinsically led achievement points based on behaviour and teacher approval.

Classic behavioural psychology tells us that individuals respond to rewards and punishment, encouraging them to increase the frequency of wanted behaviours and reduce unwanted behaviours (Pavlov, 1927; Skinner, 1953). It is this approach that is commonly used in schools. Schunk & Pajares (2002) suggest rewards and praise provide pupils with cues for how well they are learning, increasing their self-efficacy. But for this group the positive feedback-learning relationship seemed more complicated with some of the boys tussling between wanting to do well for themselves and having that effort acknowledged, but not necessarily seeking or wanting to be seen to seek or need acknowledgement. Stahl, referring to the work of Reay states:

"*Embracing 'success' grounded in middle-class aspiration requires challenging identity negotiations and re-appropriations, which means for many working class boys the losses would be greater than the gains*" (Reay, 2002 in Stahl, 2014a p.6).

This quote captures what was observed in the interviews, with the boys wanting success but stopping themselves from fully embracing it by rebuffing achievement points, not asking for help or misbehaving in lessons. This again links to the role of the peer in behaviours that are seen as favourable and unfavourable.

5.3.2 Academic self-perceptions

The way in which this group of boys saw themselves as learners was tied up with the views of their peers, the expectations of society and their families while trying to hold onto their sense of selves.

Like work by Bishop, Bishop, Gelbwasser, Green, and Zuckerman (2003), this study found that how the participants were seen, or might be seen, by their peers played a pivotal role in their academic perceptions of self and other. The views of their peers were held in high regard and affected the boys' willingness to try at tasks they found difficult for fear of being mocked, choosing instead to sit back and disengage from the task. Despite not wanting to be seen to try and still fail, the boys also reported a fear of getting bad grades and being mocked and seen as "stupid" by their peers, explaining that this is what they would do and how they would see others who achieved poorly. The way the boys spoke about their peers was experienced by the researcher as almost debilitating, as it was these views about their peers that impacted on their willingness to try, willingness to risk failure and willingness to ask for help for fear of looking like a "suck up".

It is understood that the influence of peers on adolescents in regards to many aspects of their lives is well documented (Azmitia & Cooper, 2001; Wrzus, Hänel, Wagner, & Neyer, 2012) but a strong want to stay on the inside was noted in these

boys. In fact, more than one of the interviewees displayed an inability to disentangle their thoughts from that of their peers. Instead when discussing the type of learner they were, interviewees told me how their peers saw them, despite prompting and encouragement to tell me how they saw themselves.

The influence of peers extended to how the boys perceived certain learning behaviours, with nearly all espousing negative views of good learners and high achievers. This is in line with work by Legewie and DiPrete (2012) who showed that particularly among low SES boys, peers reinforced gendered behaviours such as disruption, and stigmatised and denigrated good learning behaviours that were deemed feminine. The boys' beliefs that they were mostly not like good learners and their initial negative attitude towards good learners may be interpreted in several ways. From a psychoanalytic perspective, this may be interpreted as rather than holding onto feelings of inadequacy born out of societal expectations, that it was easier or more bearable for the boys to project these feelings into "good learners".

The leaning of the boys towards their peers and away from the "goody two shoes nerds" with "no friends" may not have been about a dislike of good learners. After prompting most were able to share positive views about good learners also. Therefore, one hypothesis might be that the initial negative attitudes shared about good learners may have been the result of a perceived threat to self and resistance to this. High achievers may embody what this group of boys feel they are expected to be, and work by Stahl (2014) and by Reay (2010) show the level of importance

placed on being able to be yourself amongst working class learners, as well as a dislike of inauthenticity.

5.3.3 Choosing own path

From the interviews it was clear that each of the boys valued choice and having a say in their education; a dislike of repetitious topics and rules they deemed unfair came up regularly in conversation. As well as this nearly all of the boys mentioned the upcoming event of choosing their GCSE options, which notably may have been the first time in their education they had been asked what they would like to study. The frequency with which GCSE options were mentioned demonstrated their prominence in the boys' minds. The rarity of such an occasion in a typically heavily ascribed system where, up until year 10, pupils in England must engage in topics that schools and the Government have decided they must learn may have made this topic particularly pertinent.

The boys choosing to use the interview space to speak about GCSE options and choice may reflect their lack of voice and the lack of voice of the working classes in formal education today. In England, WWCBs go through systems designed by the middle classes and based on middle-class ideals, or the "neo-liberal rhetoric", as Stahl refers to it (Stahl & Dale, 2013; Stahl, 2012, 2014a, 2014b). The value placed in being heard links to another theme apparent in the interviews, of feeling valued in the learning relationship.

What was also apparent within this theme was that the majority of boys had a clear sense of what they wanted for their futures and saw education as being key to that. As Stahl argues, much current research and government policy on the underachievement of low SES pupils and WWCBs in particular, rely on explanations of lacking personal and parental aspiration (Cabinet Office, 2008; Demie, 2014; HoC Education Committee, 2014; Nuttall & Doherty, 2014; Rothon, 2007). But like Stahl (2012), I found that despite the rhetoric of low aspiration and underachievement that surrounds white working-class British boys, this sample of boys when discussing what they hoped to achieve in school and life had clear educational and career aspirations.

5.3.4 Misalignment

In nearly all of the interviews, there was a sense of misalignment. A misalignment between what the boys enjoyed and felt motivated by and what the school said they must engage with, and between what the boys wanted for their futures and what they were required to do to get there. Most of the boys showed a preference for physical and practical subjects such as PE and technology or even core subjects such as science when taught in a practical way. It was clear that this group of boys enjoyed getting hands on with their learning and being active and disliked "sitting and writing" as they phrased it. However, it is this sitting and writing that is common in England's classrooms, particularly in traditional subjects, with the odd exception

of an experiment in chemistry. But it is in these traditional subjects that they must be seen to succeed in, or risk being labeled a failure. Although more creative and practical subjects are offered, the gold standard that pupils are expected to meet still includes obtaining good grades in what are considered the core subjects. Despite a GCSE being a GCSE, pupils are not merely expected to get any 5 A* - C GCSEs but 5 A*-C's including English, maths and science. In discussing the impact of "boring" lessons on white British boys Nuttall and Doherty (2014) quotes:

''The overly directive, mind-numbing, mundane, useless, anti-intellectual acts that constitute teaching not only remain the coin of the realm but have become the gold standard'' (Haberman, 2010, p.45).

Nuttall and Doherty (2014) worry that the focus of our education on closing the gap at the end of key stage 4 may exacerbate disaffection. The researcher does not share this fear but rather, from talking with the boys, worries that they may be left feeling they are not good enough and their interests not valid. Although educators want the best for their pupils, by continuously telling them, "these are the subjects that matter," "this is what you need to be successful," coupled with the mantra of "improving the aspirations" of WWCBs, are we not also telling them their families, who are statistically unlikely to have 5 A*-C GCSEs, are not good enough?

It is my opinion that we are essentially telling these boys that they need to be less like their families and more like their middle-class counterparts, because that is the only way to succeed. The boys in this study seemed aware of this mantra and on

several occasions shared that, although they did not like certain lessons, they felt they had to "get on with it" for the sake of their futures; futures that included owning a bike shop and being a sports coach.

Despite showing an understanding of the need to moderate their behaviour in lessons to obtain their golden ticket (GCSEs), many of the boys found it a challenge to do so. The boys shared that their behaviour differed depending on whether or not they liked the subject and how hard they found it. It was explained that some boys tended to mess around and play the "class clown" when they felt the need to fill the space of boredom, or silence feelings of inadequacy. This may also be interpreted as performance avoidance, which is a type of self-handicapping used to hide a lack of ability (Leondari & Gonida, 2007). In this way the boys can use low-level disruption and being "distracted" as a reason for low attainment rather than ability itself.

With the boys explaining that they could not control their behaviour or manage distractions, and feeling as though they were often told off for "no reason", such behavior may also be a symptom of the powerlessness and lack of control experienced by white working class boys that Reay (2009) suggests is common. Thinking of the recurring narrative of managing distractions within the interviews, one might hypothesise that if you are not interested in, confident in, or motivated by a topic you may indeed find it hard to stay with a task and maintain attention. Although the difference was not significant, the phase 1 data did show that low attaining participants had a greater number of low scores on the motivation and self-

regulation factor, suggesting this may have been more a difficulty for the low attaining participants, which fits with the narrative they shared.

Again, in the theme of misalignment, a reluctance to ask for help was shared which seemed to be based on a lack of parity between teachers and the boys. The boys explained they tended not to ask for help in the belief they would be told off. One interviewee stated that when he had asked for help it was not given because the teacher believed he did in fact understand and was just playing around. What came through in this discussion was a friction and lack of cohesion within the learning relationship. This is in contrast to the phase 1 finding where high and low attaining WBBs both reported positive attitudes towards teachers based on the SAAS-R.

Although it is known that motivation is strongly linked to achievement (Metallidou & Vlachou, 2007; Van Nuland et al., 2010), in this study low and higher achievers did not statistically differ in their levels of motivation. The boys shared their wishes to do well and saw the connection between schooling and their futures but seemed to lack the part in the middle that spurs such wishes into action. Stahl has shown that WWCBs, even those deemed severely disengaged and unmotivated, can be motivated and successful when it is a topic they enjoy, they find relevant and is in line with their interests and sense of self (Stahl & Dale, 2013).

5.4 Issues of Reliability and Validity

<u>5.4.1 Whole study considerations</u>

Willig (2001) defines validity as "the extent to which our research describes, measures or explains what it aims to describe, measure or explain", but suggests the "voluminous" nature of qualitative research and the need to decide what to include makes this problematic. As the current research piece employed mixed methods and used a quantitative phase to guide the qualitative phase, the researcher was able to address the research question more closely and approach the research in a more targeted manner, minimising the tendency towards the voluminous. This is not to say the qualitative phase was without validity itself, as it also added by allowing assumptions drawn from the quantitative phase to be challenged by participants, potentially leading to the researcher rethinking their assumptions in light of the interviews. This allowed the study to evolve and gain greater clarity as it progressed.

The issue of ecological validity that many quantitative studies fall prey to was mediated by conducting both phases of the research in the naturalistic setting of the school. It should be noted, however, that two of the participating schools were within an area with a fully selective education system that is rare in the UK today and, therefore, may be considered a threat to the ecological validity of the study. The researcher considered that pupils within this system may have different experiences and views of school to the majority of the country owing to their experiences of the 11+; whether they failed, passed but were unable to obtain a

place, were separated from friends or even siblings due to the selection. However, White British boys in this borough were underachieving and were of concern to the local authority as they are in many boroughs. Therefore, research into this phenomenon was wanted and needed. If this study were to be repeated it would be interesting to see if differences were found in attitudes between selective and non-selective boroughs.

5.4.2 Phase 1 considerations

As the first phase required both low and high attaining pupils, it could be suggested that the selective system of the borough affected the participant pool from which the researcher was able to draw, restricting the number and availability of high attaining White British boys in the mixed comprehensive. However, the number of high attaining WWCBs in the inner London school, which was in a non-selective borough, was found to be similar to the numbers identified in the outer London selective system borough based school. This suggests the participant pool was not significantly affected or skewed by conducting the study in a borough with a selective school system.

Although the SAAS-R has been shown to have good reliability and validity as discussed in section 3.6.5, and steps were taken (e.g. informing participants questionnaire responses would be kept anonymous and school staff would not have direct access them) to ensure participants felt able to respond openly and honestly

to the questionnaire, the threat of response bias was still a possibility. Response bias is particularly common within methods of self-report, and it maybe be considered that having participants complete a questionnaire on attitudes towards school in school rather than in a neutral environment may have confounded this bias further. Questionnaires were also completed in the presence of a member of school staff. Therefore it may be questioned how able participants felt to respond honestly in the presence of an adult who represents the system they are referring to, and perhaps did not feel 100% confident their responses would not or could not be seen. The researcher attempted to mitigate this by having participants supervised by non-teaching members of staff.

5.4.3 Phase 2 considerations

Reliability and validity are traits associated with quantitative research. Therefore, phase 2 of the current study was considered in terms of its trustworthiness using Guba's (1981) criteria of credibility, transferability, dependability and confirmability.

Credibility is the qualitative equivalent of internal validity. In seeking credibility researchers aim to show that their research presents a "true picture of the phenomenon under scrutiny" (Shenton, 2004).

Credibility is evidenced in the current study by the use of well-established research methods and use of methods that were appropriate for the studied phenomenon,

i.e. Interviews to explore views and thematic analysis to examine these views (see section 3.7.3 and 3.7.6.1 for further information on the use of these methods). Steps were taken to promote honesty from participants when taking part in the interviews, including verbally reiterating the purpose of the study and allowing participants to ask further questions or withdraw. This helped assure that those who were taking part were doing so in an informed and willing manner. Participants were encouraged to speak freely, reassured that there were no right or wrong answers, that the researcher was present in a research capacity only and not as a member of staff in a position of authority and that they could cease the interview at any time without explanation.

Frequent supervision also aided the credibility of the study as the researchers hypotheses could be discussed and challenged, thinking broadened and possible biases flagged. Patton (1990) states the experience of the researcher is important, as they are the main tool of data collection and analysis. That the researcher has prior qualifications in research and experience of qualitative research, therefore, supports the credibility of the study. Providing information about the national context, local context and descriptions of the communities in which participating schools were based helped contextualise the research and communicate the situation being investigated. This detailed description of phenomenon allows the reader to make sense of the findings and consider to what extent they reflect the true situation.

Transferability in qualitative research refers to the applicability of findings to other contexts. Ensuring adequate information about participating schools and their

communities; participants; and employed data collection and analysis methods used in the current study may allow researchers to ascertain whether the described situations in the current study are similar to those they wish to explore and whether the findings of the study apply to their own. Providing a thick description of may allow readers to understand the phenomenon and compare the situation to their experiences or readings.

Dependability refers to a concern with a study's ability to ensure findings are stable, coherent and repeatable over time. This was achieved by keeping memos at the time of thought or action e.g. hypotheses, interpretations or actions taken. These decisions and their influences were recorded and kept in a document alongside the corresponding section of the study. This allowed the researcher to be explicitly aware of their decision-making process, to reflect back and challenge their own thinking.

To meet the criteria of confirmability, "researchers must take steps to demonstrate that findings emerge from the data and not their own predispositions" (Shenton, 2004, p.63). A key standard for confirmability is the extent to which a researcher acknowledges and declares their predispositions. The researcher's predispositions are shared in section 1.3. As well as this, reasons are given for all key decisions made, including the choosing of methods and reasons for discounting others. The researcher's thoughts and actions were recorded at the time of occurrence in electronic documents, which were stored alongside the corresponding section of the

study. These documents formed an informal audit trail that would allow others to track the path of the research and gauge how far from the data it may have veered.

5.5 Limitations of the study

"*Trouble awaits those unwary souls who believe that research flows smoothly and naturally from questions to answers via a well organised data collection system*" (Hodgson and Rollnick in Parry and Watts, 1996, p.3)

This study had several limitations that should be noted. Firstly, the small sample size acquired in phase 1 (n = 45) had implications for data analysis; as if the sample had been larger the likelihood of meeting the assumptions for statistical analysis would have been greater. This may have allowed for all five factors to be included in the t-test rather than conducting separate non-parametric tests.

It was extremely challenging to find schools willing to participate. Despite sending numerous emails and making numerous calls very, few replied. Acquiring a sample was also difficult because of the demographic makeup of the borough in which the collaborating service was placed. As has been previously mentioned, this borough had a very low percentage of white British boys in its schools, leading to the researcher approaching a school outside of the borough. Conducting a power analysis before data collection would have been beneficial and helped to make effective use of the limited time taken up by communication and negotiation difficulties. Future studies should seek to recruit greater numbers of participants and

more high attainers, in particular, to add to the robustness and power of the study to detect differences.

A second limitation is linked to the conducting of interviews with low attaining pupils only. Greater insight may have been obtained had this information been triangulated by also speaking with teachers and parents. Another limitation of the study is the use of the SAAS-R (McCoach, 2002). A slight discrepancy was noted between responses on the SAAS-R and those shared in interviews. On the SAAS-R, the low attaining boys reported relatively positive attitudes towards teachers and classes but in the interviews a broader range of responses were revealed. This may not be a fault of the SAAS-R specifically but may be that the boys gave more superficial, less invested answers as is one the limitations of questionnaires, in general, and when given the space and opportunity to speak freely, were able to give more depth as interviews are designed to do.

A third limitation of the study is the lack of certainty that phase 2 participants had also taken part in phase 1. Because phase 2 participants were selected from a phase 1 participating school and individually met the criteria for phase 1, it is highly likely that the majority of phase 2 participants also took part in phase 1. However, as all responses were gathered anonymously and not all eligible pupils a) consented to take part in phase 1 and b) were present on the day of administration, it is not definite that consenting phase 2 participants also took part in phase 1. Therefore, it could not be concluded that all views shared in phase 1 were the opinions of low attaining participants whose attitudes towards school did not significantly differ

from the average/high attaining participants as discovered in phase 1. This is important as the second phase sought to explore further the views shared in phase 1, but it is not necessarily damaging to the validity of the study as all phase 2 participants were still representative of the target population (see section 3.7.1 for inclusion criteria). A possible solution to this would have been to anonymise responses only after all data had been collected.

5.6 Dissemination to stakeholders

This study has provided a level of insight into the educational experiences and views of white British boys on free schools meals that may be useful for schools in helping them think about how best to support and engage this group of learners. The findings of the study will be disseminated via a presentation to the collaborating EPS to help them think about ways of working with schools to support this group of learners. Findings will also be presented to staff of schools involved to help them think about their relationship with this group of learners and how they might develop effective targeted interventions. A brief, accessibly written summary will be made available for pupils and parents of participating schools.

5.7 Implications for stakeholders

This study has several implications for key stakeholders such as teachers and policy makers. England is a country where a young person's life chances are severely

hindered if they do not achieve the level of education deemed necessary for most entry-level professions and further education. According to Cassen and Kingdon (2007), young people who do not achieve well at the end of key stage 4 are "likely to be badly placed in the job market...inadequately prepared for participation in society" and at risk of unemployment or low-level criminal activity.

The areas flagged in this study serve as a potential starting point for increasing engagement amongst WWCBs and helping to increase parity of life chances between WWCBs and their higher attaining peers. It is also important for stakeholders to recognise the validity of different life choices. This study will hopefully lead to conversations about whether the 5 A* - C GCSEs goal post should have such an impact on the life choices and chances of all. Reay (2010), quoting Steedman (1985; 1986) draws our attention to the pathologisation of working class childhood, as low SES pupils are represented regarding how they fall short of a "more richly endowed real child". It is, therefore, important for stakeholders including parents to provide WWCBs with relatable positive images and role models to help positively strengthen their academic self-perceptions and general self-esteem.

The findings of the current study have implications for policy regarding vocational provisions in an attempt to revivify the interest of white working class boys in formal education by making it more relevant, engaging and directly relatable to their preferred careers. Also, if the behaviour of others acts as a guide for action, as Bandura states, then it may also act as a guide for inaction; therefore targeting interventions at the group rather than individual level may be beneficial. This

suggestion is based on the importance of peers concerning engagement in school as highlighted in this study.

5.7.1 Implications for the role of the EP

From this study, many implications for EPs are apparent at the level of the individual, the group and the system. Such implications include:

- The role of the EP in supporting home school communication and parental involvement. This study supports findings of previous research, which highlights the importance of such relations for achievement (House of Commons Education Committee, 2014; Xu et al., 2010).

- EPs signposting families toward resources within the community that they may not have at home or be aware of. While supporting access to resources, EPs will simultaneously need to be aware of, and respond to the reduction in resources during these times of austerity.

- How EPs might work with schools to help them think about how their own perceptions and preconceptions may affect the learning, experiences and efforts of pupils.

- How EPs might work with schools to help think about differentiation and how more practical and hands on experiences might be provided. However, although the current study advocates fitting the learning environment to the child rather than the inverse, as EPs we must be mindful of the pressures schools are under. As class sizes continue to grow, teacher numbers decline

and the focus on targets increases, a school's capacity to consider such needs may be negatively affected.

- The possibility of EPs partaking in action research with schools to help design and evaluate interventions that seek to improve the educational situations of WWCBs by further exploring their views, beliefs and attitudes or using what has been explored here.

- The extent to which EPs are aware of their own preconceptions of WWCBs and having the opportunity to have these thoughts explored, challenged and broadened through 1:1 or peer supervision.

- How in the near future psychologists might pursue the recommendations of this research in light of potential new educational changes brought in by the new Conservative government. Changes in educational policy may directly affect the work of EPs or the views and attitudes of those they work with. For example, the appointment of Tom Bennett as a behaviour expert by the Education Secretary Nicky Morgan to tackle disruptive behaviour in the classroom. This new "tough line" could lead to increased an increased prevalence of focusing on behaviour rather than, as Nuttall and Doherty (2014) suggest is needed, the underlying problems. Also, the new "coasting schools" agenda (Roberts & Jarrett, 2015) focuses purely on attainment in core topics with no mention of vocational alternatives. This may amplify an outward-looking stance, rather than inward looking as this research advocates. It is to such changes that EPs must react and adapt.

- A final implication is how any of the above suggestions relating to working directly with schools, may be broached with schools, which in many cases

now buy the services of educational psychologists. This change in contracting

may affect the EP-school dynamic and the way EPs are used.

5.8 Future research

Limitations notwithstanding, it is believed this study makes some important

contributions to understanding white British working class achievement. As

previously mentioned, should this study be replicated or a similar study conducted, it

is recommended that a larger sample size be used to assure greater reliability and

validity of quantitative analyses. It would also be recommended that interviewees

are drawn from differing schools to ensure observed themes are not purely due to

system effects, allowing the audience surety that the expressed views are not unique

to pupils of one school alone. Greater numbers in the qualitative phase would also

help to increase trustworthiness, as would using a deductive thematic analysis to

explore whether themes are relevant to a broader population. Although qualitative

analysis is not technically generalisable, specifically designed questionnaires could be

used to explore the generalisability of findings or to compare with high attaining

pupils.

Based on the findings of this study, further research should seek to explore the role

of the pupil-teacher dynamic and its effect on the achievement of WWCBs. As Childs

and McKay (2001) highlight, teachers tend to hold more negative views towards

boys and towards boys of low SES in particular due to their "distractible" behaviour.

If this is the case then not only are WWCBs starting school at a disadvantage in terms of resources and social capital (Coleman, 1988) but are also having to contend with low expectations, leaving them susceptible to self-fulfilling prophecy defined as:

"A false definition of the situation evoking a new behavior which makes the originally false conception come true"(Merton, 1948, p.195).

