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**THE ESRI SURVEY OF THE ATTITUDES OF POST-PRIMARY TEACHERS AND
PUPILS**

VOLUME II : TEACHERS' VIEWS ON EXAMINATIONS

SPECIAL APPENDIX TABLES

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Table SA. 1

Percentages of Teachers Who Were Satisfied with Intermediate Certificate x School Type, Sex of School, Teacher Position and Sex of Teacher.

		ALL	SCHOOL TYPE:				SEX OF SCHOOL:			STATUS:		SEX OF TEACHERS:	
			Catholic Secondary Schools	Vocational Schools	Compre- hensive Schools	Protestant Schools	Boys only school	Girls only school	Co-ed. school	Head teacher	Other	Male	Female
Subjects:	Completely satisfied	59	58	61	70	51	60	54	62	54	59	61	55
	Would like some changes	37	38	35	21	42	36	41	35	39	37	36	40
Standard:	Completely satisfied	65	60	75	58	62	62	59	74	60	65	69	59
	Would like some changes	31	35	20	32	30	33	35	24	33	30	28	35
Format:	Completely satisfied	54	55	54	34	47	52	54	56	49	54	53	55
	Would like some changes	41	40	41	55	44	42	39	41	43	41	43	38
Base (= 100%) Weighted													
All teachers		1,174	775	345	11	44	406	371	397	146	1,015	666	506
Actual numbers answering		1,246	775	345	53	73							

Table SA. 2

Percentages of Teachers who were Satisfied with Intermediate Certificate x Characteristics of the Teacher.

		STATUS:		LEVEL AT WHICH TEACHING:				LENGTH OF TIME TEACHING:			URBAN	RURAL	
		ALL	Religious	Lay	Inter	Group	Leaving	Not Teaching	Less than 3 years	3 but less than 10			10 or more years
Subjects:	Completely satisfied	59	56	60	61	59	58	55	55	55	65	56	62
	Would like some changes	37	39	37	37	29	39	28	42	43	32	40	35
Standard:	Completely satisfied	65	56	69	72	66	60	68	68	63	66	62	67
	Would like some changes	31	39	27	25	21	36	16	28	33	30	32	30
Format:	Completely satisfied	54	58	53	56	55	54	33	54	52	57	53	56
	Would like some changes	41	36	43	41	30	41	50	41	44	38	41	41
Base (= 100%) Weighted													
	All teachers	1,174	330	843	456	60	630	20	227	414	520	547	626

Table SA 3

Percentages of Teachers Wanting Certain Changes in the Standard of the Intermediate Certificate x Characteristics of Teacher.

	Status: Level at which teaching: Length of time teaching:																					
	ALL		RELIGIOUS		LAY		INTER		GROUP		LEAVING		less than 3 years		3 but less than 10 years		10 or more years		URBAN		RURAL	
	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change
Standard should be raised.	8	26	8	19	8	31	6	24	9	46	10	27	10	38	10	30	6	20	10	31	7	23
Standard should be lowered.	9	28	13	33	7	25	7	28	3	15	10	28	8	30	9	27	9	29	7	21	10	35
Standard in specified subject other than science is too high.	3	10	5	12	2	8	3	10	3	15	3	9	2	8	2	6	4	13	3	9	3	10
Standard in specified subject other than science is too low.	3	10	3	7	3	11	2	10	5	23	3	9	1	5	3	9	4	13	4	11	2	8
Standard in science is too high.	1	3	2	5	1	2	1	3	2	8	1	3	0	2	1	2	2	5	1	5	1	2
Standard in science is too low.	0	2	1	2	0	2	0	1	0	0	1	2	1	3	0	1	1	2	1	3	0	1
Too great a difference between higher and lower.	1	4	2	4	1	4	1	3	0	0	2	4	0	2	1	4	1	5	1	3	1	5
Not enough difference between higher and lower.	0	1	0	0	0	1	0	2	0	0	0	0	0	2	0	1	0	0	0	1	0	1
Too great a difference between Inter and Leaving.	2	8	3	9	2	7	2	6	2	8	3	8	3	11	1	4	3	10	2	6	3	9
Syllabus too wide to be studied in depth.	1	5	2	5	1	4	2	8	0	0	1	3	1	5	2	6	1	5	2	6	1	4
Standard should encompass all abilities.	3	11	5	12	3	11	3	11	0	0	4	10	2	8	5	17	2	7	4	14	2	8
Other answers.	1	2	1	2	1	2	1	4	0	0	0	1	0	2	1	2	1	2	0	1	1	3
Weighted Base (=100%)																						
All Teachers	1,174	-	330	-	843	-	455	-	60	-	630	-	228	-	414	-	520	-	547	-	626	-
Those who wanted changes in standard of Inter. Cert.	-	360	-	129	-	229	-	115	-	13	-	226	-	62	-	138	-	154	-	174	-	185

