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Thessaloniki, June 2013
ABSTRACT

The present PhD thesis focuses on examining the relationship between psychological belonging, student performance and organisational culture in Greek Primary Education. In a globalised society with Greece facing the consequences of the economic crisis it is of crucial importance to reveal if and how feelings of 'belonging' and 'inclusion' are connected with the way that school children experience school. Underperformance and specific aspects of disruptive behaviour in schools are strongly connected with feelings of 'belonging' that young students experience. The thesis will address the following core questions; how do young people experience school and what are young people learning at school (beyond the academic curriculum)?

The literature review, both of institutional texts and relative studies revealed that there is another kind of learning occurring in schools; young people are not only learning the curriculum in the classroom but they are also learning from the organizational process they are experiencing in the whole school since this organisational process is also part of the pedagogy of schooling. The school is an organisation; indeed it is the first organization we have a formal relationship with and remains so during the most formative years of our life. In fact the classroom is itself a mini-organisation in which motivation, communication and relationships apply.

In this context, a multi-level research and interpretive approach was adopted in attempting to analyze the organizational process young people experience in order to develop our understanding of how it affects their well-being and school identity. There were four research methods used: a meta-synthesis of the literature, interviews with school teachers,
self-report questionnaires from both students and teachers and analyses of children’s drawings.

Based on the research data used, it was revealed that the content of the curriculum is not the only thing people learn at school but they also learn from the organisational processes they experience. The interviews of Primary and Secondary teachers verified this reality as the memories of almost all of the teachers as adults related to the process they experienced and not the content they learnt. In fact the teachers stated that the organisational experiences they had in school taught them a lot more than the curriculum and this particular experience had more of an impact on them than the content.

Moreover, all of the four research methods that were used, revealed that school is where people learn how organisations and their processes actually work, how to belong to, and form protective groups, how to lead, how to deal with authority, what motivates people and how people control people. Furthermore young students learn what social status means in an organization, which are ‘acceptable’ and ‘unacceptable’ kinds of behaviour, which are the models of success and failure and how inclusion and exclusion are used to project values as well as what roles they should take in a school, and what kind of student is valued and not valued. Most importantly of all, the understanding of organizational behavioural norms and the sense the learner’s role, and value, in the organizational life of the school offer safety, security and a place in the organisation for all children.

All in all, the most important parameter, which emerged through the findings of the research, is that it is about time that we view the school, as a learning community by recognizing that participation, success, inclusivity and collaboration are important values and ideals that are molded from many different sources.
The implications of this thesis are that we need to take a broader look at what schools actually ‘do’. An engaging curriculum that fosters a symbiotic integration of head, heart, and hands has the potential to go beyond ‘teaching / learning’ initiatives. The difference though, is that in this new school the young learners will be able to grasp all these opportunities so as to become actively involved in the process of learning, exploring, discussing, designing, reflecting and refining. By extending education beyond the classroom and into the community, through innovation, teacher training, cultural development, and collaboration with all the members of the school community, the type of education offered in the 21st-century can and will support a collaborative learning environment which in turn will respond to the ongoing societal challenges. Finally, such an approach represents an integrated response to the tangle knot that is school.
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<tr>
<td>CBE</td>
<td>College of Business and Economics</td>
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<tr>
<td>IBC</td>
<td>Integrated Business Curriculum</td>
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<td>IDEA</td>
<td>Individuals with Disabilities Education Act Amendments</td>
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<td>IQ</td>
<td>Intelligence Quotient</td>
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<td>MBI</td>
<td>Maslach Burnout Inventory</td>
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<td>MCI</td>
<td>My Class Inventory</td>
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<td>MCISF</td>
<td>My Class Inventory Short Form</td>
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<td>PSSM</td>
<td>Psychological Sense of School Membership</td>
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<td>SER</td>
<td>School Effectiveness Research</td>
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CHAPTER 1

1. Introduction

1.1 Preface

When people think of the schooling they tend to think of teaching and learning methods and outcomes and the obstacles to teaching and learning, such as truancy, learning disabilities and misbehaviour. However, there is another kind of learning occurring in schools; young people are not only learning the curriculum in the classroom but also learning from the organizational process they are experiencing in the whole school. This organisational process they experience is also part of the pedagogy of schooling. The school is an organisation; indeed it is the first organization we have a formal relationship with and remains so during the most formative years of our life. Based on the experience we have there we learn about how power, leadership, group processes, self-esteem and even bullying are used in organisations.