However, whether some teachers' low expectations are falsely or correctly held is unknown and will remain unknown until its relationship to WWCBs achievement is disentangled. And while this study did not speak with teachers, the beliefs of some of the interviewed boys that teachers did not care and could not be approached for help tells us something of the experienced dynamic. Future research, therefore, may want to use a specific set of measures to ascertain pupils' attitudes towards teachers and teachers' attitudes towards pupils.

As this study found that a sampled group of WWCBs of both low and high ability had relatively positive attitudes towards school, it would be interesting to look at teachers predictions of WWCBs attitudes. This could be achieved by having teachers complete the SAAS-R from the perspective of a WWCB. This may tell us not only about the beliefs of WWCBs as this study ascertained but also what teachers believe their beliefs to be, giving us further insight into the teacher-pupil dynamic.

It would also be interesting to explore how WWCBs view school in relation to their futures, i.e. whether school is viewed as a tick box exercise or something that

contributes to them as a person. In this study, the boys spoke about certain subjects and their GCSEs as something they had to "get on with" for the sake of their futures. Francis (2006, p.8) warns against a focus on the "over-riding credentialist principle" and states schools must instead focus on "successfully driving children towards academic attainment".

Future research may also want to take key points from this study, such as the boys' appreciation of choice, preference of practical and physical activities, difficulties managing distractions and perceived approachability and effort of teacher, and evaluate a school-based intervention study targeting these areas.

5.9 Researcher's reflections

Throughout the research process, including during negotiations, a research diary was kept in which the researcher noted difficulties faced, associated feelings, personal reflections on literature and practical decisions. The greatest challenge in undertaking this piece of research has been putting aside what I already believed I knew and making way for what could be learnt.

5.9.1 Research process

Conducting this piece of research has been a real challenge that has tested me at every turn. However, I have enjoyed that challenge, having only ever conducted

short pieces of research in the past. It has been enlightening to not only think about the research process but to have to think about the real world implications and what educators may be able to take from this. Past research I have conducted has primarily been quantitative and for a purely academic audience where the focus has not been what can be learnt and applied from a piece of work but what is of interest. I now see this as unfortunate. Although such research can be taken, learnt from and fed back into systems I feel that I missed a chance to contribute to change where support was needed.

I initially hoped to discover statistically significant differences between the low and average/high attaining groups on the SAAS-R. Believing, like many researchers, that my study depended on obtaining statistical significance I was disappointed when I did not. It took a little time to remind myself of the issues of reporting bias and conversations with my supervisor to remind me that finding no significant difference can be just as interesting because it still tells us something about the phenomenon.

Having undertaken a Masters in research methods and having worked in mental health research previously, it was hard to get out of my own way and allow myself to be in a position of not knowing. Having conducted some qualitative research before I was aware of how time-consuming and arduous the transcription and analysis process could be. It was this awareness that at times scared me into inaction knowing that this project was on a much larger scale than anything I had done before. It was the impending deadline and effect of difficult negotiations with schools that forced me to overcome this fear and immerse myself in the qualitative

process in light of the larger fear of not completing my thesis and passing my Doctorate, which I have been working towards for so many years.

The qualitative element of this study did not sit easily with my usually positivist self and the comfort I find in the certainty of numbers. However, undertaking this pragmatic piece of mixed methods research has shown me what I can accomplish when I step outside of my comfort zone and has given me a set of skills which I can take forward into my new post as an educational psychologist. As well as the qualitative element, I also struggled with the exploratory purpose of the study finding myself at times drifting towards the explanatory which sits more comfortably with my naturally positivist stance. This tension between the exploratory purpose and a more familiar explanatory purpose was exacerbated by what appeared to be a naturally emerging theory from the data. Awareness of this emerging theory led me to question whether it would have been better to use Grounded Theory.

This process has affirmed for me the importance of supervision. Supervision provided me with a containing space where I could be heard, share my anxieties and move forward in a way that made me feel I was not alone on this journey. Perhaps beyond the scope of this paper, this experience has led me to realise the importance of supervision in any caring profession; understanding the effect bottled up anxieties can have on your work. This is especially relevant to school staff, who are responsible for a vulnerable population. Therefore, the value of staff containment is also something I will bring into my new role when working with schools.

I have learnt a great deal about white working class boys, a group whose educational situation I had previously struggled to understand as a teacher. As a teacher, I perhaps reached for more lazy explanations such as blaming the family, which we have seen from the literature, is not an uncommon view. I will also take my broadened view of this group into my next role.

5.10 Summary of Research and Conclusions

This study was conducted over two years, beginning in the summer of 2013. The study employed a mixed method pragmatic methodology to explore factors that may underpin the achievement of white British boys on free school meals as well as their beliefs around these factors and education in general. Receipt of free school meals was used as an indicator of socio-economic status, which is an indicator of social class. The limitations of FSMs as an indicator are discussed in section 1.5.

In the first quantitative phase of the study, the School Attitude Assessment Survey-Revised (McCoach, 2002) was used to explore whether low and average/high-attaining WWCBs on FSMs differed in their academic self-perceptions, attitudes towards teachers and class, attitudes towards school, goal valuation or motivation and self-regulation. Significance testing revealed that the groups did not statistically differ in their attitudes, with both reporting relatively positive attitudes across each of the factors. The second, qualitative, phase used semi-structured interviews to explore further the potential salience, or lack thereof of the five factors, and to gain

a sense of the boys' values and experiences of schooling. The second phase added much-needed depth to the study and through thematic analysis revealed four themes: "feeling valued in the learning relationship", "academic self-perceptions", "choosing own path" and "misalignment".

The qualitative results extended the quantitative results by highlighting the complexity of the boys' relationships to schooling. This showed that while elements of the five explored factors were at play, they were part of a larger picture. Only one of the five factors emerged as a theme. Also, the qualitative phase revealed that, although low attainers rated their attitudes quite positively, the boys held many more complex and conflicting views than perhaps the measure could detect.

In terms of previous literature, this study supports research that argues pumping resources into raising academic attainment is not enough on its own to reduce the achievement gap for WWCBs. We must also consider the social context and lived experiences of pupils (Childs & McKay, 2001; Nuttall & Doherty, 2014). Elements of Bandura's theory of self-efficacy (1977) were also seen to be at play, affecting the low attaining boys' ability to persist, leading them to be easily distracted and give up in the face of difficult tasks despite stating their want to do well in school. The study also supports Reay's findings that education for the majority of working class pupils is seen as "something to be got through rather than got into" (Reay, 2010, p.335). This was reflected in the boys' views of finding some subjects boring but understanding the need, and societal expectation, for them to achieve in these subjects.

This study goes some way to help to identify areas where change can be made to improve the educational experiences of WWCBs. The study offers some proximal factors such as teacher pupil relationships, peer influences, choice and physical/practical educational options which are "easier to impact on than the more structural factors underlying the SES variable" (Strand, 2014, p.25). When designing interventions to raise the attainment of WWCBs, schools may want to consider the areas flagged in this study to try to make schooling an enjoyable experience rather than a tick box exercise. Therefore, a question for educators is how to make the curriculum and school ethos more applicable, relatable and engaging for WWCBs. Can a leaf be taken out of the SEN and mental health book where they no longer try to fit the individual to the service, but the service to the individual? (Department for Education, 2014)

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Chapter 6: Appendices

1. National curriculum expected levels by year group

Mapping Attainment and Progress

N.C. Level (Average Point score)	P (5)	1c (7)	1b (9)	1a (11)	2c (13)	2b (15)	2a (17)	3c (19)	3b (21)	3a (23)	4c (25)	4b (27)	4a (29)	5c (31)	5b (33)	5a (35)	6c (37)	6b (39)	6a (41)	7c (43)	7b (45)	7a (47)	8 (49)

Key Stage 1 / Year 1 / Year 2

= Below expected levels of attainment
= Just below expected levels of attainment
= On Track – Expected levels of attainment
= More able – Above expected levels of attainment

Key Stage 2 / Year 3 / Year 4 / Year 5 / Year 6

Key Stage 3 / Year 7 / Year 8 / Year 9

N.C. Level (Average Point score)	W (5)	1c (7)	1b (9)	1a (11)	2c (13)	2b (15)	2a (17)	3c (19)	3b (21)	3a (23)	4c (25)	4b (27)	4a (29)	5c (31)	5b (33)	5a (35)	6c (37)	6b (39)	6a (41)	7c (43)	7b (45)	7a (47)	8 (49)

Age related expected National Curriculum levels:

Year 1 (age 5-6) = **1b / 1a**

Year 2 (age 6-7) = **2b**

Year 3 (age 7-8) = **2a / 3c-3b**

Year 4 (age 8-9) = **3b**

Year 5 (age 9-10) = **3a**

Year 6 (age 10-11) = **4b**

It is expected that children will progress by two whole levels of attainment from Key Stage 1 to Key Stage 2

2. Qualitative Critical Appraisal Programme

Critical Appraisal Skills Programme (CASP)

making sense of evidence

10 questions to help you make sense of qualitative research

This assessment tool has been developed for those unfamiliar with qualitative research and its theoretical perspectives. This tool presents a number of questions that deal very broadly with some of the principles or assumptions that characterise qualitative research. It is *not a definitive guide* and extensive further reading is recommended.

How to use this appraisal tool

Three broad issues need to be considered when appraising the report of qualitative research:

- **Rigour: has a thorough and appropriate approach been applied to**
- **key research methods in the study?**
- **Credibility: are the findings well presented and meaningful?**
- **Relevance: how useful are the findings to you and your organisation?**

The 10 questions on the following pages are designed to help you think about these issues systematically.

The first two questions are screening questions and can be answered quickly. If the answer to both is "yes", it is worth proceeding with the remaining questions.

A number of italicised prompts are given after each question. These are designed to remind you why the question is important. Record your reasons for your answers in the spaces provided.

Screening Questions

1. Was there a clear statement of the aims of the research?   ☐ Yes   ☐ No

Consider:

– what the goal of the research was

– why it is important

– its relevance

2. Is a qualitative methodology appropriate?   ☐ Yes   ☐ No

Consider:

– if the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants

Is it worth continuing?

Detailed questions

Appropriate research design

3. Was the research design appropriate to address the aims of the research?   Write comments here

Consider:

– if the researcher has justified the research design (e.g. have they discussed how they decided which methods to use?)

....

Sampling

4. Was the recruitment strategy appropriate to the aims of the research?

Write comments here

Consider:

– *if the researcher has explained how the participants were selected*

– *if they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study*

– *if there are any discussions around recruitment (e.g. why some people chose not to take part)*

....

....

Data collection

5. Were the data collected in a way that addressed the research issue?

Write comments here

Consider:

– *if the setting for data collection was justified*

– *if it is clear how data were collected (e.g. focus group, semi-structured interview etc)*

– *if the researcher has justified the methods chosen*

– *if the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, did they used a topic guide?)*

has the researcher explained how and why?

– *if the form of data is clear (e.g. tape recordings, video material, notes etc)*

– *if the researcher has discussed saturation of data*

....

Reflexivity (research partnership relations/recognition of researcher bias)

6. Has the relationship between researcher and participants been adequately considered?   Write comments here

Consider whether it is clear:

– *if the researcher critically examined their own role, potential bias and influence during:*

  – *formulation of research questions*

  – *data collection, including sample recruitment and choice of location*

– *how the researcher responded to events during the study and whether they considered the implications of any changes in the research design*

....

Ethical Issues

7. Have ethical issues been taken into consideration?   Write comments here

Consider:

– *if there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained*

– *if the researcher has discussed issues raised by the study (e. g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)*

– *if approval has been sought from the ethics committee*

••

Data Analysis

8. Was the data analysis sufficiently rigorous?   Write comments here

Consider:

– *if there is an in-depth description of the analysis process*

– *if thematic analysis is used. If so, is it clear how the categories/themes were derived from the data?*

– *whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process*

– *if sufficient data are presented to support the findings*

– *to what extent contradictory data are taken into account*

– *whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation*

••

Findings

9. Is there a clear statement of findings?   Write comments here

Consider:

– *if the findings are explicit*

– *if there is adequate discussion of the evidence both for and against the researcher's arguments*

– *if the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst.)*

– *if the findings are discussed in relation to the original research questions*

••

Value of the research

10. How valuable is the research?   Write comments here

Consider:

– *if the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature?)*

– *if they identify new areas where research is necessary*

– *if the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used*

••

3. RCT Critical Appraisal Skills Programme

CRITICAL APPRAISAL SKILLS PROGRAMME (CASP): *Making Sense of Evidence*

10 Questions to Help You Make Sense of Randomised Controlled Trials

How to Use This Appraisal Tool

- Three broad issues need to be considered when appraising the report of a randomised controlled trial:
  - o Is the trial valid?
  - o What are the results?
  - o Will the results help locally?
- The 10 questions on the following pages are designed to help you think about these issues systematically.
- The first two questions are screening questions and can be answered quickly. If the answer to both is "yes", it is worth proceeding with the remaining questions.
- You are asked to record a "yes", "no" or "can't tell" to most of the questions.
- A number of hints are given after each question. These are designed to remind you why the question is important. There may not be time in the small groups to answer them all in detail!

A. Are the results of the study valid?

Screening Questions

1. Did the study ask a clearly-focused question?

   ☐ Yes   ☐ Can't Tell   ☐ No

   HINT: Consider if the question is 'focused' in terms of:
   - o the population studied
   - o the intervention given
   - o the outcomes considered

2. Was this a randomised controlled trial (RCT) and was it appropriately so?

   ☐ Yes   ☐ Can't Tell   ☐ No

   HINT: Consider:
   - o why this study was carried out as an RCT
   - o if this was the right research approach for the question being asked

Is it worth continuing?

Detailed Questions

3. Were participants appropriately allocated to intervention and control groups?

   ☐ Yes   ☐ Can't Tell   ☐ No

   HINT: Consider:
   - o how participants were allocated to intervention and control groups. Was the process truly random?
   - o whether the method of allocation was described. Was a method used to balance the randomization, e.g. stratification?
   - o how the randomization schedule was generated and how a participant was allocated to a study group

   - o if the groups were well balanced. Are any differences between the groups at entry to the trial reported?
   - o if there were differences reported that might have explained any outcome(s) (confounding)

4. Were participants, staff and study personnel 'blind' to participants' study group?

   ☐ Yes   ☐ Can't Tell   ☐ No

   HINT: Consider:
   - o the fact that blinding is not always possible
   - o if every effort was made to achieve blinding
   - o if you think it matters in this study
   - o the fact that we are looking for 'observer bias'

5. Were all of the participants who entered the trial accounted for at its conclusion?

   ☐ Yes   ☐ Can't Tell   ☐ No

   HINT: Consider:
   - o if any intervention-group participants got a control-group option or vice versa
   - o group option or vice versa
   - o if all participants were followed up in each study group (was there loss-to-follow-up?)
   - o if all the participants' outcomes were analysed by the groups to which they were originally allocated (intention-to-treat analysis)
   - o what additional information would you liked to have seen to make you feel better about this

6. Were the participants in all groups followed up and data collected in the same way?

   ☐ Yes   ☐ Can't Tell   ☐ No

   HINT: Consider:
   if, for example, they were reviewed at the same time intervals and if they received the same amount of attention from researchers and health workers. Any differences may introduce performance bias.

7. Did the study have enough participants to minimise the play of chance?

☐ Yes   ☐ Can't Tell   ☐ No

HINT: Consider:
if there is a power calculation. This will estimate how many participants are needed to be reasonably sure of finding something important (if it really exists and for a given level of uncertainty about the final result).

B. What are the results?

8. How are the results presented and what is the main result?

_____

_____

_____

_____

_____

_____

_____

HINT: Consider:
- o if, for example, the results are presented as a proportion of people experiencing an outcome, such as risks, or as a measurement, such as mean or median differences, or as survival curves and hazards
- o how large this size of result is and how meaningful it is
- o how you would sum up the bottom-line result of the trial in one sentence

9. How precise are these results?

_____

_____

_____

_____

_____

HINT: Consider:
- o if the result is precise enough to make a decision
- o if a confidence interval were reported. Would your decision about whether or not to use this intervention be the same at the upper confidence limit as at the lower confidence limit?
- o if a p-value is reported where confidence intervals are unavailable

10. Were all important outcomes considered so the results can be applied?

☐ Yes   ☐ Can't Tell   ☐ No

HINT: Consider whether:
- o the people included in the trail could be different from your population in ways that would produce different results
- o your local setting differs much from that of the trial
- o you can provide the same treatment in your setting
- o Consider outcomes from the point of view of the:
- o individual
- o policy maker and professionals
- o family/carers – wider community
- o Consider whether:
- o any benefit reported outweighs any harm and/or cost. If this information is not reported can it be filled in from elsewhere?
- o policy or practice should change as a result of the evidence contained in this trial

4. Excluded papers from literature review: Part 1

Title	Author	Journal	Date	Reason
Articles excluded at database search stage				
Evaluating the effects of programs for reducing achievement gaps: A case study in Taiwan.	Sung, Yao-Ting; Tseng, Fen-Lan; Kuo, Nien-Ping; Chang, Tien-Ying; Chiou, Jia-Min	Asia Pacific Education Review	2014	Non OECD country
Adolescent work intensity, school performance, and substance use: Links vary by race/ethnicity and socioeconomic status.	Bachman, Jerald G.; Staff, Jeremy; O'Malley, Patrick M.; Freedman-Doan, Peter	Developmental Psychology	2013	Relating to paid employment and substance abuse in students
Student attendance, mobility, and mathematics achievement in an	Strathdee, Rob; Engler, Ralf	British Educational Research Journal	2012	Focused on attendance and mobility

urban school district.				
Gender-, race-, and income-based stereotype threat: The effects of multiple stigmatized aspects of identity on math performance and working memory function	Tine, Michele; Gotlieb, Rebecca	Social Psychology of Education	2013	Used college student sample
High school guidance counselor recommendations: The role of student race, socioeconomic status, and academic performance.	Linnehan, Frank; Weer, Christy H.; Stonely, Paul;	Journal of Applied Social Psychology	2011	Interesting but may not relate as we do not have guidance counselors in the UK
Associations of ethnicity and SES with IQ and	Swartwout, Maegan D.; Garnaat,	Journal of Pediatric Psychology	2010	Looking at achievement in children with

achievement in spina bifida meningomyelocele.	Sarah L.; Myszka, Katherine A.; Fletcher, Jack M.; Dennis, Maureen			spina bifada
Gender similarities in math performance from middle school through high school.	Scafidi, Tony; Bui, Khanh	Journal of Instructional Psychology	2010	Focused on gender differences
Selected non-music predictors of urban students' decisions to enroll and persist in middle school band programs.	Kinney, Daryl W	Journal of Research in Music Education	2010	Focused on enrollment on US band programs
The role of social competence in predicting gifted enrollment	Curby, Timothy W.; Rudasill, Kathleen Moritz;	Psychology in the Schools	2008	Predicting gifted enrollment (includes kindergarten sample)

	Rimm-Kaufman, Sara E.; Konold, Timothy R			
Making education count: The effects of ethnicity and qualifications on intergenerational social class mobility.	Platt, Lucinda	The Sociological Review	2007	Looks at social mobility in later life
Child emotional insecurity and academic achievement: The role of sleep disruptions.	El-Sheikh, Mona; Buckhalt, Joseph A.; Keller, Peggy S.; Cummings, E. Mark; Acebo, Christine	Journal of Family Psychology	2007	Role of sleep on academic attainment factoring in SES and ethenicity
An examination of the relationship between	Taylor, April Z.; Graham, Sandra;	Journal of Educational Psychology	2007	Only looking at African American and

achievement values and perceptions of barriers among low-SES African American and Latino students.				Latino students
Race identity and race socialization in African American families: Implications for social workers.	Woods, Taniesha A.; Kurtz-Costes, Beth	Journal of Human Behavior in the Social Environment	2007	Understanding race and identity in African American families only → social work rather than educational implications
What are the effects of ability grouping on GCSE attainment?	Ireson, Judith; Hallam, Susan; Hurley, Clare	British Educational Research Journal,	2005	Focused on effects of setting
Examining Ethnic, Gender, Language,	Klein, Jeff R.; Jimerson,	School Psychology	2005	Looking at bias in reading

and Socioeconomic Bias in Oral Reading Fluency Scores among Caucasian and Hispanic Students.	Shane R	Quarterly		assessment
A Randomized Study of Neighborhood Effects on Low-Income Children's Educational Outcomes.	Leventhal, Tama; Brooks-Gunn, Jeanne	Developmental Psychology	2004	Effect of American low and high poverty neighborhoods on attainment
The Effect of Physical Height on Workplace Success and Income: Preliminary Test of a Theoretical Model.	Judge, Timothy A.; Cable, Daniel M	Journal of Applied Psychology	2004	Link between height and achievement
An Early Gap in Black-White Mathematics	Hughes, Sherick	The Urban Review	2003	Black White gap in the US

Achievement: Holding School and Home Accountable in an Affluent City School District.				
Gender differences, family and psychological factors affecting school performance in Greek secondary school students.	Livaditis, M.; Zaphiriadis, K.; Samakouri, Maria; Tellidou, C.; Tzavaras, N.; Xenitidis, K	Educational Psychology	2003	Focused on Greek pupils
Measurement properties of the MacArthur Communicative Development Inventories at ages one and two years.	Feldman, Heidi M.; Dollaghan, Christine A.; Campbell, Thomas F.; Kurs-Lasky, Marcia; Janosky, Janine E.;	Child Development	2000	Population of 1 - 2 year old children and looking at communication

	Paradise, Jack L			
Measuring variability in early child language: Don't shoot the messenger	Fenson, Larry; Bates, Elizabeth; Dale, Philip; Goodman, Judith; Reznick, J. Steven; Thal, Donna	Child Development	2000	Criticising the MacArthur Communicative Development inventory → not relevant
The effect of husband's occupational attainment on wife's achievement	Philliber, William W.; Vannoy-Hiller, Dana	Journal of Marriage and the Family	1990	Non-school age sample
Review of *Broken compass: Parental involvement with children's education* although in initial listed titles as; Income level,	Patterson, Charlotte J.; Kupersmidt, Janis B.; Vaden, Nancy A	Special Issue: Minority children	1990/ 2014	Duplicate article listed twice → Psycinfo bringing up book review when clicked I BELIEVE THIS IS

				AN ERROR. UNABLE TO ACCESS ARTICLE
gender, ethnicity and household compositions as predictors of children's school based competence				
Finding or losing yourself? : Working-class relationships to education	Diane REay	Journal of education policy	2010	Further education sample
Articles found to be relevant but excluded due to being position papers				
Motivation: What teachers need to know	Carole A. Ames	Teachers college record, Vol 91	1990	Position paper
Heroes or Zeroes? The discursive positioning of "underachieving boys" in English neo-liberal education policy	Becky Francis	Journal of Education Policy, 21	2006	Position paper
Keith Robinson and Angel L Harris:	Daniel Hamlin	Journal of child and family	2014	Position paper/ Book review