TABLE SA. 4

Percentages of Teachers Wanting Certain Changes in the Standard of the Intermediate Certificate x School Characteristics, Teacher Position and Sex of Teacher.

	School Type:								Sex Type of School:				Teacher Position:				Sex of Teacher:					
	ALL		Catholic		Vocational		Protestant		Boys		Girls		Co-ed.		Head		Other		Male		Female	
	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change	% of all teachers	% of those who wanted change
Standard should be raised.	8	26	9	25	6	30	12	39	9	26	10	29	6	24	5	15	9	29	6	29	9	25
Standard should be lowered.	9	28	10	30	5	25	3	8	7	20	11	31	9	36	12	35	8	27	6	22	12	35
Standard in specified subject other than science is too high.	3	10	4	11	1	6	0	0	4	12	4	11	1	4	5	17	2	8	2	9	4	10
Standard in specified subject other than science is too low.	3	10	3	9	3	13	1	8	4	11	3	9	2	10	3	8	3	10	3	12	2	7
Standard in science is too high.	1	3	1	4	1	3	0	0	2	7	0	1	1	2	2	6	1	3	2	6	0	1
Standard in science is too low.	0	2	1	2	0	0	1	8	1	2	1	2	0	0	0	0	1	2	1	2	0	1
Too great a difference between higher and lower.	1	4	1	4	1	3	1	8	1	4	1	2	1	5	1	2	1	4	1	5	1	3
Not enough difference between higher and lower.	0	1	0	1	0	0	0	0	0	0	1	2	0	1	0	0	0	1	0	0	0	1
Too great a difference between Inter and Leaving.	2	8	2	7	2	10	3	8	2	7	3	9	2	7	3	10	2	7	2	7	3	9
Syllabus too wide to be studied in depth.	1	5	2	5	1	3	3	8	2	5	2	5	1	4	3	8	1	4	1	4	2	6
Standard should encompass all abilities.	3	11	3	10	3	13	5	15	5	15	3	8	2	9	4	13	3	10	3	12	3	10
Other answers.	1	2	1	1	1	3	3	8	0	1	1	3	1	2	0	2	1	2	0	2	1	2
Weighted Base (= 100%)																						
All Teachers	1,174	-	775	-	345	-	44	-	406	-	371	-	397	-	146	-	1,015	-	666	-	506	-
Those who wanted changes in standard of Inter. Cert.	-	360	-	274	-	69	-	13	-	136	-	130	-	94	-	48	-	308	-	182	-	174

TABLE SA5 Percentages of Teachers Saying that Various Examination Objectives were very important x their Scores on the Factor Concerned with Personality and Character Development.