Broken Compass: Parental involvement with children's education		studies		
A discussion of future time perspective	Dennis M McInerney	Educational psychology review	2004	Position paper
The social class gap for educational achievement	Emma Perry and Becky Francis	Royal society for the encouragement of arts, manufacturers and commerce	2010	Position paper/ Literature review
Search for literature on Free school meals attainment to ensure no articles missed using "free school meals" as keys words and no limiters				
Who is eligible for free school meals? Characterising free school meals as a measure of disadvantage in England	Gorard, Stephen	British Educational Research Journal, Vol 38	2012	Study was not concerned with academic attainment
Moving on from	Styles, B	Educational	2008	Study was not

free school meals: National census data can describe the socioeconomic background of the intake of each school in England		Research, Vol 50		concerned with academic attainment
Articles that despite selecting full text only I could not source				
Adolescents' emerging habitus: The role of early parental expectations and practices	Bodovski, Katerina	British Journal of Sociology of Education	2014	Unable to source full text

5. Excluded papers from literature review: Part 2

5.1. Academic Self-perceptions/concepts – Excluded literature

Title	Author	Journal	Date	Reason
Is school feminine? Implicit gender stereotyping of school as a predictor of academic achievement.	Heyder, Anke; Kessels, Ursula	Sex roles, volume 69	Dec 2013	Concerned with gender stereotyping in schools
Achievement, agency, gender, and socioeconomic background as predictors of postschool choices: A multicontext study	Parker, Philip D.; Schoon, Ingrid; Tsai, Yi-Miau; Nagy, Gabriel; Trautwein, Ulrich; Eccles, Jacquelynne S	Developmental Psychology, Vol 48	Nov 2012	Focussed on post school destinations

Mediational role of academic motivation in the association between school self-concept and school achievement among Indian adolescents in Canada and India.	Areepattamannil, Shaljan	Social Psychology of Education, Vol 15	Sept 2012	Specific to Indian students
Subgroups of Attributional Profiles in Students with Learning Difficulties and Their Relation to Self-Concept and Academic Goals	Núñez, José Carlos; González-Pienda, Julio A.; González-Pumariega, Soledad; Roces, Cristina; Alvarez, Luis; González, Paloma; Cabanach, Ramón G.; Valle, Antonio; Rodríguez, Susana	Learning Disabilities Research & Practice, Vol 20	May 2005	Focuses on pupils with learning difficulties

Cooperative Small-Group Instruction Combined with Advanced Organizers and Their Relationship to Self-Concept and Social Studies Achievement of Elementary School Students	Box, Jeanie A.; Little, David C.	Journal of Instructional Psychology, Vol 30	Dec 2003	Jigsaw learning approach and social studies materials on self-concept
Comparisons of Achievement, Effort, and Self-Perceptions Among Students With Learning Disabilities and Their Peers From Different Achievement	Lackaye, Timothy D.; Margalit, Malka	Journal of Learning Disabilities, Vol 39	2006	Includes specific learning disability population

Groups				
Measuring preschool **attainment** of print-**concept** knowledge: A study of typical at-risk 3- to 5-year-old children using item response theory	Justice, Laura M.; Bowles,Ryan P.; Skibbe, Lori E	Language, Speech, and Hearing Services in **Schools**, Vol 37	2006	Not relevant to academic self-concept achievement link
Measurement of self-concept among Indigenous and non-Indigenous Australian students	Purdie, Nola; McCrindle, Andrea	Australian Journal of Psychology, Vol 56	2004	Specific to Australian indigenous population
Cognitive ability, academic achievement and academic self-concept:	Ssu-Kuang Chen, Fang-Ming Hwang,Yu-Chen Yeh1 and Sunny S. J. Lin	British Journal of Educational Psychology	2012	Non-OECD country

Extending the internal/external frame of reference model				
The Internal/External Frame of Reference of Academic Self-Concept: Extension to a Foreign Language and the Role of Language of Instruction ManK.Xu	Xu, Man K, Marsh, Herbert W, Hau, Kit-Tai, Ho, Irene T, Morin,, Alexandre J S, Abduljabbar, Adel S	Journal of Educational Psychology	2013	Non-OECD country

5.2. Attitudes towards teachers and classes – Excluded articles

Title	Author	Journal	Date	Reason
Conflicts between on-task and off-task behaviors in the classroom: The influences of parental monitoring, peer value orientations, students' goals, and their value orientations	Kilian, Britta; Hofer, Manfred; Kuhnle, Claudia	Social psychology of eductaion	2013	Focuses on motivation and goal orientation
Educational and creer interest in math: A longitudinal examination of the links between classroom environment, motivational beliefs and	Ming-Te Wang	Developmental psychology, 48	2012	Looked at the link between classroom experiences, success expectancy and later subject uptake rather than actual

interests				attainment or success
Teacher's attitudes towards dyslexia: Effects on teacher expectations and the academic achievement of students with dyslexia	Hornstra, Lisette; Denessen, Eddie; Bakker, Joep; van den Bergh, Linda; Voeten, Marinus	Journal of Learning Disabilities, Vol 43	2010	Difficulty specific
Children with special educational needs in the Netherlands: Number characteristics and school career	van der Veen, Ineke; Smeets, Ed; Derriks, Mechtild	Educational Research	2010	SEN specific
Female teacher's maths anxiety affects girl's maths achievement	Beilock, Sian L.; Gunderson, Elizabeth A.; Ramirez,	PNAS Proceedings of the National Academy of Sciences of the	2010	More so about teacher's anxiety rather than pupils

	Gerardo; Levine, Susan C	United States of America, Vol 10		perception or relationship with teacher's
The search for mathematical creativity: Identifying creative potential in middle school students.	Mann, Eric L	Creativity Research Journal, Vol 21	2009	Focused on creative potential rather than attitudes attainment link
A comparison of student attitudes towards school, teachers and peers in Swedish comprehensive schools now and 35 years ago	Holfve-Sabel, Mary-Anne	Educational research	2006	Includes sample from before 1988 and those over school age
Evaluation of an innovative approach to improving middle school students'	Poynton, Timothy A., Carlson, Matt W., Hopper, James A.,	Professional School Counseling	2006	Evaluation of school counseling led intervention

academic achievement	Carey, John C			
The impact of self and peer grading on student learning	Sadler, Philip M.; Good, Eddie	Educational Assessment, Vol 11	2006	Focused on peer grading rather than attitudes
Kindergarten disruptive behaviours, protective factors and educational achievement by early childhood	Vitaro, Frank; Brendgen, Mara; Larose, Simon; Trembaly, Richard E.	Journal of Educational Psychology, Vol 97	2005	Behaviour focused
Fitting into the stereotype: How gender-stereotyped perceptions of prototypic peers relate to liking for school subjects	Kessels, Ursula	European Journal of Psychology of Education, Vol 20	2005	Study concerned with popularity and gender stereotypes
Effects and Perceived	McKevitt, Brian C.;	School Psychology Review, Vol 32	2003	Not concerned with attitudes

Consequences of Using Read-Aloud and Teacher-Recommended Testing Accommodations on a Reading Achievement Test	Elliott, Stephen N			towards teachers or classes
Parents' self-efficacy beliefs, parents' gender, children's reader self-perceptions, reading achievement and gender	Lynch, Jacqueline	Journal of Research in Reading, Vol 25	2002	Not concerned with attitudes towards teachers or classes
A model of homework's influence on the performance evaluations of elementary school students	Cooper, Harris; Jackson, Kristina; Nye, Barbara; Lindsay, James J	Journal of Experimental Education, Vol 69	2001	Not concerned with attitudes towards teachers or classes

Classroom influences on first-grade students' oral narratives	Abbott, Judy A.; McCarthey, Sarah J	Journal of Literacy Research, Vol 33	2001	Concerned with narratives rather than a measure of achievement or attainment
Peer relations and school adjustment in ungraded primary children	Diehl, Daniel S.; Lemerise, Elizabeth A.; Caverly, Sarah L.; Ramsay, Shula; Roberts, Julia;	Journal of Educational Psychology, Vol 90	1998	School adjustment study
Mental health and the academic performance of first nations and majority-culture children	Beiser, Morton; Sack, William; Manson, Spero M.; Redshirt, Roy; Dion, Rene	American Journal of Orthopsychiatry, Vol 68	1998	Mental health focussed
Relationships among attitudes about homework,	Cooper, Harris; Lindsay, James	Journal of Educational Psychology, Vol	1998	Focused on attitudes towards

amount of homework assigned and completed, and student achievement	J.; Nye, Barbara; Greathouse, Scott	90		homework
'Should I ask for help?' The role of motivation and attitudes in adolescents' help seeking in math class	Ryan, Allison M.; Pintrich, Paul R	Journal of Educational Psychology, Vol 89	1997	Focused on adolescent help seeking
First graders' reading and writing instruction in traditional and process-oriented classes	Stahl, Steven A.; Pagnucco, Joan R.; Suttles, C. William	The Journal of Educational Research, Vol 89	1996	Focused on approaches to reading teaching
A comparison study of student attitudes and perceptions in	Shields, Carolyn M	A Journal on Gifted Education, Vol 17	1995	Compared G&T attitudes to non-G&T pupils but did

homogeneous and heterogeneous classrooms				not make a link to achievement
Effects of frequent classroom testing	Bangert-Drowns, Robert L.; Kulik, James A.; Kulik, Chen-lin C	The Journal of Educational Research, Vol 85	1991	Not concerned with attitudes towards teachers or classes
Retention: The earlier, the better?	Pomplun, Mark	The Journal of Educational Research	1988	Not concerned with attitudes towards teachers or classes
Mathematics achievement of children in China and the United States	Stevenson, Lee, Chen and Lummis	Journal of child development	1990	Non-OECD country
Between teacher differences in homework assignments and	Trautwein, Niggli, Schnyder and Ludke	Journal of educational psychology	2009	Focused on homework and does not tell of pupils'

the development of students' homework effort, homework emotions and achievement				attitudes

5.3. Attitudes towards school – Excluded articles

Title	Author	Journal	Date	Reason
Achievement emotions in elementary, middle, and high school: How do students feel about specific contexts in terms of settings and subject-domains?	Raccanello, Daniela; Brondino, Margherita; de Bernardi, Bianca	Scandinavian Journal of Psychology, Vol 54	2013	Domain specific
Personalised learning:	Prain, Vaughan; Cox, Peter;	British Educational	2013	Evaluation of an approach

Lessons to be learnt	Deed, Craig; Dorman, Jeffrey; Edwards, Debra; Farrelly, Cathleen; Keeffe, Mary; Lovejoy, Valerie; Mow, Lucy; Sellings, Peter; Waldrip, Bruce; Yager, Zali	Research Journal, Vol 39		
Is it the music or is it selection bias? A nationwide analysis of music and non-music students' SAT scores.	Elpus, Kenneth	Journal of Research in Music Education, Vol 61	2013	Not relevant to attitudes towards school and achievement link
An examination of the	Carolan, Brian V.	Journal of Research on	2012	Not relevant to attitudes

relationship among high school size, social capital, and adolescents' mathematics achievement		Adolescence, Vol 22		towards school and achievement link
Masculine norms, school attitudes, and psychosocial adjustment among gifted boys	Shepard, Samuel J.; Nicpon, Megan Foley; Haley, James T.; Lind, Michael; Liu, William Ming	Psychology of Men & Masculinity, Vol **12**	2011	Focused on the role of masculinity in attitudes towards achievement
Mathematics attitudes and mathematics outcomes of U.S. and Belarusian middle school students.	Lipnevich, Anastasiya A.; MacCann, Carolyn; Krumm, Stefan; Burrus, Jeremy; Roberts, Richard D	Journal of Educational Psychology, Vol 103	2011	Subject specific
In-school versus	Witkow,	Journal of	2010	Focused on role

out-of-school friendships and academic achievement among an ethnically diverse sample of adolescents	Melissa R.; Fuligni, Andrew J	Research on Adolescence, Vol 20		of friendships
Children with special educational needs in the Netherlands: Number characteristics and school career	van der Veen, Ineke; Smeets, Ed; Derriks, Mechtild	Educational Research	2010	SEN specific
Female teacher's maths anxiety affects girl's maths achievement	Beilock, Sian L.; Gunderson, Elizabeth A.; Ramirez, Gerardo; Levine, Susan C	PNAS Proceedings of the National Academy of Sciences of the United States of	2010	More so about teacher's anxiety rather than pupils perception or relationship

		America, Vol 10		with teacher's
Selected non-music predictors of urban students' decisions to enroll and persist in middle school band programs	Kinney, Daryl W	Journal of Research in Music Education, Vol 57	2010	Not relevant to attitudes towards school and achievement link
The search for mathematical creativity: Identifying creative potential in middle school students	Mann, Eric L	Creativity Research Journal, Vol 21	2009	Subject specific
Closing the achievement gap: The association of racial climate	Mattison, Erica; Aber, Mark S.	American Journal of Community Psychology, Vol 40	2007	Not relevant to attitudes towards school and achievement

				link
with achievement and behavioral outcomes				
The influence of Mayan education on middle school students in Guatemala	Falbo, Toni; de Baessa, Yetilú	Cultural Diversity and Ethnic Minority Psychology, Vol 12	2006	Non OECD
The gender gap in language achievement: The role of school-related attitudes of class groups	Van de Gaer, Eva; Pustjens, Heidi; Van Damme, Jan; De Munter, Agnes	Sex Roles, Vol 55	2006	Found relevant for attitudes towards teachers and classes but not towards school as a whole
A comparison of student attitudes towards school, teachers and peers in Swedish	Holfve-Sabel, Mary-Anne	Educational research	2006	Includes sample from before 1988 and those over school age

comprehensive schools now and 35 years ago				
Evaluation of an innovative approach to improving middle school students' academic achievement	Poynton, Timothy A., Carlson, Matt W., Hopper, James A., Carey, John C	Professional School Counseling	2006	Evaluation of school counseling led intervention
The impact of self and peer grading on student learning	Sadler, Philip M.; Good, Eddie	Educational Assessment, Vol 11	2006	Focused on peer grading rather than attitudes
Kindergarten disruptive behaviours, protective factors and educational achievement by early childhood	Vitaro, Frank; Brendgen, Mara; Larose, Simon; Trembaly, Richard E.	Journal of Educational Psychology, Vol 97	2005	Behaviour focused

Evaluating School Policy on Parents Working With Their Children in Class	Kyriakides, Leonidas	The Journal of Educational Research, Vol 98	2005	Non-OECD
Academic Self-Concept, Interest, Grades, and Standardized Test Scores: Reciprocal Effects Models of Causal Ordering	Marsh, Herbert W.; Trautwein, Ulrich; Lüdtke, Oliver; Köller, Olaf; Baumert, Jürgen	Child Development, Vol 76	2005	Found relevant for academic self-concept
The Effect of a Recorded Model on Band Students' Performance Self-Evaluations, Achievement, and Attitude	Morrison, Steven J.; Montemayor, Mark; Wiltshire, Eric S	Journal of Research in Music Education, Vol 52	2004	Not relevant to attitudes towards school and achievement link

Schools' Racial Mix, Students' Optimism, and the Black-White and Latino-White Achievement Gaps	Goldsmith, Pat António	Sociology of Education, Vol 77	2004	Concerned with racial achievement gaps
Gender Differences in Self-Perceptions and Academic Outcomes: A Study of African American High School Students	Saunders, Jeanne; Davis, Larry; Williams, Trina; Williams, James Herbert	Journal of Youth and Adolescence, Vol 33	2004	Relates to academic self-perception not attitudes towards school
How Academic Achievement, Attitudes, and Behaviors Relate to the Course of Substance Use During	Bryant, Alison L.; Schulenberg, John E.; O'Malley, Patrick M.; Bachman, Jerald G.;	Journal of Research on Adolescence, Vol 13	2003	Relates to substance abuse

Adolescence: A 6-Year, Multiwave National Longitudinal Study	Johnston, Lloyd D			
Interactive homework in middle school: Effects on family involvement and science achievement	van Voorhis, Frances L.	The Journal of Educational Research, Vol 96	2003	Not relevant to attitudes towards school and achievement link
Racial Identity and Academic Attainment Among African American Adolescents	Chavous, Tabbye M.; Bernat, Debra Hilkene; Schmeelk-Cone, Karen; Caldwell, Cleopatra H.; Kohn-Wood, Laura;	Child Development, Vol 74	2003	Investigates effect of racial beliefs

	Zimmerman, Marc A			
Sense of belonging among high school students representing 4 ethnic groups	Fairclot and Hamm	Journal of youth and adolescence	2005	Investigates differences in belongingness between different ethnicities –not felt to be closely enough related
Gender Inequality in Schooling: The Case of Turkey	Rankin and Aytaç (2006)	Sociology of Education	2006	Focuses on gender differences in access to education

5.4. Goal valuation – Excluded literature

Title	Author	Journal	Date	Reason
Achievement goals and self-talk in physical education: The moderating role of perceived competence	Zourbanos, Nikos; Papaioannou, Athanasios; Argyropoulou, Evaggelia; Hatzigeorgiadis, Antonis	Motivation and Emotion,Vol 38	2014	More so related to self-regulation
Parenting behaviors and learning of Singapore students: The mediational role of achievement goals	Luo, Wenshu; Aye, Khin Maung; Hogan, David; Kaur, Berinderjeet; Chan, Melvin Chee Yeen	Motivation and Emotion, Vol 37	2013	Non-OECD country
Mental contrasting with implementation intentions enhances self-	Gawrilow, Caterina; Morgenroth, Katrin; Schultz, Regina;	Motivation and Emotion, Vol 37	2013	More so related to self-regulation

regulation of goal pursuit in schoolchildren at risk for ADHD	Oettingen, Gabriele; Gollwitzer, Peter M			
Are academic discounting and devaluing double-edged swords? Their relations to global self-esteem, achievement goals, and performance among stigmatized students	Loose, Florence; Régner, Isabelle; Morin, Alexandre J. S.; Dumas, Florence	Journal of Social Psychology, Vol 151	2012	Looks at processes of discounting and devaluing self
Are materialistic teenagers less motivated to learn? Cross-sectional and longitudinal	Ku, Lisbeth; Dittmar, Helga; Banerjee, Robin	Journal of Educational Psychology, Vol 104	2012	Includes a non-OECD country

evidence from the United Kingdom and Hong Kong				
Motivational predictors of coping with academic examination	Doron, Julie; Stephan, Yannick; Maiano, Christophe; Le Scanff, Christine	The Journal of Social Psychology, Vol 151	2011	Focuses on coping mechanisms
Achievement goal orientations and self-regulation in writing: An integrative perspective	Kaplan, Avi; Lichtinger, Einat; Gorodetsky, Malka	Journal of Educational Psychology, Vol 101	2009	Relates to self-regulation
Addressees of performance goals	Ziegler, Albert; Dresel, Markus; Stoeger, Heidrun	Journal of Educational Psychology, Vol 100	2008	Not relevant to academic achievement
Goal orientations and achievement among Chinese gifted students in	Chan, David W.	High Ability Studies, Vol 19	2008	Non-OECD

Hong Kong				
Within-grade changes in Korean girls' motivation and perceptions of the learning environment across domains and achievement levels	Bong, Mimi;	Journal of Educational Psychology, Vol 97	2005	More motivation focussed
Early adolescents' achievement goals, social status, and attitudes towards cooperation with peers	Levy, Inbal; Kaplan, Avi; Patrick, Helen	Social Psychology of Education, Vol 7	2004	Qualitative study
Grit: perseverance and passion for long-term goals.	Duckworth, Angela L Peterson, Christopher Matthews,	Journal of personality and social psychology	2007	Non-school age sample

	Michael D Kelly, Dennis R			
Motivational Climates, Achievement Goals, and Physical Education Outcomes: A Longitudinal Test of Achievement Goal Theory	Halvari,,Skjesol, and Bagøien	Scandinavian Journal of Educational Research	2011	Relevant to goal theory but not to academic achievement
Task values, achievement goals, and interest: An integrative analysis.	Hulleman, Durik, Schweigert, & Harackiewicz	Journal of Educational Psychology	2008	Non-school age population

5.5. Motivation and self-regulation – Excluded literature

Title	Author	Journal	Date	Reason
Personalised learning: Lessons to be learnt	Prain, Vaughan; Cox, Peter; Deed, Craig; Dorman, Jeffrey; Edwards, Debra; Farrelly, Cathleen; Keeffe, Mary; Lovejoy, Valerie; Mow, Lucy; Sellings, Peter; Waldrip, Bruce; Yager, Zali	British Educational Research Journal, Vol 39	2013	Evaluation of an approach
A self-regulated learning perspective on middle grades classroom assessment	Davis, Dennis S.; Neitzel, Carin	The Journal of Educational Research, Vol 104	2011	Qualitative study (should not have come through filter)

Achievement goal orientations and self-regulation in writing: An integrative perspective	Kaplan, Avi; Lichtinger, Einat; Gorodetsky, Malka	Journal of Educational Psychology, Vol 101	2009	Specific to writing strategies
Longitudinal analysis of the role of perceived self-efficacy for self-regulated learning in academic continuance and achievement	Caprara, Gian Vittorio; Fida, Roberta; Vecchione, Michele; Del Bove, Giannetta; Vecchio, Giovanni Maria; Barbaranelli, Claudio; Bandura, Albert	Journal of Educational Psychology, Vol 100	2008	Includes non-school age participants
Effects of Self-Regulated Learning on Mathematics	Camahalan, Faye Marsha G	Journal of Instructional Psychology, Vol 33	2006	Non-OECD country

Achievement of Selected Southeast Asian Children				
Learning opportunities to support student self-regulation: Comparing different instructional formats	van Grinsven, Lia; Tillema, Harm	Educational Research, Vol 48	2006	Focused on evaluating the learning environment but does not assess achievement
Positive academic emotions moderate the relationship between self-regulation and academic achievement	Villavicencio, Felicidad T. Bernardo, Allan B I	British Journal of Educational Psychology	2013	Non-OECD country

6. OECD Countries

Due to the number of available articles and in an effort to ensure relevance to the research study at hand, I decided to only include research conducted in an OECD country. This means that that country has signed the Convention on the Organisation for Economic Co-operation and Development

Country	Date of joining
AUSTRALIA	7 June 1971
AUSTRIA	29 September 1961
BELGIUM	13 September 1961
CANADA	10 April 1961
CHILE	7 May 2010
CZECH REPUBLIC	21 December 1995
DENMARK	30 May 1961
ESTONIA	9 December 2010
FINLAND	28 January 1969
FRANCE	7 August 1961

GERMANY	27 September 1961
GREECE	27 September 1961
HUNGARY	7 May 1996
ICELAND	5 June 1961
IRELAND	17 August 1961
ISRAEL	7 September 2010
ITALY	29 March 1962
JAPAN	28 April 1964
KOREA	12 December 1996
LUXEMBOURG	7 December 1961
MEXICO	18 May 1994
NETHERLANDS	13 November 1961
NEW ZEALAND	29 May 1973
NORWAY	4 July 1961
POLAND	22 November 1996
PORTUGAL	4 August 1961
SLOVAK REPUBLIC	14 December 2000

SLOVENIA	21 July 2010
SPAIN	3 August 1961
SWEDEN	28 September 1961
SWITZERLAND	28 September 1961
TURKEY	2 August 1961
UNITED KINGDOM	2 May 1961
UNITED STATES	12 April 1961

7. Quality Assessment Tool for Quantitative Studies

**QUALITY ASSESSMENT TOOL FOR
QUANTITATIVE STUDIES**

EPHPP
Effective Public Health Practice Project

COMPONENT RATINGS

A) SELECTION BIAS

(Q1) Are the individuals selected to participate in the study likely to be representative of the target population?
1   Very likely
2   Somewhat likely
3   Not likely
4   Can't tell

(Q2) What percentage of selected individuals agreed to participate?
1   80 - 100% agreement
2   60 – 79% agreement
3   less than 60% agreement
4   Not applicable
5   Can't tell

RATE THIS SECTION	STRONG	MODERATE	WEAK
See dictionary	1	2	3

B) STUDY DESIGN

Indicate the study design
1   Randomized controlled trial
2   Controlled clinical trial
3   Cohort analytic (two group pre + post)
4   Case-control
5   Cohort (one group pre + post (before and after))
6   Interrupted time series
7   Other specify _____
8   Can't tell

Was the study described as randomized? If NO, go to Component C.
    No   Yes

If Yes, was the method of randomization described? (See dictionary)
    No   Yes

If Yes, was the method appropriate? (See dictionary)
    No   Yes

RATE THIS SECTION	STRONG	MODERATE	WEAK
See dictionary	1	2	3

1

C) CONFOUNDERS

(Q1) Were there important differences between groups prior to the intervention?

   1 Yes
   2 No
   3 Can't tell

The following are examples of confounders:

   1 Race
   2 Sex
   3 Marital status/family
   4 Age
   5 SES (income or class)
   6 Education
   7 Health status
   8 Pre-intervention score on outcome measure

(Q2) If yes, indicate the percentage of relevant confounders that were controlled (either in the design (e.g. stratification, matching) or analysis)?

   1 80 – 100% (most)
   2 60 – 79% (some)
   3 Less than 60% (few or none)
   4 Can't Tell

RATE THIS SECTION	STRONG	MODERATE	WEAK
See dictionary	1	2	3

D) BLINDING

(Q1) Was (were) the outcome assessor(s) aware of the intervention or exposure status of participants?

   1 Yes
   2 No
   3 Can't tell

(Q2) Were the study participants aware of the research question?

   1 Yes
   2 No
   3 Can't tell

RATE THIS SECTION	STRONG	MODERATE	WEAK
See dictionary	1	2	3

E) DATA COLLECTION METHODS

(Q1) Were data collection tools shown to be valid?

   1 Yes
   2 No
   3 Can't tell

(Q2) Were data collection tools shown to be reliable?

   1 Yes
   2 No
   3 Can't tell

RATE THIS SECTION	STRONG	MODERATE	WEAK
See dictionary	1	2	3

F) WITHDRAWALS AND DROP-OUTS

(Q1) Were withdrawals and drop-outs reported in terms of numbers and/or reasons per group?
- 1 Yes
- 2 No
- 3 Can't tell
- 4 Not Applicable (i.e. one time surveys or interviews)

(Q2) Indicate the percentage of participants completing the study. (If the percentage differs by groups, record the lowest).
- 1 80 -100%
- 2 60 - 79%
- 3 less than 60%
- 4 Can't tell
- 5 Not Applicable (i.e. Retrospective case-control)

RATE THIS SECTION	STRONG	MODERATE	WEAK	
See dictionary	1	2	3	Not Applicable

G) INTERVENTION INTEGRITY

(Q1) What percentage of participants received the allocated intervention or exposure of interest?
- 1 80 -100%
- 2 60 - 79%
- 3 less than 60%
- 4 Can't tell

(Q2) Was the consistency of the intervention measured?
- 1 Yes
- 2 No
- 3 Can't tell

(Q3) Is it likely that subjects received an unintended intervention (contamination or co-intervention) that may influence the results?
- 4 Yes
- 5 No
- 6 Can't tell

H) ANALYSES

(Q1) Indicate the unit of allocation (circle one)
community   organization/institution   practice/office   individual

(Q2) Indicate the unit of analysis (circle one)
community   organization/institution   practice/office   individual

(Q3) Are the statistical methods appropriate for the study design?
- 1 Yes
- 2 No
- 3 Can't tell

(Q4) Is the analysis performed by intervention allocation status (i.e. intention to treat) rather than the actual intervention received?
- 1 Yes
- 2 No
- 3 Can't tell

3

GLOBAL RATING

COMPONENT RATINGS
Please transcribe the information from the gray boxes on pages 1-4 onto this page. See dictionary on how to rate this section.

A	SELECTION BIAS	STRONG	MODERATE	WEAK	
		1	2	3	
B	STUDY DESIGN	STRONG	MODERATE	WEAK	
		1	2	3	
C	CONFOUNDERS	STRONG	MODERATE	WEAK	
		1	2	3	
D	BLINDING	STRONG	MODERATE	WEAK	
		1	2	3	
E	DATA COLLECTION METHOD	STRONG	MODERATE	WEAK	
		1	2	3	
F	WITHDRAWALS AND DROPOUTS	STRONG	MODERATE	WEAK	
		1	2	3	Not Applicable

GLOBAL RATING FOR THIS PAPER (circle one):

1	STRONG	(no WEAK ratings)
2	MODERATE	(one WEAK rating)
3	WEAK	(two or more WEAK ratings)

8. Head teacher participation invite

The Tavistock and Portman **NHS**
NHS Foundation Trust

Dear xx

Here at XXX Borough Council we are dedicated to improving the life chances of individuals, which includes efforts to support and raise the educational attainment of all children and young people.

Nationally as well as locally white males from working class families are underperforming and those receiving free school meals even more so.

We are conducting a piece of research to try to identify the factors and beliefs that may underlie this pattern of underachievement so that we might use this knowledge to support schools, parents and local authorities to narrow the gap in attainment between this group and their peers.

We are writing to ask if your school would be willing to take part in this important piece of research. The research is involves two phases and your school may be asked to take part in just the first or both phases. The first phase involves male pupils in years 7 -9 who receive free school meals and are self-recorded as White British completing an online survey, which takes no more than 10 minutes. Boys who are currently achieving below the national average in at least two core subjects and boys who are achieving above the national average should complete the survey.

The second phase involves individual interviews being conducted with the researcher and boys who are underachieving in core subjects.

Should you agree to participate, full consent would be sought from the participants, parents/carers as well as further more detailed information regarding the study being sent to the school.

If you have any further questions please do not hesitate to contact us

Yours Sincerely,

Dion Terrelonge

Trainee Educational Psychologist and Researcher

DTerrelonge@xxx.xx

dion.terrelonge@xxxx.gov.uk

0790xxxxxxx

9. School information letter

The Tavistock and Portman **NHS**
NHS Foundation Trust

Thank you for agreeing to participate in this study.

This study aims to investigate the underlying factors affecting the academic attainment of White working class boys receiving free school meals and the beliefs and opinions that underpin these.

This study involves two phases. In the first phase an online questionnaire should be completed by participating pupils, which asks about their attitudes and views towards education. The questionnaire should take no more than 10 minutes and participants should complete the questionnaire individually and undisturbed with those needing it, being given additional support.

Pupils must meet the following criteria in order to take part in this phase of the study:

- Be self-recorded (by parent/carers or self) as a White British male

- Currently be on the free school meals register

- Currently be in years 7 -9

- Currently attaining below the national average in at least two core subjects (Maths, Science or English) or attaining above the national average in at least two core subjects

- Not be on the Special Educational Needs register for any learning difficulty or associated learning difficulty

The school should identify pupils who meet these criteria and put them in to two lists: low attaining and high attaining. A number of pupils will then be selected at random by the researcher to participate and letters of consent sent home.

Please note that all pupils' names will be removed from data files once supplied by the school and replaced with participant ideas to ensure anonymity.

The second phase of the study will involve the researcher conducting individual interviews with pupils who again meet the above criteria but only those who are currently low achieving in at least two core subjects. The interviews are to further elicit the boys' beliefs and views around education in their own words. 4 – 6 participants are needed for this phase with each interview taking around 30 minutes, ideally in a quite and private room. Again full consent will be sought.

Again, thank you for your participation. The researcher will be in contact to discuss further details and provide support throughout. If you have any questions do not hesitate to contact me on the below details.

Ms D Terrelonge Educational Psychologist in Training;

DTerrelonge@XXXX.nhs.uk

dion.terrelonge@XXXX.XXX.uk

0790XXXXXX

10. Parent information sheet: Phase 1

The Tavistock and Portman **NHS**
NHS Foundation Trust

Parent/Carer Information Sheet

I would like to invite your child to take part in a research study. Before you decide whether you would like them to take part it is important that you understand why the research is being conducted and what it may involve for them. Please take your time to read the following information carefully. Do not hesitate to ask any questions if there is anything you are not clear about or would like more information on.

The following research is conducted in conjunction with the University of Essex, The Tavistock and Portman NHS Foundation Trust and XXX Borough council by Miss D Terrelonge Educational Psychologist in Training;

DTerrelonge@XXXX.nhs.uk

Dion.terrelonge@XXX.gov.uk

0790XXXXXXX

"What factors differentiate low attaining White British boys receiving free school meals from their high attaining counterparts and how do low attainers explain these differences"

Why we are conducting this research

As a trainee educational psychologist I am dedicated to ensuring the educational needs of children are sufficiently met. Recent research has shown that boys from White British households who are eligible for free school meals are not always reaching their full potential and are underachieving nationally. Therefore we are interested in trying to identify factors associated with the learning of this group and in gaining their views and beliefs towards education. By gaining a better understanding of the needs, wants and driving factors of White British boys it is hoped that useful and effective teaching strategies may be created to help close the gap between their attainment and that of other children.

Participating in the research

Your child's participation is voluntary and even if you, and they, agree to take part they can still withdraw at any time and without providing a reason, at your or their request.

We are asking your child to take part in this research because they are a necessary voice in helping to improve the educational chances of pupils from similar backgrounds. Your child's voice is valued and we believe that they can make an important contribution to this research.

What the research involves

The study consists of two phases. The first phase involves children completing a questionnaire; the second phase involves interviewing children.

Your child is being asked to take part in the first phase. If you are happy for them to participate in this research we ask that you read this information sheet, sign the attached consent form and return it to your child's form tutor.

If you agree to your child's involvement and they also agree, they will be asked to complete a short online questionnaire on a school-based computer. The questionnaire should take no more than 10 minutes and asks about your child's views of education and themselves as a learner.

The results of the questionnaire will then be used to inform the second part of this study where 4-6 children will take part in 30 minute interviews to find out more about their thoughts and feelings about education. Currently, your child is only being asked to partake in the questionnaire phase of this study.

What will happen to the information?

The results of the whole study will be written up as a Doctoral thesis and general findings will be presented to the local authority and written up as a leaflet for the school, which can be provided to you on request. In no way will the information provided be identifiable or traceable back to any participant. However if any participant discloses any information that suggests they or any individual may be at

risk of harm then this information will be shared with the necessary individuals.

All information given by your child will be stored anonymously, with their names removed and numerical IDs used instead, on a computer and in line with the local authority and the Tavistock and Portman's data protection policy. Only the researcher will analyse and have access to the information they provide before it is annoymised.

This research has received formal approval from the Tavistock and Portman Trust Ethics Committee (TREC)

If you have any concerns regarding the conduct of the researcher or any aspect of the study please contact Louis Taussig the Tavistock and Portman's Quality Assurance Officer LTaussig@XXXX.nhs.uk

If you consent for your child to take part you do not have to do anything. By not returning the slip above or notifying the school, you are agreeing for your child to take part in the study. In which case please read your child's form to them if you feel they may have difficulty

The class teacher will also ensure your child has understood

☐ I do not consent to my child to taking part in this research project

Pupil's Name……………………………………………………………………

Form group……………………………………………………

Parent/Carer's signature……………………………………………………………

Date……………………………………………………

11. Pupil information sheet: Phase 1

The Tavistock and Portman **NHS**
NHS Foundation Trust

Pupil Information Sheet: 1

I would like to invite you to take part in a research study. Before you decide if you would like to take part it is important that you understand why we are doing this research and what you would be asked to do. This side of the sheet tells you what the research is about and why we are doing it and the other side aims to answer some questions you might have. But if you have any further questions you can contact me by email or phone on:

DTerrelonge@XXXX.nhs.uk

Dion.terrelonge@XXXX.gov.uk

0790XXXXXXX

Miss D Terrelonge Trainee Educational Psychologist

"What factors differentiate low attaining White British boys receiving free school meals from their high attaining counterparts and how do low attainers explain these differences"

I am a trainee educational psychologist and try to help make sure that all children

have an equal chance of getting a good education. Recent research has shown that White British boys who receive free school meals are not doing quite as well in the country compared to other children of the same age. I am interested in trying to find out why some boys are not doing so well by speaking to boys from similar backgrounds who may or may not be attaining below the national average in core subjects to get a better picture of what might be going on. I want to get your opinions and beliefs about learning and education in your own words. By getting a better understanding of your needs, wants and views I hope to help ensure that children receiving free school meals have an equal chance and attain well in school.

We also need your parent/carers permission for you to take part. They also have an information sheet and need to return part of that and tick a box if they **do not** wish for you take part.

This research has received formal approval from the Tavistock and Portman Trust Ethics Committee (TREC)

If you have any concerns regarding the conduct of the researcher or any aspect of the study please contact Louis Taussig the Tavistock and Portman's Quality Assurance Officer LTaussig@XXXXX.XXX.uk

What will I do if I take part?
If you are happy to take part you will be asked to complete a short questionnaire on a computer in school. It should take no more than 10minutes and asks about school.

Why am I being asked to take part?
I'm asking all boys who go to school in Slough, receive free school meals, are White British and whose attainment levels are currently below or above the national average to take part.

Things to think about before you decide to take part
You'll be asked about how you see yourself as a learner, your views of teachers, attitudes towards school, goals and what motivates you. All the information you give will be kept private & kept where only the researcher can see it and recorded using a number instead of your name

What if I don't want to take part?
It's fine if you don't want to take part. If you decide now you don't want to take part you simply have your parent/carer complete the form on their sheet and give it to your tutor. If you do want to take part but later change your mind that is also fine; you can leave at any point you want without giving a reason and withdraw your information as it hasn't

What will happen to the results?
When the researcher has finished exploring all these questions and your answers some more boys will be interviewed and asked about school. The information from your questionnaires and their interviews will be written up to help schools improve the teaching and learning of all children. A summary of the findings will be shared with schools and you if you wish. It will also be written up for a big report called a Thesis. No one will be able to identify the information that you have shared but if a young person says anything that suggests

12. School Attitude Assessment Survey – Revised

School Attitude Assessment Survey-Revised

Initials…………………………………….

Year group ………………………….   Date …………………………

Instructions: This survey should take approximately 5 minutes to complete.

Please rate how strongly you agree or disagree with the following statements. In answering each question, use a range from (**1**) to (**7**) where (**1**) stands for **strongly disagree** and (**7**) stands for **strongly agree**.

Please select only one response choice per question.

Statements	Strongly Disagree	Disagree	Slightly Disagree	Neither agree nor	Slightly Agree	Agree	Strongly Agree
1. My classes are interesting	1	2	3	4	5	6	7
2. I am intelligent	1	2	3	4	5	6	7
3. I can learn new ideas quickly in school	1	2	3	4	5	6	7
4. I check my work before I hand it in	1	2	3	4	5	6	7
5. I am smart in school	1	2	3	4	5	6	7
6. I am glad that I go to this school	1	2	3	4	5	6	7

	Strongly disagree	Disagree	Slightly Disagree	Neither agree nor	Slightly Agree	Agree	Strongly Agree
7. This is a good school	1	2	3	4	5	6	7
8. I work hard at school	1	2	3	4	5	6	7
9. I relate well to my teachers	1	2	3	4	5	6	7
10. I am self-motivated to do my schoolwork	1	2	3	4	5	6	7
11. I am good at learning new things in school	1	2	3	4	5	6	7
12. This school is a good match for me	1	2	3	4	5	6	7
13. School is easy for me	1	2	3	4	5	6	7
14. I like my teachers	1	2	3	4	5	6	7
15. I want to get good marks in school	1	2	3	4	5	6	7
16. My teachers make learning interesting	1	2	3	4	5	6	7
17. My teachers care about me	1	2	3	4	5	6	7
18. Doing well in school is important for my future career goals	1	2	3	4	5	6	7
19. I like this school	1	2	3	4	5	6	7
20. I can grasp complex concepts in school	1	2	3	4	5	6	7
21. Doing well in school is one of my goals	1	2	3	4	5	6	7
22. I am capable of getting top marks	1	2	3	4	5	6	7

	Strongly Disagree	Disagree	Slightly Disagree	Neither agree nor	Slightly Agree	Agree	Strongly Agree
23. I am proud of this school	1	2	3	4	5	6	7
24. I complete my schoolwork regularly	1	2	3	4	5	6	7
25. It's important to get good grades in school	1	2	3	4	5	6	7
26. I am organized about my schoolwork	1	2	3	4	5	6	7
27. I use a variety of strategies to learn new material	1	2	3	4	5	6	7
28. I want to do my best in school	1	2	3	4	5	6	7
29. It is important for me to do well in school	1	2	3	4	5	6	7
30. I spend a lot of time on my schoolwork	1	2	3	4	5	6	7
31. Most of the teachers at this school are good teachers	1	2	3	4	5	6	7
32. I am a responsible student	1	2	3	4	5	6	7
33. I put a lot of effort into my schoolwork	1	2	3	4	5	6	7
34. I like my classes	1	2	3	4	5	6	7
35. I concentrate on my schoolwork	1	2	3	4	5	6	7

Thank you for taking part ☺

13. School Attitude Assessment Survey – Revised scoring key

School Attitude Assessment Survey-Revised

© D. B. McCoach, University of Connecticut, 2002

Scoring Rubric/Codebook

Use mean scores as the subscale scores.

Academic Self-Perceptions: 7 Questions

Q2, Q3, Q5, Q11, Q13, Q20, Q22

Attitudes toward teachers (and classes): 7 Questions

Q1, Q9, Q14, Q16, Q17, Q31, Q34

Attitudes toward school: 5 questions

Q6, Q7, Q12, Q19, Q23

Goal Valuation: 6 Questions

Q15, Q18, Q21, Q25, Q28, Q29

Motivation/Self-Regulation: 10 questions

Q4, Q8, Q10, Q24, Q26, Q27, Q30, Q32, Q33, Q35

14. Parent information sheet: Phase 2

The Tavistock and Portman **NHS**
NHS Foundation Trust

Parent/Carer Information Sheet: Phase 2

I would like to invite your child to take part in a research study. Before you decide whether you would like them to take part it is important that you understand why the research is being conducted and what it may involve for them. Please take your time to read the following information carefully. Do not hesitate to ask any questions if there is anything you are not clear about or would like more information on.

The following research is conducted in conjunction with the University of Essex, The Tavistock and Portman NHS Foundation Trust and X Borough council by Ms D Terrelonge Educational Psychologist in Training;

DTerrelonge@XXXX.nhs.uk

dion.terrelonge@XXX.gov.uk

0790XXXXXXX

"What factors differentiate low attaining White British boys receiving free school meals from their high attaining counterparts and how do low attainers explain these differences"

Why we are conducting this research

As a trainee educational psychologist I am dedicated to ensuring the educational needs of children are sufficiently met. Recent research has shown that boys from White British households who are eligible for free school meals are not always reaching their full potential and are underachieving nationally. Therefore we are interested in trying to identify factors associated with the learning of this group and in gaining their views and beliefs towards education. By gaining a better understanding of the needs, wants and driving factors of White British boys it is hoped that useful and effective teaching strategies may be created to help close the gap between their attainment and that of other children.

Participating in the research

Your child's participation is voluntary and even if you, and they, agree to take part they can still withdraw at any time and without providing a reason, at your or their request.

We are asking your child to take part in this research because they are a necessary voice in helping to improve the educational chances of pupils from similar backgrounds. Your child's voice is valued and we believe that they can make an important contribution to this research.

What the research involves

The study consists of two phases. The first phase involves children completing a questionnaire; the second phase involves interviewing children.

Your child is being asked to take part in the second phase. If you are happy for them to participate in this research we ask that you read this information sheet, sign the attached consent form and return it to your child's form tutor.

If you agree to your child's involvement and they also agree, they will be asked to meet with the researcher in school to give their views on education and talk about what things effect their education. The topics that will be explored depend on the first phase of this study where pupils of similar backgrounds completed an online questionnaire on their attitudes towards school, teachers, themselves as learners and motivations. This should take roughly 30 minutes and be conducted within school

What are the possible disadvantages and risk of taking part?

Your child will be asked to talk with the researcher and discuss their views on education and themselves as learners. They will not have to answer any questions that they do not want to answer. Everything that is said in the interview will be kept confidential however if any participant discloses anything that suggests they or anyone else may be at risk of harm then this information will be shared with the necessary people. The interview will be audio recorded and stored anonymously

with their names removed and replaced with numerical ID's. Only the researcher will have access to the information they provide before it is annonymised.

What will happen to the results of the interview?

The information given by your child will be recorded on a Dictaphone, typed up and stored anonymously on a computer and in line with the local authorities and the Tavistock's data protection policy. Your information will only be viewed and analysed by the researcher before it is annonymised and once it has been typed up the recording will be deleted.

The results of the whole study will be written up as a Doctoral thesis and general findings will be written up as a leaflet and provided to the school, which can be provided on request. Some quotes from your child's interview may be used when the research is written up but they will be annonymised therefore not using their real name or identifiable information. As only a small number of people will be taking part in the interview phase of the research this could affect anonymity but the researcher will make best efforts to keep all information as anonymous as possible so that information cannot easily be traced back to an individual.