	JUNIOR CYCLE LESS ACADEMIC:			JUNIOR CYCLE MORE ACADEMIC:			SENIOR CYCLE LESS ACADEMIC:			SENIOR CYCLE MORE ACADEMIC:						
	High	Factor Scores Medium	Low	High	Factor Scores Medium	Low	High	Factor Scores Medium	Low	High	Factor Scores Medium	Low				
1. To provide a detailed picture of the pupil's character and personality: its strengths and weaknesses.	26	15	16	13	30	15	13	11	33	25	22	16	42	25	24	18
2. To provide a detailed picture of the pupil's academic performance.	28	19	17	18	45	34	39	36	31	25	23	22	52	47	50	39
3. To provide feedback to the school concerning how effectively they are achieving their objectives in the realm of character and personality.	30	20	18	24	33	19	16	19	30	24	16	25	35	23	15	23
4. To provide feedback to the school concerning how effectively they are achieving academic objectives.	33	23	20	23	45	33	28	34	34	28	21	25	46	38	34	38
5. To provide the teacher with information about each individual pupil so that he can think about how to help them.	57	49	50	48	54	48	41	40	46	46	37	35	48	44	34	30
6. To provide feedback to the pupil about his character strengths and weaknesses and the areas to which he should devote more attention.	33	26	20	23	35	25	20	22	36	27	19	21	39	27	23	18
7. To provide feedback to the pupil concerning his academic strengths and weaknesses and the areas to which he should devote more attention.	46	38	31	30	57	46	40	36	46	40	31	27	56	50	43	37
8. To motivate the pupils by providing them with clearly defined goals.	40	29	26	29	44	36	28	32	42	33	25	25	49	40	32	33
9. To motivate the staff by providing them with clearly defined goals.	32	25	20	23	36	27	22	22	32	27	21	20	38	28	25	19
10. To provide employers and the universities with information about the candidate's character strengths and weaknesses.	22	13	13	12	24	15	12	12	23	16	17	11	28	20	19	14
11. To provide employers and the universities with information about the candidate's academic strengths and weaknesses.	32	24	19	15	43	32	26	24	36	29	27	18	51	41	42	36
12. To provide educationalists with the information they need to guide and place their pupils within the educational system.	50	42	39	46	51	47	39	45	47	43	40	41	53	48	42	42
13. To motivate the pupils by letting them know who is better than they are so that they can compete with them.	9	4	3	3	14	7	6	7	8	4	3	3	14	7	5	6
14. To enable teachers to be compared.	2	1	2	0	3	2	0	0	3	1	2	0	6	2	1	0
15. To enable schools to be compared.	2	2	2	2	3	2	1	2	2	1	2	3	5	2	3	2
16. To assess the pupils' knowledge.	35	23	22	21	43	29	28	26	36	23	23	19	44	31	33	27
17. To assess the pupils' reasoning ability.	49	40	33	41	56	49	45	44	51	41	38	42	58	53	51	53
18. To assess the pupils' ability to express himself clearly.	51	45	36	38	62	53	47	43	54	47	40	39	64	58	52	47
19. To provide an assessment of the pupil which is completely uninfluenced by the teacher's other knowledge of the pupil.	31	19	19	21	34	20	22	24	32	21	20	22	36	24	23	26
20. To teach the pupils that you don't get anything without working for it.	42	32	27	24	45	32	30	27	43	33	29	27	46	34	32	28
Weighted base (= 100%) All teachers	249	297	219	107	249	297	219	107	249	297	219	107	249	297	219	107

TABLE SA6 Percentages of Teachers Saying Various Examination Objectives were very Important x their Scores on the Factor Concerned with Sex Education and Marriage.

	JUNIOR CYCLE LESS ACADEMIC:			JUNIOR CYCLE MORE ACADEMIC:			SENIOR CYCLE LESS ACADEMIC:			SENIOR CYCLE MORE ACADEMIC:		
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
1. To provide a detailed picture of the pupil's character and personality; its strengths and weaknesses,	22	17	17	23	18	16	32	24	23	35	27	26
2. To provide a detailed picture of the pupil's academic performance.	23	21	19	39	36	41	29	26	25	48	47	50
3. To provide feedback to the school concerning how effectively they are achieving their objectives in the realm of character and personality.	25	21	22	26	20	21	28	21	23	29	22	23
4. To provide feedback to the school concerning how effectively they are achieving academic objectives.	25	27	23	36	35	35	26	29	25	36	36	43
5. To provide the teacher with information about each individual pupil so that he can think about how to help them.	51	50	53	49	46	47	45	42	41	45	41	39
6. To provide feedback to the pupil about his character strengths and weaknesses and the areas to which he should devote more attention.	28	27	24	29	27	24	32	27	24	32	29	26
7. To provide feedback to the pupil concerning his academic strengths and weaknesses and the areas to which he should devote more attention.	40	35	37	49	45	44	41	37	36	51	46	47
8. To motivate the pupils by providing them with clearly defined goals.	36	30	30	42	34	34	37	32	30	43	38	38
9. To motivate the staff by providing them with clearly defined goals.	28	26	23	33	26	26	27	28	24	32	26	27
10. To provide employers and the universities with information about the candidate's character strengths and weaknesses.	21	13	14	23	13	15	23	14	17	29	17	20
11. To provide employers and the universities with information about the candidate's academic strengths and weaknesses.	31	24	18	39	31	29	35	27	26	47	40	43
12. To provide educationalists with the information they need to guide and place their pupils within the educational system.	50	38	45	51	41	46	48	38	43	53	40	49
13. To motivate the pupils by letting them know who is better than they are so that they can compete with them.	8	5	4	12	7	8	6	4	4	11	7	7
14. To enable teachers to be compared.	1	1	1	1	2	1	2	1	2	3	2	3
15. To enable schools to be compared.	2	2	2	2	2	3	2	1	3	3	2	4
16. To assess the pupils' knowledge.	26	26	25	34	33	31	26	26	27	35	33	36
17. To assess the pupils' reasoning ability.	41	38	44	49	44	53	41	39	47	51	48	60
18. To assess the pupils' ability to express himself clearly.	45	40	44	53	48	56	46	42	48	55	50	62
19. To provide an assessment of the pupil which is completely uninfluenced by the teacher's other knowledge of the pupil.	22	24	23	24	25	26	23	25	24	26	26	29
20. To teach the pupils that you don't get anything without working for it.	38	32	30	41	32	32	38	33	33	39	34	36
Weighted base (= 100%) All Teachers	222	284	360	222	284	360	222	284	360	222	284	360