This research has received formal approval from the Tavistock and Portman Trust Ethics Committee (TREC)

If you have any concerns regarding the conduct of the researcher or any aspect of the study please contact Louis Taussig the Tavistock and Portman's Quality Assurance

Officer

LTaussig@XXXX.XXX.uk

<u>If you consent to your child taking part in this study please complete and return the</u>

<u>information below to your child's form tutor and keep the information sheet above.</u>

<u>Also please read your child's form to them if you feel they may have difficulty</u>

☐ My child has read and understood the provided information and agrees to take

part

☐ I have read and fully understood the information provided regarding this piece

of research

☐ I consent to my child to taking part in this research project

Pupil's Name…………………………………………………………………

Form group……………………………………………

Parent/Carer's signature…………………………………………………………

Date……………………………………………………

15. Pupil information sheet: Phase 2

The Tavistock and Portman **NHS**

NHS Foundation Trust

Pupil Information Sheet: Part 2 of research

I would like to invite you to take part in a research study. Before you decide if you would like to take part it is important that you understand why we are doing this research and what you would be asked to do. This side of the sheet tells you what the research is about and why we are doing it and the other side aims to answer some questions you might have. But if you have any further questions you can contact me by email or phone on:

DTerrelonge@XXX.nhs.uk

Dion.terrelonge@XXX.XXX.uk

0790XXXXXXX

Miss D Terrelonge Trainee Educational Psychologist

"What factors differentiate low attaining White British boys receiving free school meals from their high attaining counterparts and how do low attainers explain these differences"

I am a trainee educational psychologist and try to help make sure that all children

have an equal chance of getting a good education. Recent research has shown that White British boys who receive free school meals are not doing quite as well in the country compared to other children of the same age. I am interested in trying to find out why some boys are not doing so well by speaking to boys from similar backgrounds who may or may not be attaining below the national average in core subjects to get a better picture of what might be going on. I want to get your opinions and belief's about learning and education in your own words. By getting a better understanding of your needs, wants and views I hope to help ensure that children receiving free school meals have an equal chance and attain well in school.

<u>We also need your parent/carers permission for you to take part. They also have an information sheet and to return part of that and tick a box to say you have understood and want to take part.</u>

This research has received formal approval from the Tavistock and Portman Trust Ethics Committee (TREC)

If you have any concerns regarding the conduct of the researcher or any aspect of the study please contact Louis Taussig the Tavistock and Portman's Quality Assurance officer

What will I do if I take part?
If you are happy to take part you will meet with me in a quiet and private room in the school to talk about your views and opinions of school. This should take roughly 30 minutes.

Why am I being asked to take part?
I'm asking all boys who go to school in X, receive free school meals, are White British and whose attainment levels are currently below or above the national average to take part.

Things to think about before you decide to take part
You'll talk with me about one or more of the following; how you see yourself as a learner, your views of teachers, attitudes towards school, goals and what motivates you. You will not have to answer any question s you don't want to. All the information you give will be kept private & kept where only the researcher can see it and recorded using a number instead of your name. Some quotes from the talks I have with you might be used later but I will do everything I can to make sure nobody knows if they are yours.

What if I don't want to take part?
It's fine if you don't want to take part. If you decide now you don't want to take part you don't have to do anything. If you do, but later change your mind that is also fine; you can leave at any point you want without giving a reason and withdraw your information as long as it hasn't been processed yet.

What will happen to the results?
Our talk will be recorded but once it is typed up it will be deleted. The information you give will be kept privately on a computer without your name and with a number instead so no one will know it is yours. The results of the whole study will be written up to help schools improve the teaching and learning of all children. A summary of the findings will be shared with schools and you if you wish. It will also be written up for a big report called a Thesis. No one will be able to identify the information that you have shared but if a young person says anything that suggests he or anyone might be at risk I will have to share this information. be

16. Piloted Interview Schedule

Introduction

-Hello, my name is Dion and I am a trainee educational psychologist. That means I work with schools and families to make sure children have the best chances in school.

1. Can you tell me a little about yourself?

- Name/ Age/ Hobbies

2. Tell me about what school is like for you (ATS)

- What thoughts do you have about the parts of school you like?

- What thoughts do you have about the parts of school you don't like?

- Why is this?

3. What thoughts do you have about your classes? (ATT/C)

4. Can you describe for me your relationship with the teachers? (ATT/C)

5. How do you think your teachers feel about you? (ATT/C)

6. Tell me about achievement in school (ATS)

- What does high achievement look like?

- What does low achievement look like?

- Is achievement important? (GV)

7. What thoughts do you have about grades? (ATS) (GV)

- Are they important?

- Are they useful?

-

8. Do you think you are doing as well as you could? (ASP)

- How do you know?

- How do others know?

9. What does a really good learner look like? (SR)

10. How like that (your description of a good learner) are you? (ASP)

- How are you similar/different to your description of a good learner?

- Who else would agree with you?

- Who else do you know that is like this?

11. What happens when you are struggling in a lesson? (M)

- What helps/doesn't help?

12. Tell me about situations in school when you are motivated and when you are not motivated? (M)

13. What factors do you control in relation to your learning? (SR)

14. Tell me about your hopes for your time at school (ATS)

15. How achievable are these hopes? (ATS)

    - Are they challenging?

16. When you leave school, what do you hope to have achieved from the time you have spent in school? (GV)

17. How will you feel if you achieve them? (GV)

    - How will you feel if you don't achieve them?

17. Failed and amended interview schedule questions

Item	Amendment
What thoughts do you have about your classes?	What do you think about your classes?
Can you describe for me your relationship with the teachers?	Can you describe your relationship with the teachers?
Tell me about achievement in school	Can you tell me about achievement in school?
What thoughts do you have about grades?	REMOVED
What does a really good learner look like?	Probe added → What do they do/ not do?
What factors do you control in relation to your learning?	What things do you think you control in relation to your learning?
Tell me about your hopes for your time at school	Probe added → What do you hope to have achieved?
When you leave school, what do you hope to have achieved from the time you have spent in school?	REMOVED
How will you feel if you achieve them? • How will you feel if you don't achieve them?	How you feel if you don't achieve them? • How will you feel if you do achieve them?

18. Live interview schedule

<u>Introduction</u>

-Hello, my name is Dion and I am a trainee educational psychologist. That means I work with schools and families to make sure children have the best chances in school.

1. Can you tell me a little about yourself?

- Name/ Age/ Hobbies

18. Tell me about what school is like for you (ATS)

- What thoughts do you have about the parts of school you like?

- What thoughts do you have about the parts of school you don't like?

- Why is this?

19. What do you think about your classes? (ATT/C)

20. Can you describe your relationship with the teachers? (ATT/C)

21. How do you think your teachers feel about you? (ATT/C)

22. Can you tell me about achievement in school? (ATS)

- What does high achievement look like?

- What does low achievement look like?

- Is achievement important? (GV)

23. Do you think you are doing as well as you could? (ASP)

- How do you know?

- How do others know?

24. What does a really good learner look like? (SR)

- What do they do/ not do?

25. How like that (your description of a good learner) are you? (ASP)

- How are you similar/different to your description of a good learner?

- Who else would agree with you?

- Who else do you know that is like this?

26. What happens when you are struggling in a lesson? (M)

- What helps/doesn't help?

27. Tell me about situations in school when you are motivated and when you are not motivated? (M)

28. What things do you think you control in relation to your learning? (SR)

29. Tell me about your hopes for your time at school (ATS)

- What do you hope to have achieved?

30. How achievable are these hopes? (ATS)

    - Are they challenging?

31. How will you feel if you don't achieve them? (GV)

    - How will you feel if you do achieve them?

19. Interview schedule amended after first live interview

The following amendments shown in blue were made after the first live interview in light of the participant's responses.

Introduction

-Hello, my name is Dion and I am a Trainee Educational Psychologist. That means I work with schools and families to make sure children have the best chances in school.

1. Can you tell me a little about yourself?

   • Name/ Age/ Hobbies

32. Tell me about what school is like for you (ATS)

   • What thoughts do you have about the parts of school you like?

   • What thoughts do you have about the parts of school you don't like?

   • Why is this?

33. What do you think about your classes? (ATT/C)

34. Can you describe your relationship with the teachers? (ATT/C)

- *How do you get along with the teachers in the school?* *(Prompts needed here as participant appeared confused by what was meant by relationship)*

35. How do you think your teachers feel about you? (ATT/C)

36. Can you tell me about achievement in school? (ATS)

    - What does high achievement look like?

    - What does low achievement look like?

    - Is achievement important? (GV)

37. Do you think you are doing as well as you could? (ASP)

    - How do you know?

    - How do others know?

38. What does a really good learner look like? (SR)

    - What do they do/ not do?

39. How like that (your description of a good learner) are you? (ASP)

    - How are you similar/different to your description of a good learner?

    - Who else would agree with you?

    - Who else do you know that is like this?

40. What happens when you are struggling in a lesson? (M)

- What helps/doesn't help?

- Why is that?

- How do you feel?

41. Tell me about situations in school when you are motivated?

- Tell me about situations when you are not motivated? (M)

42. What things do you think you control in relation to your learning? (SR)

- Why?

43. What do your parents think about education?

44. Tell me about your hopes for your time at school (ATS)

- What do you hope to have achieved?

- What are your hopes for the future?

45. How achievable are these hopes? (ATS)

- Are they challenging?

46. How related do you see school as being to your future?

47. How will you feel if you don't achieve them? (GV)

- How will you feel if you do achieve them?

20. Ethics approval – Letter of formal ratification

The Tavistock and Portman **NHS**

NHS Foundation Trust

Quality Assurance & Enhancement

Directorate of Education & Training

Tavistock Centre

120 Belsize Lane

London

NW3 5BA

Tel: 020 8938 2548

Fax: 020 7447 3837

www.tavi-port.org

28.03.14

Dion Terrelonge

xxxxx Road

London

xxx xxx

Re: Research Ethics Application

Title: **Research Ethics Application**

Title: *What factors differentiate low attaining white working class boys eligible for free school meals from their high attaining counterparts and how do low attainers explain these differences*

I am pleased to inform you that the Trust Research Ethics Committee has formally approved your application.

If you have any further questions or require any clarification do not hesitate to contact me.

May I take this opportunity of wishing you every success with your research.

Yours sincerely

Louis Taussig

Secretary to the Trust Research Ethics Committee.

21. Exploring phase 1 data - Box plots, QQ plots & tests of normality

21.1 Academic self-perceptions

Statistics

Attainment Group

N	Valid	30
	Missing	0

Attainment Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low attaining	30	100.0	100.0	100.0

Case Processing Summary

	Attainment Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Academic self-perceptions	Low attaining	30	100.0%	0	0.0%	30	100.0%

Descriptives

	Attainment Group			Statistic	Std. Error
Academic self-perceptions	Low attaining	Mean		4.9279	.18055
		95% Confidence Interval for Mean	Lower Bound	4.5586	
			Upper Bound	5.2972	
		5% Trimmed Mean		4.9515	
		Median		5.2857	
		Variance		.978	
		Std. Deviation		.98889	
		Minimum		2.57	
		Maximum		6.86	
		Range		4.28	
		Interquartile Range		1.07	
		Skewness		-.618	.427
		Kurtosis		.168	.833

Extreme Values

	Attainment Group		Case Number	Value
Academic self-perceptions	Low attaining	Highest 1	42	6.86
		2	8	6.43
		3	22	5.86
		4	19	5.71
		5	37	5.71
		Lowest 1	14	2.57
		2	1	3.00
		3	27	3.43
		4	21	3.57
		5	26	3.69

Tests of Normality

	Attainment Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Academic self-perceptions	Low attaining	.175	30	.020	.939	30	.088

a. Lilliefors Significance Correction
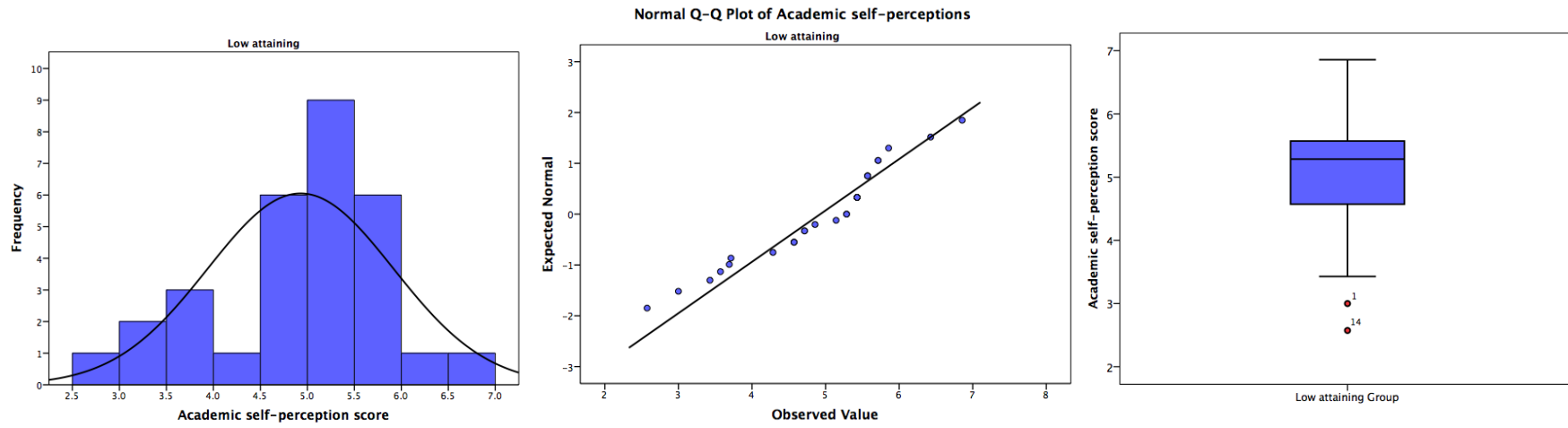
Frequencies - Number of participants in high/average attaining group

Statistics

Attainment Group

N	Valid	15
	Missing	0

Attainment Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average_Above	15	100.0	100.0	100.0

Case Processing Summary

	Attainment Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Academic self-perceptions	Average_Above	15	100.0%	0	0.0%	15	100.0%

Descriptives

	Attainment Group			Statistic	Std. Error
Academic self-perceptions	Average_Above	Mean		5.0180	.21402
		95% CI for Mean	LB	4.5590	
			UB	5.4771	
		5% Trimmed Mean		5.0280	
		Median		5.1429	
		Variance		.687	
		Std. Deviation		.82891	
		Minimum		3.43	
		Maximum		6.43	
		Range		3.00	
		Interquartile Range		.85	
		Skewness		-.623	.580
		Kurtosis		.061	1.121

Extreme Values

	Attainment Group			Case Number	Value
Academic self-perceptions	Average_Above	Highest	1	28	6.43
			2	6	5.71
			3	25	5.71

	4	32	5.56
	5	15	5.43[a]
	1	41	3.43
	2	35	3.57
Lowest	3	30	4.00
	4	23	4.71
	5	24	4.71

Tests of Normality

	Attainment Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Academic self-perceptions	Average_Above	.158	15	.200[*]	.932	15	.292

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Average/High attaining

Normal Q-Q Plot of Academic self-perceptions
Average/high attaining
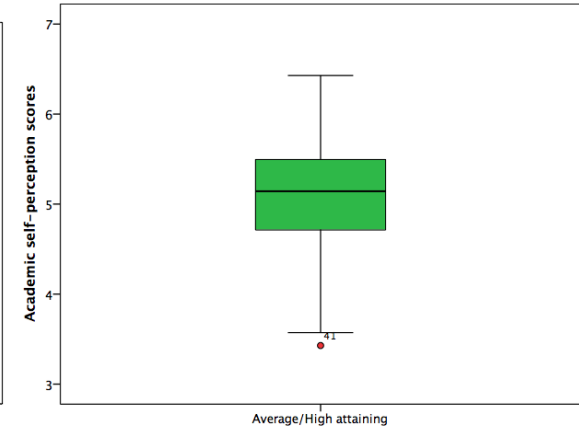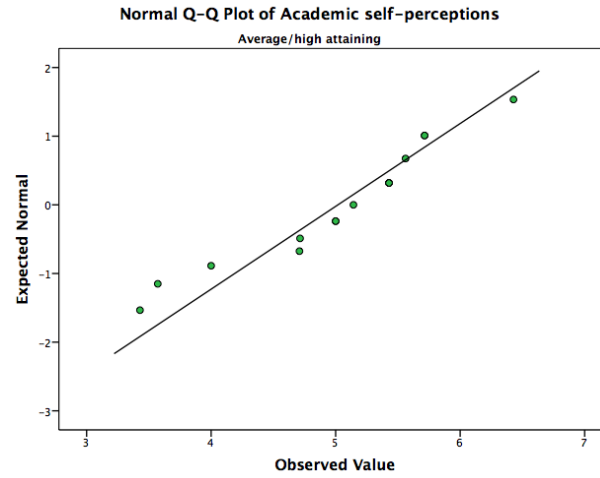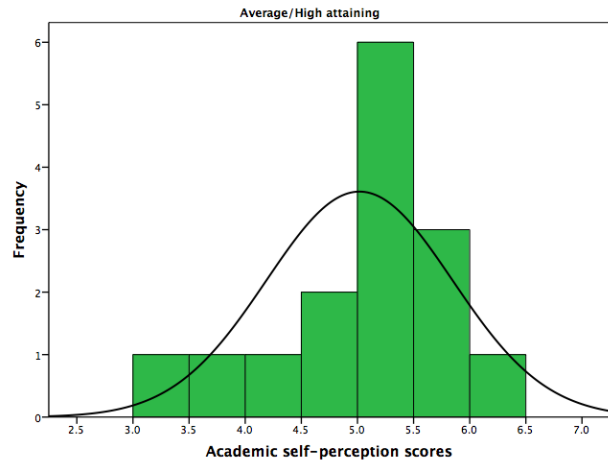
21.2 Attitudes towards teachers and classes

Case Processing Summary

	Attainment Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Attitudes towards teachers	Average_Above	15	100.0%	0	0.0%	15	100.0%

Descriptives

	Attainment Group			Statistic	Std. Error
Attitudes towards teachers	Average_Above	Mean		5.4681	.20883
		95% CI for Mean	Lower Bound	5.0202	
			Upper Bound	5.9160	
		5% Trimmed Mean		5.5042	
		Median		5.4286	
		Variance		.654	
		Std. Deviation		.80878	
		Minimum		3.57	
		Maximum		6.71	
		Range		3.14	
		Interquartile Range		1.00	
		Skewness		-.647	.580
		Kurtosis		.900	1.121

Extreme Values

	Attainment Group			Case Number	Value
Attitudes	Average_Above	Highest	1	28	6.71

towards		2	29	6.43
teachers		3	31	6.43
		4	16	6.00
		5	35	5.86
		1	30	3.57
		2	4	4.57
	Lowest	3	15	4.71
		4	32	5.00
		5	24	5.25

Tests of Normality

	Attainment Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Attitudes towards teachers	Average_Above	.129	15	.200[*]	.962	15	.733

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Case Processing Summary

	Attainment Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Attitudes towards teachers	Low attaining	30	100.0%	0	0.0%	30	100.0%

Descriptives

	Attainment Group		Statistic	Std. Error
		Mean	5.0316	.19684
		95% CI for Mean — Lower Bound	4.6291	
		95% CI for Mean — Upper Bound	5.4342	
		5% Trimmed Mean	5.0484	
Attitudes towards teachers	Low attaining	Median	5.2857	
		Variance	1.162	
		Std. Deviation	1.07813	
		Minimum	2.71	
		Maximum	7.00	
		Range	4.29	
		Interquartile Range	1.50	
		Skewness	-.216	.427
		Kurtosis	-.638	.833

Extreme Values

	Attainment Group		Case Number	Value
Attitudes towards teachers		1	8	7.00
		2	22	6.57
	Highest	3	34	6.57
		4	9	6.43
		5	33	6.14
	Low attaining	1	40	2.71
		2	14	3.29
	Lowest	3	3	3.57
		4	21	3.71
		5	1	3.71

Tests of Normality

	Attainment Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Attitudes towards teachers	Low attaining	.126	30	.200[*]	.979	30	.806

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normal Q-Q Plot of Attitudes towards teachers

21.3 Attitudes towards school

Case Processing Summary

	Attainment Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Attitudes towards school	Low attaining	30	100.0%	0	0.0%	30	100.0%

Descriptives

	Attainment Group		Statistic	Std. Error
Attitudes towards school	Low attaining	Mean	5.6024	.18571
		95% CI for Mean — Lower Bound	5.2226	
		95% CI for Mean — Upper Bound	5.9822	
		5% Trimmed Mean	5.6286	
		Median	5.9501	
		Variance	1.035	
		Std. Deviation	1.01715	
		Minimum	3.60	
		Maximum	7.00	
		Range	3.40	

Interquartile Range		1.65	
Skewness		-.461	.427
Kurtosis		-1.032	.833

Extreme Values

	Attainment Group		Case Number	Value
Attitudes towards school	Highest	1	8	7.00
		2	9	7.00
		3	2	6.80
		4	44	6.80
		5	22	6.60[a]
	Lowest	1	42	3.60
		2	33	4.00
		3	14	4.00
		4	3	4.00
		5	45	4.20

Low attaining

a. Only a partial list of cases with the value 6.60 are shown in the table of

upper extremes.

Tests of Normality

	Attainment Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Attitudes towards school	Low attaining	.155	30	.064	.928	30	.043

a. Lilliefors Significance Correction

Normal Q–Q Plot of Attitudes towards school

Case Processing Summary

	Attainment Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Attitudes towards school	Average_Above	15	100.0%	0	0.0%	15	100.0%

Descriptives

	Attainment Group			Statistic	Std. Error
Attitudes towards school	Average_Above	Mean		5.9867	.17508
		95% CI for Mean	Lower Bound	5.6112	
			Upper Bound	6.3622	
		5% Trimmed Mean		5.9963	
		Median		6.2000	
		Variance		.460	
		Std. Deviation		.67809	
		Minimum		4.80	
		Maximum		7.00	
		Range		2.20	
		Interquartile Range		1.00	
		Skewness		-.162	.580
		Kurtosis		-.882	1.121

Extreme Values

	Attainment Group		Case Number	Value
Attitudes towards school	Average_Above	Highest 1	28	7.00
		2	29	7.00
		3	31	6.60
		4	7	6.40
		5	25	6.40[a]
		Lowest 1	41	4.80
		2	30	5.00
		3	15	5.40
		4	4	5.40
		5	32	5.60[b]

a. Only a partial list of cases with the value 6.40 are shown in the table of upper extremes.

b. Only a partial list of cases with the value 5.60 are shown in the table of lower extremes.