TABLE SA7

Percentages of Teachers Saying Various Examination Objectives were very Important x their Scores on the Factor Concerned with Providing a Wide Academic Education.

	JUNIOR CYCLE LESS ACADEMIC:			JUNIOR CYCLE MORE ACADEMIC:			SENIOR CYCLE LESS ACADEMIC:			SENIOR CYCLE MORE ACADEMIC:		
	Factor Scores			Factor Scores			Factor Scores			Factor Scores		
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
1. To provide a detailed picture of the pupil's character and personality; its strengths and weaknesses.	23	16	14	26	16	11	31	25	19	37	25	22
2. To provide a detailed picture of the pupil's academic performance.	21	19	23	39	39	39	26	25	27	46	48	49
3. To provide feedback to the school concerning how effectively they are achieving their objectives in the realm of character and personality.	27	20	21	29	18	18	29	20	21	32	18	22
4. To provide feedback to the school concerning how effectively they are achieving academic objectives.	26	24	25	36	34	33	29	26	27	43	36	39
5. To provide the teacher with information about each individual pupil so that he can think about how to help them.	50	53	50	49	46	44	42	43	42	44	41	37
6. To provide feedback to the pupil about his character strengths and weaknesses and the areas to which he should devote more attention.	29	27	22	31	25	21	32	27	20	35	27	21
7. To provide feedback to the pupil concerning his academic strengths and weaknesses and the areas to which he should devote more attention.	40	39	33	49	46	42	42	40	29	54	49	39
8. To motivate the pupils by providing them with clearly defined goals.	35	28	30	39	34	33	38	30	28	46	37	35
9. To motivate the staff by providing them with clearly defined goals.	28	22	27	32	24	26	50	22	26	34	24	28
10. To provide employers and the universities with information about the candidate's character strengths and weaknesses.	21	14	9	22	16	10	23	17	12	27	20	16
11. To provide employers and the universities with information about the candidate's academic strengths and weaknesses.	28	22	21	34	32	30	33	27	27	44	43	42
12. To provide educationalists with the information they need to guide and place their pupils within the educational system.	47	41	44	48	45	45	45	41	41	49	47	44
13. To motivate the pupils by letting them know who is better than they are so that they can compete with them.	6	6	2	11	8	6	6	6	2	11	6	5
14. To enable teachers to be compared.	1	2	1	2	2	0	2	2	0	5	2	1
15. To enable schools to be compared.	2	2	1	3	3	0	2	3	0	5	4	1
16. To assess the pupils' knowledge.	30	24	22	37	29	29	32	24	21	40	32	31
17. To assess the pupils' reasoning ability.	47	38	36	53	48	44	49	39	39	59	51	50
18. To assess the pupils' ability to express himself clearly.	47	44	37	57	55	44	52	45	39	64	57	47
19. To provide an assessment of the pupils which is completely uninfluenced by the teacher's other knowledge of the pupil.	28	20	18	31	22	21	30	20	19	33	23	24
20. To teach the pupils that you don't get anything without working for it.	35	33	29	37	34	32	35	34	33	38	35	34
Weighted base (= 100%)												
All teachers	339	293	242	339	283	242	339	293	242	339	283	242

TABLE SA8

Percentages of Teachers Saying Various Examination Objectives were very Important x their Scores on the Factor measuring concern with vocational guidance and education.