Tests of Normality

	Attainment Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Attitudes towards school	Average_Above	.157	15	.200[*]	.954	15	.584

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

21.4 Goal valuation

Case Processing Summary

	Attainment Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Goal valuation	Low attaining	30	100.0%	0	0.0%	30	100.0%

Descriptives

	Attainment Group		Statistic	Std. Error
Goal valuation	Low attaining	Mean	6.1596	.17580
		95% CI for Mean Lower Bound	5.8000	
		95% CI for Mean Upper Bound	6.5191	
		5% Trimmed Mean	6.2545	
		Median	6.5000	
		Variance	.927	
		Std. Deviation	.96287	
		Minimum	3.17	
		Maximum	7.00	
		Range	3.83	
		Interquartile Range	1.33	
		Skewness	-1.431	.427
		Kurtosis	1.762	.833

Extreme Values

	Attainment Group		Case Number	Value
Goal valuation	Highest	1	8	7.00
		2	9	7.00
		3	10	7.00
		4	19	7.00
		5	22	7.00[a]
	Low attaining Lowest	1	14	3.17
		2	13	4.50
		3	45	4.67
		4	43	4.83
		5	1	5.00

a. Only a partial list of cases with the value 7.00 are shown in the

table of upper extremes.

Tests of Normality

	Attainment Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Goal valuation	Low attaining	.238	30	.000	.819	30	.000

a. Lilliefors Significance Correction

Normal Q–Q Plot of Goal valuation

Case Processing Summary

	Attainment Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Goal valuation	Average_Above	15	100.0%	0	0.0%	15	100.0%

Descriptives

	Attainment Group		Statistic	Std. Error
Goal valuation	Average_Above	Mean	6.5620	.16002
		95% CI for Mean — Lower Bound	6.2188	
		95% CI for Mean — Upper Bound	6.9052	
		5% Trimmed Mean	6.6430	
		Median	6.8333	
		Variance	.384	
		Std. Deviation	.61976	
		Minimum	4.67	
		Maximum	7.00	
		Range	2.33	
		Interquartile Range	.67	
		Skewness	-2.268	.580
		Kurtosis	6.096	1.121

Extreme Values

	Attainment Group		Case Number	Value
Goal valuation	Average_Above	Highest	1	28	7.00
			2	29	7.00
			3	30	7.00
			4	31	7.00
			5	41	7.00
		Lowest	1	4	4.67
			2	6	6.00
			3	7	6.17
			4	32	6.33
			5	35	6.50[a]

a. Only a partial list of cases with the value 6.50 are shown in the table of lower extremes.

Tests of Normality

	Attainment Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Goal valuation	Average_Above	.240	15	.020	.728	15	.000

a. Lilliefors Significance Correction

Normal Q–Q Plot of Goal valuation
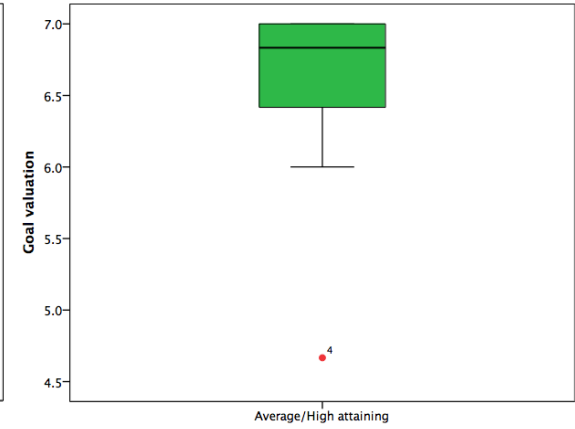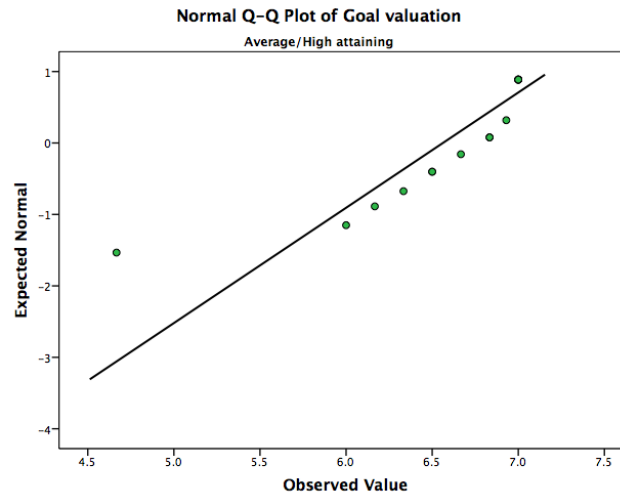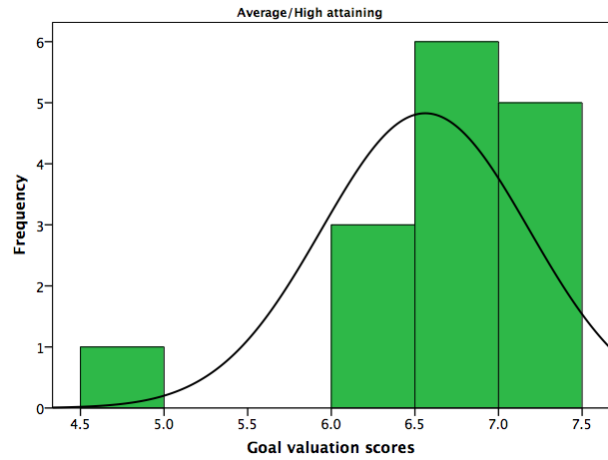
21.5 Motivation and self-regulation

Case Processing Summary

	Attainment Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Motivation & self-regulation	Average_Above	15	100.0%	0	0.0%	15	100.0%

Descriptives

	Attainment Group		Statistic	Std. Error
Motivation & self-regulation	Average_Above	Mean	5.3733	.26538
		95% CI for Mean — Lower Bound	4.8042	
		95% CI for Mean — Upper Bound	5.9425	
		5% Trimmed Mean	5.4593	
		Median	5.6000	
		Variance	1.056	
		Std. Deviation	1.02780	
		Minimum	2.70	
		Maximum	6.50	
		Range	3.80	
		Interquartile Range	1.30	
		Skewness	-1.430	.580
		Kurtosis	2.131	1.121

Extreme Values

	Attainment Group			Case Number	Value
Motivation & self-regulation	Average_Above	Highest	1	28	6.50
			2	29	6.50
			3	31	6.30
			4	32	6.00
			5	15	5.80
		Lowest	1	35	2.70
			2	41	4.00
			3	4	4.40
			4	30	4.70
			5	23	5.50

Tests of Normality

	Attainment Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Motivation & self-regulation	Average_Above	.282	15	.002	.855	15	.020

a. Lilliefors Significance Correction

Average/High attaining

Mean = 5.37
Std. Dev. = 1.028
N = 15

Frequency

Motivation & self-regulation scores

Normal

Normal Q-Q Plot of Motivation & self-regulation

Average/High attaining

Expected Normal

Observed Value

Motivation & self-regulation

Average/High attaining

Case Processing Summary

	Attainment Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Motivation & self-regulation	Low attaining	30	100.0%	0	0.0%	30	100.0%

Descriptives

	Attainment Group		Statistic	Std. Error
		Mean	4.9713	.20666
		95% CI for Mean — Lower Bound	4.5486	
		95% CI for Mean — Upper Bound	5.3940	
		5% Trimmed Mean	4.9841	
		Median	5.1500	
Motivation & self-regulation	Low attaining	Variance	1.281	
		Std. Deviation	1.13193	
		Minimum	2.60	
		Maximum	7.00	
		Range	4.40	
		Interquartile Range	1.83	
		Skewness	-.278	.427
		Kurtosis	-.774	.833

Extreme Values

	Attainment Group		Case Number	Value
Motivation & self-regulation	Highest	1	8	7.00
		2	42	6.80
		3	17	6.20
		4	22	6.20
		5	39	6.00
	Low attaining Lowest	1	1	2.60
		2	26	3.14
		3	14	3.40
		4	21	3.50
		5	27	3.60

Tests of Normality

	Attainment Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Motivation & self-regulation	Low attaining	.140	30	.137	.962	30	.346

a. Lilliefors Significance Correction
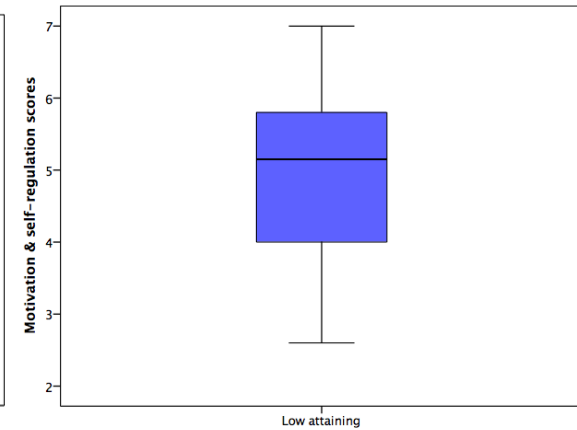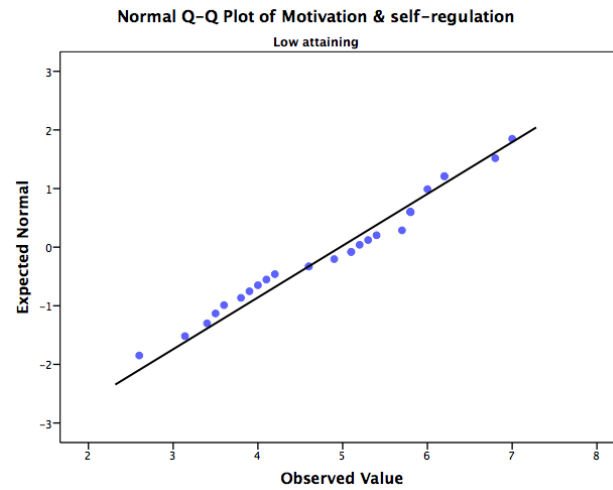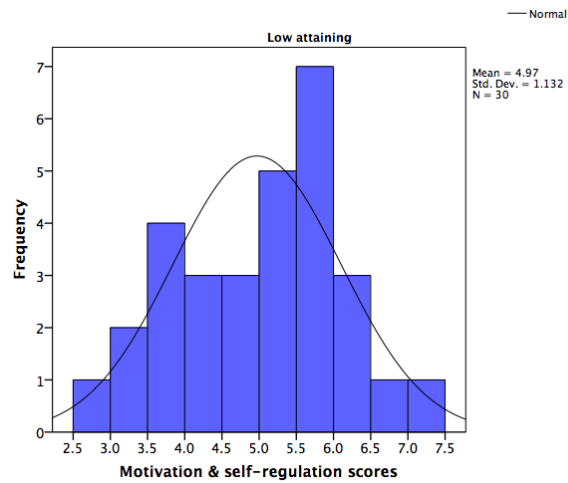
22. Maxqda table export of subthemes and codes and corresponding coded interview text segments

Colour	Document name	Subtheme\Code	Begin	End	Segment
●	1	Anxieties, pressures & defences\Upset/Annoyed if didn't achieve goals	291	295	Err dunno [2 seconds] annoyed. Interviewer: Annoyed. Interviewee: Yeah. Interviewer: Okay, anything else. Interviewee: No. Angry
●	1	Anxieties, pressures & defences\Resides to struggling/ gives up	199	199	I just take it sometimes
●	1	Anxieties, pressures & defences\Could do better in school	137	137	Coz I'm not getting proper good grades and when I'm getting' good grades.
●	1	Anxieties, pressures & defences\Could do better in school	143	143	I could do more
●	1	Feelings\Emotional effects on learning	240	241	All right, so tell me when are you not really motivated? Interviewee: When I'm tired
●	1	Feelings\Feeling cared for\ supported	127	127	I dunno, I don't think they do.
●	1	Feelings\Fairness	75	75	I dunno just eh was like pick on me or argue with me
●	1	Feelings\Fairness	79	85	Do my work. Interviewer: Ahh. Interviewee: When I am. Interviewer: When you are? Interviewee: Yes stupid. Interviewer: So they've told you to do your work and you're already doing your work. Interviewee: Yeah.

●	1	Ambivalence & uncertainty	40	43	In the middle, do you feel like it's something you have to do or something you like to do. Interviewee: Both. Interviewer: Both, okay so what do you think about classes, your lessons, what do you think about ther Interviewee: Err all right sometimes.
●	1	Ambivalence & uncertainty	61	61	Sometimes alright and sometimes bad
●	1	Ambivalence & uncertainty\Not knowing	27	27	Ehh [two seconds] actually don't know
●	1	Ambivalence & uncertainty\Not knowing	51	51	Err [three seconds] I dunno I can't think of anything.
●	1	Ambivalence & uncertainty\Not knowing	89	89	I dunno… I dunno.
●	1	Ambivalence & uncertainty\Not knowing	218	219	What else might not help? Interviewee: [2 seconds] Dunno.
●	1	Ambivalence & uncertainty\School is alright	19	19	All right I suppose not that bad
●	1	Ambivalence & uncertainty\Achievement not that important	63	63	Err [two seconds] Dunno when they are all right and fun yeah.
●	1	Long term gains\Future life preparation	287	287	I think again, like doing some art, graphics, PE to be an architect.
●	1	Long term gains\Grades\qualifications career link	273	273	Yeah I have to get good grades to be an architect.
●	1	Short term gains\Achievement is about the grades\points	109	109	Just that you're learning stuff, so your grades and whatnot
●	1	Short term gains\Achievement is about the grades\points	113	113	When you're not getting good grades
●	1	Short term gains\Achievement is about the grades\points	115	115	and not getting any achievement points, mm that's it.
●	1	Short term gains\Achievement points	119	119	I do get good grades, but I don't get that much achievement points.
●	1	Short term gains\Recognition and affirmation	94	99	Or what do you think high achievement looks like. Interviewee: …God, being Mr XX – I don't know. Interviewer: Being what? Interviewee: With Mr XX like a big table and eat anything Interviewer: Who gets to go and be Mr XX? Interviewee: For achieving points and get like a big spread out.

●	1	Learner comparisons\Unlike good learner	189	193	Everybody. Interviewer: Who's everybody? Interviewee: All the teachers. Interviewer: Would they? Interviewee: Yeah everyone.
●	1	Learner comparisons\Negative view of good learner	157	157	a nerd
●	1	Learner comparisons\Negative view of good learner	163	163	Being a little suck-up
●	1	Learner comparisons\Negative view of good learner	167	167	Suck up to the teacher. Trying to get good. Being good.
●	1	Learner comparisons\Negative view of good learner	173	173	Have friends [2 seconds] [smiling?] there probably just be like sitting in the LRC.
●	1	Learner comparisons\Negative view of good learner	179	181	Err to have friends Interviewer: Okay. Interviewee: Er don't suck-up to the teachers emm [2 seconds] don't go in the library that much, just g that's it.
●	1	Learner comparisons\Negative view of good learner	183	183	Err not very much, don't go in the LRC and I have friends er so, yeah.
●	1	Learner comparisons\Positive view of good learners	161	161	Not messin' about and sittin' there being very good.
●	1	Ownership & Control\Responsibility for learning	155	155	Coz…it's me. My…brain
●	1	Ownership & Control\Sometimes asks for help	201	201	Like, just like get on with it. Ask Miss for help sometimes but she doesn't give it to me, then I just mess
●	1	Ownership & Control\Goals achievable if...	279	279	I can do that
●	1	Ownership & Control\Control over behaviour\learning (awareness)	249	249	Err If I wanna do it or not.
●	1	Ownership & Control\Control over behaviour\learning (awareness)	263	263	Yeah, have the pen. Have the equipmen
●	1	Ownership & Control\Messes about if struggling	201	201	Like, just like get on with it. Ask Miss for help sometimes but she doesn't give it to me, then I just mess
●	1	Frictions\Achievement not important	117	117	No, not that much
●	1	Frictions\Associations of boring to school	30	30	It's boring.
●	1	Frictions\Negative views of teachers	75	75	I dunno just eh was like pick on me or argue with me, annoying me. So I annoy them.

●	1	Frictions\Negative views of teachers	127	127	I dunno, I don't think they do.
●	1	Frictions\Negative views of teachers	129	129	Coz [two seconds] they just don't. They're not our- they're not our parents so I don't think they do.
●	1	Frictions\Negative views of teachers	143	143	I could do more than that but I can't like teachers annoying me I can't like sit there and take it I have to
●	1	Frictions\Negative views of teachers	215	215	I dunno. [3 seconds] emm if a substitute teacher doesn't know what they're doing.
●	1	Self-regulation\Messing about/talking to fill the space	201	201	Ask Miss for help sometimes but she doesn't give it to me, then I just mess about
●	1	Self-regulation\Messing about/talking to fill the space	209	209	Then I'll mess about. If I do get it and I do my work then I mess about.
●	1	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	63	63	Err [two seconds] Dunno when they are alright and fun yeah.
●	1	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	73	73	They're rude to me I'm rude to them.
●	1	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	143	143	I could do more than that but I can't like teachers annoying me I can't like sit there and take it I have to
●	1	Enablers & Inhibitors\Enjoys challenge	13	13	I dunno, challenge
●	1	Practical vs. Academic\Academic subject contentions	57	57	Ju- just do anything it's like writing work for ages.
●	1	Practical vs. Academic\Academic subject contentions	233	233	-You don't have to sit down and write stuff…and go round here and mess about I suppose.
●	1	Practical vs. Academic\Motivated by physical activities	229	229	Like rugby…football, table tennis all that lot.
●	1	Practical vs. Academic\Like practical subjects	3	3	Err I like PE.
●	1	Practical vs. Academic\Like practical subjects	49	49	Like building stuff, drawing and sometimes we're on the laptops.
●	2	Anxieties, pressures & defences\Upset/Annoyed if didn't achieve goals	211	211	I'd feel quite upset like I wouldn't get a good job as well…
●	2	Anxieties, pressures & defences\Happy if achieves goals	215	215	I'll feel happy as well, like if I got a C and
●	2	Anxieties, pressures & defences\Family expectations\influences	191	191	'cause some of my friends aren't going to college 'cause they're staying here in sixth form so I might ha friends. My brother did. He came to this school and went to college and made new friends.
●	2	Anxieties, pressures & defences\Family expectations\influences	193	193	They think it's important for me to like what job I get.

●	2	Anxieties, pressures & defences\Want for good grades & worry	155	155	Because when I get into year 10 I want to get a level C or higher [2 seconds] in my GCSE's.
●	2	Anxieties, pressures & defences\Want for good grades & worry	195	195	Err, how good my grades are and [2 seconds] and that's basically it as well, like how good I am at readi… improve my reading.
●	2	Anxieties, pressures & defences\Want for good grades & worry	197	197	3 seconds] Like to help out the family, get a good job, emm [2 seconds] grades [4 seconds] and that's
●	2	Anxieties, pressures & defences\Want for good grades & worry	205	205	Like really high grades as well like mostly in lessons you need like A's as well…sometimes I think to mys I'll never make it but I probably can.
●	2	Anxieties, pressures & defences\Want for good grades & worry	207	207	err not doing that well. Like my grades will be like a D or something E as well. I think in my head that's v happen
●	2	Anxieties, pressures & defences\Could do better in school	75	75	Like when I work I…sometimes I don't do the work I get bored as well, but I try doing it and then when I get lower grades as well, like in maths, coz I got one mark in my grade.
●	2	Feelings\Emotional effects on learning	151	151	I probably get upset because I don't understand it then I won't do that well in my test.
●	2	Feelings\Feeling cared for\ supported	51	51	Like when I got injured in PE they send me to the medical room as well. Coz I got injured in PE Monday coz I got tripped and pushed in rugby.
●	2	Feelings\Fairness	21	21	Some of the teachers…argue with you when you've done nothing as well. They get annoyed as well, like shouting out at people when they've done nothing.
●	2	Ambivalence & uncertainty\Classes alright	23	23	They're alright. I do learn a bit and
●	2	Ambivalence & uncertainty\School is alright	11	11	Schools alright for me
●	2	Long term gains\Grades\qualifications career link	211	211	I'd feel quite upset like I wouldn't get a good job as well
●	2	Long term gains\Grades\qualifications career link	215	215	I'll feel happy as well, like if I got a C and… I'd probably work at a bike shop probably as well.
●	2	Long term gains\Future job prospects	59	59	What work I work in and like how I can get more money in life and what job I get.
●	2	Long term gains\Future job prospects	63	63	Like Microsoft, you know if you work at Microsoft.
●	2	Long term gains\Future job prospects	69	69	Like I want to get a big job that I actually get paid a lot of money for it and have a houseful of money.

●	2	Long term gains\Future job prospects	197	197	3 seconds] Like to help out the family, get a good job, emm [2 seconds] grades [4 seconds] and that's
●	2	Long term gains\Motivated in lessons wants good grades in for future	169	169	Yeah like in IT, English, maths or science I…feel motivated to them…and do the work as well because the grades I want to get when I'm older.
●	2	Long term gains\Low achievement linked to poorer future prospects	65	65	Like working at a shop probably or even as a cleaner.
●	2	Short term gains\Achievement is about the grades\points	55	55	Achievement is like about the grades or what?
●	2	Short term gains\Achievement is about the grades\points	57	57	What grades I want
●	2	Short term gains\Recognition and affirmation	15	15	Well (I would call it how proud the teachers are?
●	2	Reciprocity\Repetition of topics	79	79	When I'm in math, I get bored of algebra because they always learn that and it really bores me coz we learn the same thing in year eight.
●	2	Learner comparisons\Unlike good learner	129	129	'cause sometimes I don't do my homework as well, like every time I- I can't concentrate in lessons.
●	2	Learner comparisons\Positive views of self as learner	5	5	Coz I actually get good grades and
●	2	Learner comparisons\Positive views of self as learner	25	25	Yeah, coz I need to learn more about science as well coz I'm really not good at science
●	2	Learner comparisons\Positive views of self as learner	95	97	Like like people know I'm confident as well like the teachers. Interviewer: Okay.so you think teachers know your confidence, yeah, what do they know? Interviewee: Like how confident I am in being in tests and high grades I can get
●	2	Learner comparisons\Positive views of self as learner	123	123	Well I don't be silly in lessons err [5 seconds] so- oh
●	2	Learner comparisons\Achievement linked to good behaviour and effort	57	57	What grades I want and…like…how good the lesson is and how quiet I can be every time
●	2	Learner comparisons\Negative view of good learner	101	101	Like the way they speak as well. Sometimes with glasses
●	2	Learner comparisons\Negative view of good learner	113	113	at home they don't play games or anything.
●	2	Learner comparisons\Positive view of good learners	115	115	That they concentrate in lessons as well.
●	2	Learner comparisons\Negative perceptions of self as learner	99	99	But sometimes I ain't that confident.
●	2	Ownership & Control\Self-help strategies	157	157	Err teachers, friends Erm [2 seconds] my mind as well.