	Junior Cycle Less Academic: Factor Scores			Junior Cycle More Academic: Factor Scores			Senior Cycle Less Academic: Factor Scores			Senior Cycle More Academic: Factor Scores		
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
1. To provide a detailed picture of the pupil's character and personality; its strengths and weaknesses.	21	18	16	22	20	13	29	27	21	37	31	20
2. To provide a detailed picture of the pupil's academic performance.	27	16	22	45	36	38	32	20	28	54	45	48
3. To provide feedback to the school concerning how effectively they are achieving their objectives in the realm of character and personality.	25	22	22	27	22	18	24	25	21	30	25	20
4. To provide feedback to the school concerning how effectively they are achieving academic objectives.	28	24	24	41	34	32	31	27	25	43	37	39
5. To provide the teacher with information about each individual pupil so that he can think about how to help them.	51	53	48	50	50	41	46	45	36	46	44	33
6. To provide feedback to the pupil about his character strengths and weaknesses and the areas to which he should devote more attention.	29	26	23	33	25	22	33	28	21	36	27	22
7. To provide feedback to the pupil concerning his academic strengths and weaknesses and the areas to which he should devote more attention.	45	35	34	54	44	42	47	36	33	57	45	45
8. To motivate the pupils by providing them with clearly defined goals.	36	30	29	41	37	31	38	33	26	47	41	32
9. To motivate the staff by providing them with clearly defined goals.	29	25	23	33	29	22	30	27	22	35	30	23
10. To provide employers and the universities with information about the candidate's character strengths and weaknesses.	19	14	14	24	15	12	21	19	14	28	22	15
11. To provide employers and the universities with information about the candidate's academic strengths and weaknesses.	33	21	20	40	32	28	39	27	24	52	41	39
12. To provide educationalists with the information they need to guide and place their pupils within the educational system.	51	42	40	52	47	40	51	41	38	56	45	42
13. To motivate the pupils by letting them know who is better than they are so that they can compete with them.	10	5	1	15	9	4	9	4	1	15	7	4
14. To enable teachers to be compared.	1	1	2	3	1	1	2	2	1	6	2	1
15. To enable schools to be compared.	2	2	2	3	2	2	2	2	2	5	3	2
16. To assess the pupils' knowledge.	33	19	29	41	25	34	35	18	29	44	27	37
17. To assess the pupils' reasoning ability.	45	39	41	53	47	49	47	41	43	56	50	57
18. To assess the pupils' ability to express himself clearly.	46	43	41	57	51	51	50	45	44	59	56	56
19. To provide an assessment of the pupil which is completely uninfluenced by the teacher's other knowledge of the pupil.	28	19	23	31	22	24	29	21	28	33	25	25
20. To teach the pupils that you don't get anything without working for it.	41	32	27	44	33	29	40	33	30	44	35	32
Weighted base (= 100%)	230	353	258	230	353	288	230	353	288	230	353	288

TABLE SA9 Percentages of Teachers Saying Various Examination Objectives are very Important x their Scores in the Factor Concerned with Basic Academic Skills.

	Junior Cycle Less Academic:			Junior Cycle More Academic:			Senior Cycle Less Academic:			Senior Cycle More Academic:		
	High	Factor Scores Medium	Low	High	Factor Scores Medium	Low	High	Factor Scores Medium	Low	High	Factor Scores Medium	Low
1. To provide a detailed picture of the pupil's character and personality; its strengths and weaknesses.	19	17	16	21	16	13	22	23	19	31	28	22
2. To provide a detailed picture of the pupil's academic performance.	24	14	18	42	37	31	28	25	22	51	48	43
3. To provide feedback to the <u>school</u> concerning how effectively they are achieving their objectives in the realm of character and personality.	24	22	21	25	19	17	25	22	21	28	21	19
4. To provide feedback to the <u>school</u> concerning how effectively they are achieving academic objectives.	27	21	23	39	30	31	30	23	25	42	34	36
5. To provide the <u>teacher</u> with information about each individual pupil so that he can think about how to help them.	53	51	46	50	44	41	43	43	39	44	39	34
6. To provide feedback to the <u>pupil</u> about his character strengths and weaknesses and the areas to which he should devote more attention.	28	23	22	29	23	22	29	25	21	31	27	21
7. To provide feedback to the pupil concerning his academic strengths and weaknesses and the areas to which he should devote more attention.	42	28	35	50	39	43	43	28	35	51	43	46
8. To motivate the pupils by providing them with clearly defined goals.	32	31	28	38	33	31	34	31	27	42	38	33
9. To motivate the <u>staff</u> by providing them with clearly defined goals.	27	26	22	31	26	20	28	26	23	31	28	24
10. To provide employers and the universities with information about the candidate's character strengths and weaknesses.	16	17	11	18	16	12	19	19	12	23	21	17
11. To provide employers and the universities with information about the candidate's academic strengths and weaknesses.	28	17	20	36	28	27	33	23	26	46	42	36
12. To provide educationalists with the information they need to guide and place their pupils within the educational system.	47	41	38	51	40	46	46	39	37	51	41	41
13. To motivate the pupils by letting them know who is better than they are so that they can compete with them.	7	3	1	11	5	6	6	3	1	11	4	6
14. To enable teachers to be compared.	1	2	3	2	2	1	1	2	3	3	2	2
15. To enable schools to be compared.	2	2	3	2	2	3	2	2	4	3	2	4
16. To assess the pupil's knowledge.	29	18	26	36	25	30	30	17	25	39	27	35
17. To assess the pupil's reasoning ability.	46	37	30	55	45	32	47	41	32	59	50	42
18. To assess the pupil's ability to express himself clearly.	48	40	35	60	46	40	51	43	35	63	51	44
19. To provide an assessment of the pupil which is completely uninfluenced by the teachers other knowledge of the pupil.	27	20	14	30	21	16	28	20	16	32	22	19
20. To teach the pupils that you don't get anything without working for it.	35	29	29	37	30	31	36	30	32	39	29	35
Weighted base (-100%) All teachers	499	212	160	499	212	160	499	212	160	499	212	160

TABLE SA10 Percentages of Teachers Saying Various Examination Objectives were very important X their Scores on the Factor Concerned with Irish Nationalism and Morality.

	Junior Cycle Less Academic:			Junior Cycle More Academic:			Senior Cycle Less Academic:			Senior Cycle More Academic:		
	High	Factor Scores Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
1. To provide a detailed picture of the pupil's character and personality; its strengths and weaknesses.	21	16	19	23	17	16	30	24	24	37	27	24
2. To provide a detailed picture of the pupil's academic performance.	26	23	14	45	39	34	30	26	22	52	48	46
3. To provide feedback to the school concerning how effectively they are achieving their objectives in the realm of character and personality.	27	21	22	28	20	20	28	21	24	31	22	22
4. To provide feedback to the school concerning how effectively they are achieving academic objectives.	32	23	22	43	31	33	35	25	24	45	36	38
5. To provide the teacher with information about each individual pupil so that he can think about how to help them.	48	51	55	48	48	47	45	41	42	47	38	40
6. To provide feedback to the pupil about his character strengths and weaknesses and the areas to which he should devote more attention.	30	26	23	33	25	21	32	28	21	36	27	23
7. To provide feedback to the pupil concerning his academic strengths and weaknesses and the areas to which he should devote more attention.	49	33	33	54	44	43	48	34	32	54	47	45
8. To motivate the pupils by providing them with clearly defined goals.	38	31	25	44	33	32	38	32	28	46	38	36
9. To motivate the staff by providing them with clearly defined goals.	35	22	21	38	24	23	35	23	22	39	25	26
10. To provide employers and the universities with information about the candidate's character strengths and weaknesses.	19	16	10	22	15	13	21	18	14	27	19	19
11. To provide employers and the universities with information about the candidate's academic strengths and weaknesses.	31	23	18	41	30	28	36	27	26	52	39	40
12. To provide educationalists with the information they need to guide and place their pupils within the educational system.	46	45	41	48	45	45	46	42	42	53	43	48
13. To motivate the pupils by letting them know who is better than they are so that they can compete with them.	9	4	2	14	7	6	8	4	2	13	6	6
14. To enable teachers to be compared.	2	2	1	3	1	0	2	2	1	4	3	1
15. To enable schools to be compared.	2	2	2	4	2	2	2	2	2	4	3	3
16. To assess the pupils' knowledge.	29	24	26	36	32	31	31	25	25	36	33	35
17. To assess the pupils' reasoning ability.	41	40	42	48	49	51	42	44	44	50	56	55
18. To assess the pupils' ability to express himself clearly.	48	41	44	56	52	51	51	45	44	59	57	54
19. To provide an assessment of the pupil which is completely uninfluenced by the teacher's other knowledge of the pupil.	28	21	20	32	22	23	29	23	20	34	25	24
20. To teach the pupils that you don't get anything without working for it.	43	30	26	46	31	27	42	31	29	46	33	30
Weighted base (= 100%) All teachers	256	366	249	256	366	249	256	366	249	256	366	249