•	2	Ownership & Control\Control over behaviour\learning (awareness)	25	25	Yeah, coz I need to learn more about science as well coz I'm really not good at science
•	2	Ownership & Control\Control over behaviour\learning (awareness)	157	157	Err teachers, friends Erm [2 seconds] my mind as well
•	2	Ownership & Control\Control over behaviour\learning (awareness)	185	187	Err IT probably. Interviewer: Why can you control that? Interviewee: 'cause when it comes to making a website that we make in IT, like I have to figure out how ask the teach 'cause I want to figure it out myself. so- then- I got stuck one day for about two weeks an
•	2	Frictions\Associations of boring to school	79	79	When I'm in math, I get bored of algebra because they always learn that and it really bores me coz we in year eight.
•	2	Frictions\Associations of boring to school	175	175	Emm and art that emm don't feel motivated 'cause it kind of bores me as well.
•	2	Frictions\Negative views of teachers	11	11	Schools alright for me but some teachers can be annoying as well
•	2	Frictions\Negative views of teachers	21	21	Some of the teachers…argue with you when you've done nothing as well. They get annoyed as well, like shouting out at people when they've done nothing.
•	2	Frictions\Negative views of teachers	35	35	It's- it some of them can be…like rude to me as well and some of them be nice. Really nice.
•	2	Frictions\Negative views of teachers	37	37	Well they shout at me and I don't like it and tell me to do more work and [2 seconds] they just keep sh single time.
•	2	Choice	79	79	When I'm in math, I get bored of algebra because they always learn that and it really bores me coz we learn the same thing in year eight.
•	2	Choice\Learning/educational choices	3	3	as soon as I've grown I've been like looking forward to going to secondary school, so I came to this scho like
•	2	Choice\Learning/educational choices	23	23	Right now I've picked my options for history, IT…and (it said? 03:35) science.
•	2	Self-regulation\Repercussions & responses to asking for help	145	145	'cause I'm too shy to ask the teacher [2 seconds] and like other- like when I haven't got anything- 'caus when I haven't got a piece of equipment some of the teachers tell me off.

●	2	Self-regulation\Managing distractions	11	11	like I get interrupted with my learning with some students.
●	2	Self-regulation\Managing distractions	13	13	Like a lot of students behave bad and they get sent out, come back in and behave bad again, and then t teacher and makes it better and another person does it again.
●	2	Self-regulation\Managing distractions	19	19	Some of the teachers…and [2 seconds] like some of the students behave bad like they interrupt your le and they should be in different sets as well, so they don't interrupt my learning as well.
●	2	Self-regulation\Managing distractions	133	133	'cause like games at home or something and I'm playing the games I fogo- I forget about my homework
●	2	Self-regulation\Managing distractions	141	141	G.R he's in this school and he like sometimes he distracts me in my lessons as well but we usually have Emm he can be a bit rude to me as well. But we are friend- we've been friends since before the half-ter year seven.
●	2	Self-regulation\Managing distractions	161	161	Getting outside, playing with friends, play football. Emm…watch TV or go on my phone or something to well
●	2	Self-regulation\Managing distractions	179	179	Like the teacher stops you every five minutes as well.
●	2	Enablers & Inhibitors\School's appearance & equipment	15	15	I don't know how to say it but the rooms are good.
●	2	Enablers & Inhibitors\School's appearance & equipment	17	17	Like the design of them and how good they fit for a certain amount of students as well.
●	2	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	43	43	We- don't speak- I don't talk in lessons like, be quiet as well and I do all my work.
●	2	Enablers & Inhibitors\Positive views of teachers	5	5	Coz I actually get good grades and like get better teachers as well.
●	2	Enablers & Inhibitors\Positive views of teachers	15	15	and how good they teach [2 seconds
●	2	Enablers & Inhibitors\Positive views of teachers	35	35	It's- it some of them can be…like rude to me as well and some of them be nice. Really nice.
●	2	Practical vs. Academic\Enjoys sports\computer games and socialising	7	7	I'm interested in rugby, cricket, and basketball and I like playing video games.
●	2	Practical vs. Academic\Like practical subjects	33	33	Coz the practical's are actually kind of fun ones all the stuff they do.
●	2	Role of the peer\Asks friends for help	145	145	Sometimes I just ask a friend
●	2	Role of the peer\Peer perceptions	77	77	E-e-everyone kept taking the fun out of me as well.

•	2	Role of the peer\Peer perceptions	87	87	Like some of my friends think that I'm kind of funny really think that I'm kind of dumb as well like stupi
•	2	Role of the peer\Peer perceptions	211	211	I'd feel quite upset like I wouldn't get a good job as well…and [2 seconds] my ne friends would probabl as well.
•	2	Learning outside of school	159	159	Emm when I read a book as well I get- I find out new words as well.
•	2	Learning outside of school	163	163	Yeah. but sometimes games do help because sometimes they have words as well, you don't understan
•	3	Anxieties, pressures & defences	89	89	I feel frustrated coz I can't do the work and all that. I feel dumb I can't do it.
•	3	Anxieties, pressures & defences\Upset/Annoyed if didn't achieve goals	160	160	Quite annoyed coz if I do all the effort and don't achieve.
•	3	Anxieties, pressures & defences\Happy if achieves goals	162	162	Really happy, coz I've achieved what I want to do
•	3	Anxieties, pressures & defences\Family expectations\influences	35	35	Emm good coz, like in the school because my brothers went to this school and they didn't do good so I better than them, I better get a reputation for me than them in school.
•	3	Anxieties, pressures & defences\Family expectations\influences	79	79	my brother got kicked out of school, so em I dunno yeah.
•	3	Anxieties, pressures & defences\Family expectations\influences	130	130	Q-q quite important because like – like my brothers never got like GCSE because they – they didn't get but like not as good coz they were quite naughty and all that. So they think they want me to do good, so it's important for them – me to get my– best levels I can.
•	3	Anxieties, pressures & defences\Family expectations\influences	136	136	I dunno, achieve [3 seconds] like for me I achieve like to the best and all that and achieve more for wha wants me to do
•	3	Anxieties, pressures & defences\Want for good grades & worry	157	158	What is the biggest challenge? Interviewee: Erm GCSEs.
•	3	Anxieties, pressures & defences\Could do better in school	51	51	Em [2 seconds] No because err- no I want to do better I want- I dunno
•	3	Anxieties, pressures & defences\Could do better in school	53	53	Emm [2 seconds] I could do better than I am now coz I'm on report and I don't really want to be on tha better than that
•	3	Feelings\Feeling cared for\ supported	29	29	Em they care about me b'cause like they have to teach us in the school, and like err the possibility for u in their class, so yeah.

●	3	Feelings\Fairness	25	25	and it's not my fault and my mind just flips and I start getting angry usually, so yeah.
●	3	Ambivalence & uncertainty\Classes alright	21	21	emm about my classes. Erm [2 seconds] like most- I dunno it's not bad
●	3	Ambivalence & uncertainty\Not knowing	38	41	so what would high achievement look like. Interviewee: Emm [2 seconds] I dunno. Ermm Interviewer: It's tricky. Interviewee: Emm I dunno
●	3	Ambivalence & uncertainty\School is alright	9	9	Emm schools alright for me
●	3	Ambivalence & uncertainty\Similarities to good and bad learner	69	69	Em I- I- if I'm doing my work and meeting my levels but em but sometimes, I'm a bad learner and I don' teachers or nothing, I just s- mess around, but if I do good in my levels I'd be a good learner
●	3	Long term gains\Grades\qualifications career link	47	47	High achievement, it would be if I get all my GCSEs I could do good in the future and all that and do bet
●	3	Long term gains\Grades\qualifications career link	146	146	And do nothing, so skills important for your future, so they can help you like they can decide for you an what you want in the future I think with all the levels and options and all that.
●	3	Long term gains\Future job prospects	49	49	Yeah, coz I wanna like- I want to be in sports, so I want to be a PE teacher or
●	3	Long term gains\Future job prospects	140	140	Erm, my hopes for the future I want to do coaching or that I do mechanics.
●	3	Short term gains\Achievement is about the grades\points	43	43	Like bad and not getting any (unclear 05:25) and yeah no GCSE's
●	3	Short term gains\Achievement is about the grades\points	57	57	I'd be getting better grades and all that in school, yeah.
●	3	Learner comparisons\Unlike good learner	69	69	Em I- I- if I'm doing my work and meeting my levels but em but sometimes, I'm a bad learner and I don' my teachers or nothing, I just s- mess around, but if I do good in my levels I'd be a good learner
●	3	Learner comparisons\Unlike good learner	75	75	Coz I-I start to mess around, yeah all that yeah
●	3	Learner comparisons\Achievement linked to good behaviour and effort	65	65	Not meeting their levels and being bad in school and all that, yeah.

●	3	Learner comparisons\Positive view of good learners	59	59	Em [cough] Getting all of their levels and all of that.
●	3	Learner comparisons\Positive view of good learners	63	63	Yeah and getting on with like the teachers and all that. Umm, I dunno.
●	3	Learner comparisons\Negative perceptions of self as learner	89	89	I feel frustrated coz I can't do the work and all that. I feel dumb I can't do it.
●	3	Ownership & Control\Asks teachers for help	83	83	If I'm struggling I just put my hand up and ask the teacher to help me
●	3	Ownership & Control\Asks teachers for help	93	93	If I'm struggling, just put my hand up and asked the teacher and all that.
●	3	Ownership & Control\Goals achievable if...	154	154	Quite achievable if I'd be good and all that, and get the levels in PE and that.
●	3	Ownership & Control\Class clown for attention	71	73	Because like I- I like loads of people in my class I know and I just want to be a class clown, I think. Interviewer: But why? Interviewee: I dunno just attention I dunno.
●	3	Ownership & Control\Control over behaviour\learning (awareness)	93	93	Erm what helps me? Erm, [6 seconds] I'd like- I dunno I was going to say I need to focus more…
●	3	Ownership & Control\Control over behaviour\learning (awareness)	112	112	Erm [4 seconds] I – I can control the learning all the learning I learn but if I don't, I don't know.
●	3	Ownership & Control\Control over behaviour\learning (awareness)	114	114	Se- like I ask the teacher if I can move from- from other people and sit at the back and do my work.
●	3	Ownership & Control\Want to improve behaviour	53	53	I could do better than I am now coz I'm on report and I don't really want to be on that, so I can do bett
●	3	Ownership & Control\Tries best when struggling	87	87	j-j-just try my best.
●	3	Frictions\Associations of boring to school	109	109	But I do get the work sometimes and do work, so I just sit there sometimes coz just find it quite boring.
●	3	Choice\Learning/educational choices	132	132	Em for me to get what I want and that. Not to get kicked out, so I can stay in the school so then I can… Do the levels I want and what options I want to do.
●	3	Self-regulation	132	132	Em for me to get what I want and that. Not to get kicked out, so I can stay in the school so then I can… Do the levels I want and what options I want to do.

●	3	Self-regulation\Messing about/talking to fill the space	91	91	Just mess around
●	3	Self-regulation\Managing distractions	9	9	Sometimes I like- I get distracted easily and don't do work sometimes yeah
●	3	Self-regulation\Managing distractions	17	17	Emm my classes there- I get quite small classes coz I get distracted really easily. So I- I sometimes I like coz I learn more and I don't get distracted as much in those classes.
●	3	Self-regulation\Managing distractions	55	55	Like not to get distracted and don't distract other people and not talking class.
●	3	Self-regulation\Managing distractions	109	109	I – I – I do do well sometimes when I get like what you said when I get, like I don't get the work done ar so yeah. But I do get the work sometimes and do work, so I just sit there sometimes coz just find it quit
●	3	Self-regulation\Managing distractions	114	114	Se- like I ask the teacher if I can move from- from other people and sit at the back and do my work.
●	3	Self-regulation\Anger management	23	23	but and I don't li- sometimes when I don't get- I get like quite angry.
●	3	Self-regulation\Anger management	25	25	I get in- kind of a bit of trouble, because I'm on like report now. Like I- like my mi- just- if I get in trouble and it's not my fault and my mind just flips and I start getting angry usually, so yeah
●	3	Self-regulation\Anger management	27	27	They told me like to get out. Some people calm down for two minutes or count to 10.
●	3	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	103	103	because I get on with the teachers and all of that
●	3	Practical vs Academic\Academic subject contentions	109	109	Because I just like maths is quite boring but it's important maths
●	3	Practical vs Academic\Enjoys sports\computer games and socialising	3	7	Mmm (Unclear 00:42) play football and umm yeah. Interviewer: Play football what else do you like doing. Interviewee: I like- like drawing. Interviewer: Drawing. Interviewee: Yeah, and play Xbox with my mates.
●	3	Practical vs Academic\Like practical subjects	11	11	Erm [2 seconds] good parts I like- I like some subjects like…PE and some like drawing, like sports and all

●	3	Practical vs Academic\Like practical subjects	21	21	I enjoy it – the PE and in art I just like, emm like drawing and stuff and other people and all that, yeah.
●	3	Practical vs Academic\Like practical subjects	99	99	I want to- like do anything, I want to do PE and all of that. That's like my favourite lesson and I want to because I'm active all the time
●	3	Role of the peer\Friends similar learners	79	79	Erm like my friends and all that, yeah, most of them all of my friends and my – all of them yeah,
●	3	Role of the peer\Friendships	11	11	and I see all of mates every day.
●	3	Role of the peer\Friendships	13	13	Emm like some people around the school I don't like. Coz, some people that are in my year, that…like d with other people then it gets into s-situations that well like have arguments and all that.
●	3	Role of the peer\Friendships	15	15	Emm like, there's some boys in my year that we have like- they don't really like us and we don't like the Then there's stuff going around school and this boy said to one of my mate's that we're going to kill yo apparently he said something about their mums but he never. So, yeah, we just stuck up for him and ye
●	3	Role of the peer\Friendships	21	21	but in PE emm my classes are quite good coz I've like mm-most of my mates I lo- I hang around after sc go to that class and I get on with them, and so yeah. I enjoy it –
●	3	Role of the peer\Friendships	103	103	all my mates and do some sports like football and all of that, so it's alright
●	4	Anxieties, pressures & defenses\Upset/Annoyed if didn't achieve goals	199	199	Erm I wouldn't be very happy because I wouldn't really get the job I wanted to get and [2 seconds] and know what job to pick really.
●	4	Anxieties, pressures & defenses\Happy if achieves goals	203	203	I would feel happy because I know that I would get a good job and
●	4	Anxieties, pressures & defenses\Family expectations\influences	155	155	They want to make me learn and that is like get high studies and get a good job, so (sounds like: I am h but if I don't behave I'm not going to get a good job.
●	4	Anxieties, pressures & defenses\Family expectations\influences	161	161	They say like, make sure you learn in school. Because when- when I was bad in school I never used to. I with a r-r-r rubbish job and I was like yeah, I know

●	4	Anxieties, pressures & defenses\Family expectations\influences	173	173	Yeah I don't know what I really want to do. My uncle is a builder [2 seconds] He can help me with stuff I can work with him for a couple of weeks and he can help me out.
●	4	Anxieties, pressures & defenses\Want for good grades & worry	123	123	Yeah, because I don't want to get the question wrong and then make it like lower so I just leave it.
●	4	Anxieties, pressures & defenses\Low goal obtaination confidence	177	177	Not very good
●	4	Feelings\Feeling of a positive outcome	33	33	so I like art, I like it because…I'm- I'm good at art and I just like how you create things…And it's good ho But you don't think you're going to do that well, but when you get- when you do it, you do good, yeah.
●	4	Feelings\Feeling cared for\ supported	73	73	I think I can achieve PE because it's like well supportive, like its supportive in PE
●	4	Feelings\Fairness	67	67	Because I misbehave and then like sometimes I get blamed for stuff that's not me, but it's because I'm class they think it's me
●	4	Ambivalence & uncertainty\Some classes liked/ not liked	19	19	There are certain lessons I like and some I don't really enjoy or not use like- don't like them.
●	4	Ambivalence & uncertainty\Not knowing	164	165	So what about your hopes for the future, what do you see that like. Interviewee: Erm [2 seconds] don't know yet
●	4	Ambivalence & uncertainty\Similarities to good and bad learner	85	85	Probably middle.
●	4	Long term gains\Future life preparation	33	33	Well PE it keeps you active and it keeps you fit for- and like if you- coz if you don't do PE then you're nc but when you're older you will be able to do anything or anything
●	4	Long term gains\Future life preparation	49	49	I like geography as well. Coz it's like you get to know around the world and things that you need to kno
●	4	Long term gains\Grades\qualifications career link	155	155	They want to make me learn and that is like get high studies and get a good job, so (sounds like: I am he but if I don't behave I'm not going to get a good job.
●	4	Long term gains\Grades\qualifications career link	163	163	To pass all my tests… And… Achieve higher levels because they go for a good job.

●	4	Long term gains\Grades\qualifications career link	199	199	Erm I wouldn't be very happy because I wouldn't really get the job I wanted to get and [2 seconds] and know what job to pick really.
●	4	Long term gains\Future job prospects	169	169	I wanna be like a builder or something
●	4	Long term gains\Future job prospects	173	173	My uncle is a builder [2 seconds] He can help me with stuff and when I'm older I can work with him for and he can help me out.
●	4	Learner comparisons\Unlike good learner	93	93	ehh [2 seconds] Like in tests they revised but I don't.
●	4	Learner comparisons\Unlike good learner	95	95	Erm [2 seconds] they-they always listen and they know what to do but then with me I just don't listen a for help.
●	4	Learner comparisons\Positive views of self as learner	33	33	So I like art, I like it because…I'm- I'm good at art and I just like how you create things
●	4	Learner comparisons\Positive views of self as learner	73	73	I think I can achieve PE because it's like well supportive, like its supportive in PE and like I'm good at PE people in maths and art.
●	4	Learner comparisons\Positive views of self as learner	103	105	Achieve high levels Interviewer: Yeah. Interviewee: And that… Help people out… So if they need help just… Help them., Because somebody is the answers. It's like a bit rude, but then like you go up to them and ask if they need any help, so just got u them.
●	4	Learner comparisons\Low achievement is not listening/behaving	83	83	Where you don't listen and don't behave. You just do whatever you [sniggering voice] want really.
●	4	Learner comparisons\Acheivement linked to good behaviour and effort	79	79	Achieving high levels in subjects and em trying your best every time.
●	4	Learner comparisons\Acheivement linked to good behaviour and effort	81	81	Behaving and doing as you're told… And do as much work as possible.
●	4	Learner comparisons\Positive view of good learners	95	95	Erm [2 seconds] they-they always listen and they know what to do
●	4	Learner comparisons\Negative perceptions of self as learner	161	161	But I try- I try my hardest in some, like most of the lessons but then if I can't do it then I know I'm not g

●	4	Learner comparisons\Negative perceptions of self as learner	181	181	Because of my behaviour and it's like when I don't listen like, when I don't listen.
●	4	Ownership & Control	161	161	But I try- I try my hardest in some, like most of the lessons but then if I can't do it then I know I'm not g
●	4	Ownership & Control\Struggling - "I'd leave it until the teacher comes over"	109	109	I'd leave it until the teacher comes over.
●	4	Ownership & Control\Struggling - "I'd leave it until the teacher comes over"	113	113	I would probably be sitting still until a teacher comes over. Sometimes, if I call at them they don't answ them again and never answer and then I'll just leave it then they come over, I'm glad that you didn't a
●	4	Ownership & Control\Struggling - "I'd leave it until the teacher comes over"	119	119	Yeah I'll try and the stuff that I don't do our leave it until the teacher comes over.
●	4	Ownership & Control\Negative feelings when struggling	121	121	I feel nervous because I don't know what to do. I try- I attempt most of the work, but when I do tests a if I read the question and I don't know what to do, I'll attempt it but, if I know I can't do it then I just le
●	4	Ownership & Control\Control over behaviour\learning (awareness)	75	75	Yeah like lessons that I like, but if they're lessons that I don't really like I don't really listen really that m
●	4	Ownership & Control\Control over behaviour\learning (awareness)	125	127	Erm [2 seconds] sometimes books like if you look in the book they tell you some- they- they tell you the if you read through then they tell you the answer. Interviewer: Textbook Interviewee: Yeah… I find that kind of helps… Depends what kind of mood I'm in though, if I want to lo [snigger]
●	4	Ownership & Control\Control over behaviour\learning (awareness)	191	191	Just listening- just listening to the teachers and just… Get on with what you're supposed to be doing an learn more you just- you just know what you're gonna do.
●	4	Frictions\Associations of boring to school	45	45	It- it's coz like learning stuff from stuff you've already learnt in the back at the time… So we are learning but we learned about that in like twice already…. Get bored with things that you've listened to already

●	4	Frictions\Associations of boring to school	77	77	Yeah [laugh] I don't listen to what they're saying coz…heard it before in sometimes.
●	4	Choice	45	45	It- it's coz like learning stuff from stuff you've already learnt in the back at the time… So we are learning but we learned about that in like twice already…. Get bored with things that you've listened to already
●	4	Self-regulation\Messing about/talking to fill the space	117	117	I'll call the teacher a couple of times, but if they don't answer, which they never really do I would proba start talking.
●	4	Self-regulation\Reprocusions & responses to asking for help	133	133	Ask friends, they normally help… And if you need something just ask them, they normally have it, but if asking teacher if the- if your friends don't have it, then the teacher tells you off.
●	4	Self-regulation\Managing distractions	69	69	I think they are trying- there trying to help me at the moment where I keep… Disturbing lessons and no Doing as much work as I should because I'm supposed to be focusing, but in my report it'll- it's mostly a focusing, where I've got to focus all the time and…
●	4	Self-regulation\Managing distractions	87	87	Because hang around with the wrong people in classes… I sit close to them and it makes me do it, so if normally I sit on my own and like there's nobody around me and don't talk to them and like there's no point talk with my work.
●	4	Self-regulation\Managing distractions	135	135	Erm [2 seconds] talking because it just makes me completely forget about what work that we're doing, talking, then it's weird when I've got to go back to the work are not used to it.
●	4	Self-regulation\Managing distractions	193	193	People around me.
●	4	Self-regulation\Anger management	147	147	I can't control like when I get angry sometimes, because when I'm angry I don't know what to do.
●	4	Self-regulation\Anger management	153	153	It's like when I'm so angry I just don't know what to do and I think and I don't know what to do.
●	4	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	55	55	I get on with - I got on well with some teachers but, it depends what teachers they are.
●	4	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	67	67	Because I misbehave and then like sometimes I get blamed for stuff that's not me, but it's because I'm they think it's me