TABLE SA11 Percentages of Teachers Saying Various Examination Objectives were ~~to~~ ^{very} Important x their Scores on the Factor Concerned with Scientific Thinking.

	Junior Cycle Less Academic:			Junior Cycle More Academic:			Senior Cycle Less Academic:			Senior Cycle More Academic:		
	High	Factor Medium	Scale Scores Low	High	Factor Medium	Low	High	Factor Medium	Low	High	Factor Medium	Low
1. To provide a detailed picture of the pupil's character and personality; its strengths and weaknesses.	27	19	13	29	18	14	33	25	23	39	29	23
2. To provide a detailed picture of the pupil's academic performance.	29	21	18	49	35	36	34	25	22	55	49	45
3. To provide feedback to the <u>school</u> concerning how effectively they are achieving their objectives in the realm of character and personality.	27	21	21	28	22	19	28	23	23	31	25	21
4. To provide feedback to the <u>school</u> concerning how effectively they are achieving academic objectives.	35	26	20	46	36	28	36	26	22	48	40	33
5. To provide the <u>teacher</u> with information about each individual pupil so that he can think about how to help them.	57	48	51	55	45	45	48	42	40	50	42	34
6. To provide feedback to the <u>pupil</u> about his character strengths and weaknesses and the areas to which he should devote more attention.	34	28	21	34	30	20	35	29	22	37	31	22
7. To provide feedback to the <u>pupil</u> concerning his academic strengths and weaknesses and the areas to which he should devote more attention.	45	40	32	57	48	39	46	40	32	56	50	43
8. To motivate the pupils by providing them with clearly defined goals.	40	32	26	44	37	30	40	36	25	46	43	34
9. To motivate the staff by providing them with clearly defined goals.	34	25	21	39	27	23	33	25	24	39	27	25
10. To provide employers and the universities with information about the candidate's character strengths and weaknesses.	20	17	11	25	16	12	21	20	14	26	22	18
11. To provide employers and the universities with information about the candidate's academic strengths and weaknesses.	28	26	20	37	36	28	34	31	25	47	45	40
12. To provide educationalists with the information they need to guide and place their pupils within the educational system.	50	44	41	52	47	42	47	46	38	52	50	43
13. To motivate the pupils by letting them know who is better than they are so that they can compete with them.	8	6	2	13	10	6	8	6	2	12	9	5
14. To enable teachers to be compared.	2	1	1	3	2	1	2	2	1	6	3	1
15. To enable schools to be compared.	2	3	1	4	3	1	3	3	1	6	4	2
16. To assess the pupils' knowledge.	32	27	22	39	35	27	33	26	22	41	38	29
17. To assess the pupils' reasoning ability.	47	44	36	53	54	44	47	46	39	54	56	50
18. To assess the pupils' ability to express himself clearly.	47	47	58	56	57	47	51	49	40	57	62	52
19. To provide an assessment of the pupils which is completely uninfluenced by the teacher's other knowledge of the pupil.	34	24	15	37	28	17	34	27	16	40	31	18
20. To teach the pupils that you don't get anything without working for it.	36	37	27	41	37	29	39	37	29	44	38	30
Weighted base (= 100%) All teachers	207	279	375	207	279	375	207	279	375	207	279	375