●	4	Enablers & Inhibitors\Positive views of teachers	49	49	And… I like teachers.
●	4	Enablers & Inhibitors\Positive views of teachers	69	69	I think they are trying- there trying to help me at the moment where I keep… Disturbing lessons and no Doing as much work as I should because I'm supposed to be focusing, but in my report it'll- it's mostly a focusing, where I've got to focus all the time and…
●	4	Practical vs Academic\Academic subject contentions	43	43	I don't really like English.
●	4	Practical vs Academic\Academic subject contentions	63	63	I don't get on well with English
●	4	Practical vs Academic\Like academic subjects	31	31	Err maths I like [3 seconds] erm science
●	4	Practical vs Academic\Like academic subjects	35	35	I like maths because emm I liked it all my life really since the day I started it
●	4	Practical vs Academic\Like practical subjects	29	29	I like PE
●	4	Practical vs Academic\Like practical subjects	33	33	Well PE it keeps you active and it keeps you fit for
●	4	Practical vs Academic\Maths easy to understand	37	37	Numbers and you add 'em and divide 'em and it's kind of easy.
●	4	Role of the peer\Asks friends for help	97	97	Sometimes I- I ask friends before I ask the teacher.
●	4	Role of the peer\Asks friends for help	133	133	Ask friends, they normally help…
●	5	Anxieties, pressures & defenses\Upset/Annoyed if didn't achieve goals	104	104	I would be quite mad with myself but emm like I would like to get a job and I would try my hardest to t- with the qu- qualifications and GCSEs that I have.
●	5	Anxieties, pressures & defenses\Happy if achieves goals	106	106	Thrilled
●	5	Anxieties, pressures & defenses\Want for good grades & worry	11	11	Some lessons.. I jus-I don't like but I have to get on with it. I have to do it. So- so I'm wanting my GCSEs good grades for it.
●	5	Anxieties, pressures & defenses\Resides to struggling/ gives up	70	70	I just put my pencil down and my pen and just say I'm not working on it no more.
●	5	Anxieties, pressures & defenses\Could do better in school	58	58	Because in year seven year eight, I was told off every day and sent home nearly every day on report ev I won't listen to the teachers, or swear at the teachers or fight with everyone, and um [three seconds] v I was doing a bit of that, but then I knuckled down for about two weeks and then… I just got distracted

●	5	Feelings\Feeling cared for\ supported	37	37	They care but they don't. Coz it's our education, but they still get paid for it even [knocking on the table
●	5	Ambivalence & uncertainty\Some classes liked/ not liked	11	11	Some lessons.. .I jus-I don't like but I have to get on with it
●	5	Ambivalence & uncertainty\School is alright	11	11	It's all right but…
●	5	Ambivalence & uncertainty\Similarities to good and bad learner	66	66	'bout 50- 40%
●	5	Ambivalence & uncertainty\Classes are good but	23	23	Classes are good but
●	5	Long term gains\Future life preparation	5	5	we've been learning about how to read a map and first aid, so we've got our first aid certificate that las
●	5	Long term gains\Future life preparation	88	88	So when you're know like grown-up life like- like to get a job and stuff you'd know how to deal it better
●	5	Long term gains\Future job prospects	92	92	That when I'm older like I'll be a mechanic,
●	5	Long term gains\Future job prospects	104	104	I would be quite mad with myself but emm like I would like to get a job and I would try my hardest to t- and get a job with the qu- qualifications and GCSEs that I have.
●	5	Long term gains\Future job prospects	106	106	Thrilled and when I've got enough money I'd buy my own shop and s- you know keep start working the
●	5	Short term gains\Recognition and affirmation	44	44	Co- coz they get power points like in when they have assembly they're like- they're like yeah this- err th like a role model. You should follow them and stuff and in the green wing they got these like poster thir
●	5	Short term gains\Recognition and affirmation	46	46	It's good coz is getting people kind of notice stuff. If they don't know no one then they're good and get and people might start comin' up them yeah, how do you do this and stuff.
●	5	Reciprocity\Performance related pay for teachers	41	41	It makes us think like, oh if you get the same amount of money you- you should care about our educati But if you don't teach us [knocking on the table] you should kind of get like a little bit less [knocking on

●	5	Learner comparisons\Negative view of good learner	52	52	and people that are good and they've done something bad they know how to - teacher don't expect a t Coz they- they go like that 'n smile and stuff when they've done something bad, but the teachers won't it 'cause they're always like that.
●	5	Learner comparisons\Positive view of good learners	64	64	Basically just get someone who answers questions and just sits there and just throws his hand up when to say instead of shouting it out.
●	5	Learner comparisons\Negative perceptions of self as learner	68	68	I'm just like thick
●	5	Learner comparisons\Negative perceptions of self as learner	74	74	err that I just don't know and I've tried my hardest to think but I don't know and…
●	5	Ownership & Control	68	68	Well in some lessons I'll- I'll be like yeah I'm not going to be good and in some lessons I'm- I'm just like t and can I just go to the lesson now so I can do the thing like PE erm I really like PE and Scale Force.
●	5	Ownership & Control\Making the most of school/learning	86	86	and you know just trying to just say if I don't like the lesson I should still be joyed and stuff so I learn mo
●	5	Ownership & Control\Making the most of school/learning	98	98	Get along with the teachers and just do the work as much as possible, even if you don't like the the less
●	5	Ownership & Control\Asks teachers for help	74	74	I'll ask the teacher and the teacher tells me tells me in an easier possible way.
●	5	Ownership & Control\Preparing for learning	80	80	Emm when a when I have a real good sleep and good breakfast and stuff and come into school joyed up
●	5	Ownership & Control\Preparing for learning	82	82	When I didn't have no sleep [two seconds] the breakfast that I make is like the toast is burnt and…
●	5	Ownership & Control\Control over behaviour\learning (awareness)	54	54	yeahh coz I'm um I'm in year nine and I have to start fixin' up on stuff and my anger and that.
●	5	Ownership & Control\Control over behaviour\learning (awareness)	68	68	Well in some lessons I'll- I'll be like yeah I'm not going to be good
●	5	Frictions\Associations of boring to school	11	11	Some lessons. I jus-I don't like but I have to get on with it. I have to do it. So- so I'm wanting my GCSEs for it.

●	5	Frictions\Associations of boring to school	13	13	Just the boring lessons I don't do much [two seconds] like you don't do much practical it's just writing a It's long.
●	5	Frictions\Negative views of teachers	37	37	They care but they don't. Coz it's our education, but they still get paid for it even [knocking on the table
●	5	Self-regulation	68	68	Well in some lessons I'll- I'll be like yeah I'm not going to be good
●	5	Self-regulation\Trying to curb behaviour	58	58	Because in year seven year eight, I was told off every day and sent home nearly every day on report eve like [two seconds] I won't listen to the teachers, or swear at the teachers or fight with everyone, and u when I hit year nine I was doing a bit of that, but then I knuckled down for about two weeks and then… again.
●	5	Self-regulation\Differing behaviour/effort in liked & unliked lessons	15	15	Umm more active and more in- the lessons that I like and I'm not in the lessons I don't like.
●	5	Self-regulation\Managing distractions	58	58	when I hit year nine I was doing a bit of that, but then I knuckled down for about two weeks and then… again.
●	5	Self-regulation\Managing distractions	60	60	I'd around a lot and I'd talk to people and when Miss is interrupting or Sir is interrupting [two seconds] But I know it was and when they come over like like getting like in your face and stuff and say say sit do and get in their face and tell them to sit down.
●	5	Self-regulation\Anger management	5	5	I think it's to do with anger, like it helps us calm down and stuff and it does every four weeks.
●	5	Self-regulation\Anger management	7	7	I just get really angry really quickly like when people annoy me.
●	5	Self-regulation\Anger management	31	31	Because emm he's helped me like with my anger and that like help me choose my decisions and stuff w call.
●	5	Self-regulation\Anger management	62	62	Yeah instead of me then- I start kicking off and throw chairs about.
●	5	Self-regulation\Anger management	68	68	pit-stop coz when I'm angry I like to fix things and that it kind of helps calms me down
●	5	Self-regulation\Anger management	86	86	I can try- I can know like kind of control my anger

●	5	Enablers & Inhibitors\School's appearance & equipment	23	23	they don't have… heating when it's cold, but when it's hot they put the heating on.
●	5	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	29	29	Some relations-relationships with teachers are not that good, but some of them are
●	5	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	31	31	Because emm he's helped me like with my anger and that like help me choose my decisions and stuff w… call.
●	5	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	33	33	Like Miss help- Miss Foster helps me with everything like anger, sadness, happiness, 'n stuff like that.
●	5	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	76	76	Teachers just say oh yeah you know this just answer it and I say I don't.
●	5	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	92	92	That when I'm older like I'll be a mechanic, I can just come back here and say hello to all the teachers a… down and have a talk with them.
●	5	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	98	98	Get along with the teachers and just do the work as much as possible, even if you don't like the the les…
●	5	Practical vs Academic\Academic subject contentions	13	13	Just the boring lessons I don't do much [two seconds] like you don't do much practical it's just writing a… It's long.
●	5	Practical vs Academic\Enjoys sports\computer games and socialising	9	9	I like err BMXin', scooterin' and just having a right laugh with my mates.
●	5	Practical vs Academic\Like practical subjects	3	3	Erm I like some lessons like PE erm Skill Force.
●	5	Practical vs Academic\Like practical subjects	19	19	…PE, Skill Force [two seconds] and art and stuff that p- things that are more [four seconds] like doing th… writing about it.
●	5	Practical vs Academic\Like practical subjects	68	68	PE erm I really like PE and Scale Force
●	5	Role of the peer\Peer perceptions	72	72	Because pe- because [three seconds] when people don't know how to do it I make fun of them and do… make fun of me.
●	6	Anxieties, pressures & defenses\Upset/Annoyed if didn't achieve goals	249	249	Well it would obviously be a little bit upsetting, coz you wouldn't be able to do what you wanted to do…
●	6	Anxieties, pressures & defenses\Happy if achieves goals	251	251	Erm happy obviously yeah

●	6	Anxieties, pressures & defenses\Feeling stuck	185	185	Erm [6 seconds] err a little bit stuck like- like if you've got a stutter, if you stutter like you want to try ar but you can't speak, that's what it feels like because you want to do the work but you just can't do it.
●	6	Anxieties, pressures & defenses\Want for good grades & worry	209	209	I hope that [3 seconds] like well I hope that I do get good grades basically
●	6	Anxieties, pressures & defenses\Could do better in school	153	153	Sometimes I can be better than what I'm doing.
●	6	Feelings\Emotional effects on learning	195	195	ou have your good days and you have your bad days. Like when- when you don't feel motivated you fe it's- it's- it's just no nice day, it's not going well and there's no point in doing good in the rest of the less And that's basically how you feel you just feel that you can't really do much.
●	6	Feelings\Emotional effects on learning	197	197	It could be what happens in the morning, it could be what your friends say to you sometimes.
●	6	Ambivalence & uncertainty\Lots of wants but some don't work out	227	227	Yeah basically, but there's also a lot of other stuff I want to do…it- you want to do stuff and they don't a lot of the time but…
●	6	Ambivalence & uncertainty\Not knowing	3	3	Erm…well…I don't really know
●	6	Ambivalence & uncertainty\Not knowing	73	73	I don't know not- not much…just…
●	6	Ambivalence & uncertainty\Not knowing	213	213	erm…I don't really know, just like normal stuff like I hope…I will- coz I don't know.
●	6	Ambivalence & uncertainty\School bad and good	19	19	There's some bads and there's some goods it just…
●	6	Long term gains\Future life preparation	67	67	you coz it really tell you like a life thing. Like you're going to have to grow up and you are going to meet like or you may not like. But either way you're going to have to get over it. Coz like if you are in a job and a employee comes yeah, and he starts annoying you and stuff, you just have to get over it. Then…get on with your
●	6	Long term gains\Future life preparation	83	83	Well no- I do, but obviously you going to have to do written work in your life, your gonna…have paperw

●	6	Long term gains\Future life preparation	243	243	You have got to get used to the teacher as well and it's like- like if you get a new job
●	6	Long term gains\Future life preparation	243	243	Well a lot of stuff that happens in school will happen in real life, like meeting new people and fitting in
●	6	Long term gains\Grades\qualifications career link	237	237	But…obviously you would have to get really good…like grades in everything, there's maths, there's Eng a lot of stuff you need.
●	6	Long term gains\Grades\qualifications career link	249	249	Well it would obviously be a little bit upsetting, coz you wouldn't be able to do what you wanted to do
●	6	Long term gains\Future job prospects	215	215	I got a thing that I really wanted to do but it's like YouTube. Have you ever heard of YouTuber's?
●	6	Long term gains\Future job prospects	237	237	Erm…well I- I would like to be a lawyer and that is one of the things I want to do
●	6	Short term gains\Achievement is about the grades\points	107	107	There are behaviour points and achievement points. Behaviour points is where if you done something
●	6	Short term gains\Positive feedback	3	3	My- my teachers tell me I'm a really talented actor they say.
●	6	Short term gains\Positive feedback	109	109	Yeah, but I think it was the whole school because yeah, yeah it was because I had the most and erm an I got like student of the week, yeah which I have in my room…erm somewhere erm and I got so many a so many just… Like I'd have a pile of paper like a really thick pile of paper yeah just that Cameron has d
●	6	Short term gains\Positive feedback	143	143	Erm [2 seconds] like [2 seconds] if you've worked something at something really hard that erm the tea I don't know that they show that they're proud of you…
●	6	Short term gains\Positive feedback	145	145	it makes you feel…quite…good when a teacher comes up to you and says like good work, like you have You've done like that as and the rest. Like that makes you feel really like unique and make sure feel like

	6	Short term gains\Recognition and affirmation	107	107	Achievement point is when you've done exceptional work in your homework or you've explained…in d is that the teachers wanted you to explain.
●	6	Short term gains\Recognition and affirmation	109	109	Yeah, but I think it was the whole school because yeah, yeah it was because I had the most and erm an like student of the week, yeah which I have in my room…erm somewhere erm and I got so many awards in year seven, so many j pile of paper like a really thick pile of paper yeah just that Cameron has done this, Cameron has done…
●	6	Short term gains\Recognition and affirmation	125	125	They've got TVs around the school, and basically it's a slideshow of people it says like…like a name and says erm…like 15 achievement points, well done or something
●	6	Short term gains\Recognition and affirmation	127	127	Yeah, because it makes you – I don't know image you feel numb…
●	6	Short term gains\Recognition and affirmation	129	129	When you see yourself on TV middle of the school. But um…as you get more achieving points you get n
●	6	Short term gains\Recognition and affirmation	131	133	Well not the whole day, but like we got to watch a film for I think it was two periods. Interviewer: Okay. Interviewee: So and we got food, we got like popcorn and stuff like that, and it was cool and pizza
●	6	Short term gains\Recognition and affirmation	137	137	And then this year I think it's going to be Thorpe Park but I'm- and even close to 40
●	6	Short term gains\Recognition and affirmation	141	141	Yeah I'll be trying, but they are so hard to get I think I've got about… 17 achievement points at the mon
●	6	Short term gains\Recognition and affirmation	149	149	and that's like low achievement because you don't get any recognition from the teacher.
●	6	Short term gains\Recognition and affirmation	255	255	was in his garage and said that he just bought a new Lamborghini and he said, for I like more than mate like knowledge. He said he's more proud of his seven bookcases he just bought and 700 books that he l and he said like the erm the book that said the more you learn the more you earn.

●	6	Short term gains\Recognition and affirmation	257	257	And he said, he bought that Lamborghini to remind him that he's doing well and stuff.
●	6	Reciprocity\Teachers there to teach your there to learn	91	91	eachers aren't they and they're just there to teach you and you are there to listen and learn, but yeah
●	6	Reciprocity\Some teachers just give out book & pg number	25	25	Like they- they- I love- Well this some teachers that don't have, they just- they just give out the work ar number on the page for the exercise- exercise book and just say get on with it.
●	6	Reciprocity\Teaching methods liked	23	23	Like teaching methods
●	6	Learner comparisons\Positive views of self as learner	209	209	I have been getting really good grades at the moment.
●	6	Learner comparisons\Negative view of good learner	159	159	they are known to be a sort of goody two shoes.
●	6	Learner comparisons\Negative perceptions of self as learner	139	139	I'm not even close. So is not going to happen I don't think
●	6	Learner comparisons\Negative perceptions of self as learner	149	149	Like a lot…and…um I do talk. I do talk through lessons and…sometimes I'm allowed to talk and sometim
●	6	Ownership & Control\Importance of paying attention	159	159	A person that always sits up in class as he always does his work [2 seconds] and erm always listens to th and never says a word unless he puts his hand up,
●	6	Ownership & Control\Importance of paying attention	171	171	Erm like you need to make sure that you are listening carefully to what the teacher says and you are lis objective is in the class, so and if you know that, you can obviously do the work to the…higher…
●	6	Ownership & Control\Asks teachers for help	175	175	Normally I put my hand up and ask a question.
●	6	Ownership & Control\Self-help strategies	183	183	Or maybe if you've got a book, look in the book.
●	6	Ownership & Control\Preparing for learning	203	203	It makes me motivated. I get up early in the morning and make a cup of tea, get some nice breakfast.
●	6	Ownership & Control\Preparing for learning	205	205	then you just like skip to school, yeah with like your cup of tea in your hand and feeling like- like nothin

●	6	Ownership & Control\Preparing for learning	233	233	Because they like they tell me to make breakfast in the early mornings so I have a good day. They say e a little bit earlier than usual. Erm if I've like got a test that day and my mom will say, go to bed a little b you're going to have- because you've got a test tomorrow and you need to be focused.
●	6	Ownership & Control\Control over behaviour\learning (awareness)	97	97	Coz some- occasionally I get sent out of class because I've done something wrong and I know that I've d wrong
●	6	Ownership & Control\Control over behaviour\learning (awareness)	155	155	Erm coz, like I know- I know what I'm doing and when I- like I know when I should stop what I'm doing a carry on what I'm doing.
●	6	Ownership & Control\Control over behaviour\learning (awareness)	163	163	I can be a really good learner when I want to – everyone can really,
●	6	Ownership & Control\Control over behaviour\learning (awareness)	169	169	I know that I can because if you're trying your best you're trying your best aren't you?
●	6	Frictions\Associations of boring to school	17	17	I don't- I don't know how to explain it…like it's just boring really.
●	6	Frictions\Negative views of teachers	209	209	lot of teachers have just been going and then new teachers have been coming back. So you have got to their teaching methods, and…and there's a new teacher like nearly every week now, and it's starting to annoying
●	6	Choice\Some school rules & authority	43	43	ometimes I can just go in, get my dinner, eat it and go out and that's just simple. And- but sometimes it like you've got teachers moaning at you in your ears saying, you have to do this, you have to do that an get your lunch coz you have to wait in like- like the whole lunchtime queue and it's just long really.
●	6	Choice\Some school rules & authority	47	51	Some- some policies like there's- there's- there stairs… Is that you can't go up in the school and… Interviewer: Is it because they are for the staff or that you can only come down them? Interviewee: You can only come down them. Interviewer: Okay. Interviewee: Which I don't really understand,

●	6	Choice\Learning/educational choices	77	77	Yeah I like erm and I like being able to choose your subjects what you want in year nine as well. Emm s... comes, so yeah.
●	6	Choice\Learning/educational choices	79	79	Obviously tech, I want to choose drama but I don't at the same time coz there's a lot of written work to...
●	6	Self-regulation\Reprocusions & responses to asking for help	177	177	He's obviously going to be a little bit stressed because he's just explained it and now he's having to exp... people.
●	6	Self-regulation\Increased challenge	113	113	Erm [4 seconds] like I don't know is it got to year eight and it got kind of hard.
●	6	Self-regulation\Increased challenge	117	117	The teachers know what you're capable of, and they like need to challenge you more for achievement ...
●	6	Self-regulation\Managing distractions	149	149	but…yeah…that's it then you're like not paying attention towards the work in class
●	6	Self-regulation\Managing distractions	191	191	people talking in the background…when you're just trying to think and then all you hear is like gossip b...
●	6	Enablers & Inhibitors\School's appearance & equipment	31	31	he equipment, like there's 3-D printers there's like they call it a laser cutter, which cuts erm plastic like ... into a shape that you want, into a shape
●	6	Enablers & Inhibitors\School's appearance & equipment	35	35	and like erm PE, we've got a fitness room.
●	6	Enablers & Inhibitors\School's appearance & equipment	39	39	Yeah, about five, six treadmills and we've got about like four rowers, where you like sit on it and pull it ... then we've got like other like cycling things and another running thing. And erm even like table tennis, we've got tables. This trampoline as well.
●	6	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	85	85	Erm some of them are like…like friends [snigger]
●	6	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	89	89	Some of them are like I'm not your friend like don't- don't take me as your mate.
●	6	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	93	93	Some of them know me as troublemaker…Some of them know me as funny, Joker. Some of them know... good student…and some of them know me for…being outside.
●	6	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	97	97	But then a specific teacher will walk past and say, 'oh you again!' And and it's just like timing. It's like…y... that sort of teacher.

●	6	Enablers & Inhibitors\Teacher pupil relationships\ dynamics	209	209	All of the class, so there was one level 5 and that was a 5C, a low level 5, and I got a level 6 in my last sc really shows because I got off and on with the teachers it- it doesn't help.
●	6	Enablers & Inhibitors\More engaged by teachers who go extra mile	25	25	But there are some teachers that go like- like a step further and they say like erm, today we're going to and we are going to be writing a post- doing a poster on this and that and we like a lot of the students l listened more, and their more engaged in the lesson
●	6	Enablers & Inhibitors\Loves engaging lessons	27	27	Yeah I- I love that stuff.
●	6	Practical vs Academic	79	79	Obviously tech, I want to choose drama but I don't at the same time coz there's a lot of written work to
●	6	Practical vs Academic\Enjoys sports\computer games and socialising	9	9	Erm I like going out with my mates a lot of the time after school, erm but if not I have to go home and p
●	6	Practical vs Academic\Like practical subjects	3	3	My favourite subject is like really practical subjects like art of what I was just doing and like tech and en sort of like and drama as well
●	6	Role of the peer\Asks friends for help	181	181	Erm may be to another partner.
●	6	Learning outside of school	187	187	recapping and like...learning it may be at home, like revising on your work and may be going like- going to help the other students may be learning the next module