Moreover, school is the first place where everyone experiences himself / herself with other people. In a school environment we are able to learn how we belong and at the same time how we form protective groups and develop the mental picture of what is our place and status in them. All our memories of schools as adults relate to this process that we experience -the experience of ‘belonging’ to the school- and this experience we had in school taught us a lot more than the actual curriculum. Therefore the aim of this thesis is to analyse the organizational process young people experience in depth in order to develop our understanding of how it affects their well-being and school performance.

At school young people learn what role they can, and are allowed, to take in organisational life. As we are learning how the school as an organization works we are also learning how to take roles there - a way of relating to the school as a system. These particular roles we find play a major part in defining our sense of self, and particularly our sense of agency and self esteem as adults. The school climate needs to be evaluated so as to develop supportive relationships among its members, something which is as essential as the content and the curriculum being taught. Successful
organisations and schools in particular should be able to create a positive climate by sustaining caring connections, providing positive behavioral supports and teaching social and emotional skills.

Consequently, the most important conclusion drawn from the aforementioned points is that schools do not only teach through the content of the curriculum but also through the organisational processes students experience. This not only has significant implications for the way schools are designed, but also for social justice in schooling as it implies that schools are socially constructing young people’s understanding of how organisations work, whether they can have a role in them or not, and what that role can be. Therefore, our main concern as educationalists should be focused on developing child centered approaches in education, which seek to have schools designed around the needs of the child, rather than those of the adults.

The school of the future has to meet the needs of the students and at the same time help them acquire ‘knowledge’ according to their own interests and values. Moreover it is of crucial importance that those working in the organisation know what it stands for and what are the values appreciated. By following an organisational plan with long and short-term goals we would hopefully develop a positive school community in which not only academic environment would improve but also the growth of the whole person would be accomplished.

Looking at the school through organisational spectacles and reframing schools as organisations challenges the way we think about student learning. Leadership and organisational learning, as system factors, have been shown to influence what happens in the core business of the school: the teaching and learning. Teaching in the future will have to be tailored more to what students want and need. Student-centered and organisational activities are of crucial importance in providing opportunities for students and all members of a school community to work more effectively and form constructive social relations. There is no doubt that our obligation is to recognise, protect and at the same time strengthen our students learning zeal. That is why there must be a shift from the traditional approach to teaching to a more constructivist way of thinking about the formation of knowledge, which in turn will lead to the new learning environment of today. We need a new narrative for education that can engage and inspire children to be bold and inquisitive, resilient and resourceful, creative and collaborative.
1.2 Statement of the problem and necessity

In Greece relatively few scientists have studied schools through an organisational point of view and these attempts have only started to scratch the surface via theoretical analysis and a focus on the administrative issue. However, with the continuing demands for restructuring, the study of schools as organisations is of crucial importance since schools, as any other organisations, try to survive and remain relevant. Relentless, global, social, cultural and economic change has been translated by governments into a continuous stream of complex reforms aimed at restructuring schools. The pressure on education systems to adapt to change and improve outcomes has created new challenges for schools. The capacity of schools to adapt to change, improve and respond to community needs depends on their capacity to engage in continuous learning as organisations (Hallinger, 1999).

Reframing schools as learning organisations, where the structures, processes and practices foster continuous learning of all those involved, is rapidly gaining favour (Dibbon, 2000; Marks et al, 2000). The concept of schools as learning organisations has grown out of the need to create school environments where people are learning how to learn together. Argyris & Schön (1974) have characterised a learning organisation as one that learns, readily adapts to change, detects and corrects errors and continually improves.] From the literature on organisational learning of over 30 years, Marks et al. (2000: 241) have identified the following central concepts associated with learning organisations:

- identifying and correcting problems;
- learning from past experience;
- acquiring new knowledge; processing issues on an organisational level;
- changing the organisation.

The processing of knowledge by individuals, while solving problems as a collective, leads to changes in values, beliefs and norms that result in the development of a unique learning culture. According to Probst & Büchel (1997), the emergence of organisational learning depends on the existence of at least three favourable conditions, knowledge, ability and intention.

**Knowledge development** is supported through creating a shared mission, opportunity for professional discussion and self-analysis.
**Ability** refers to the existence of structures and processes that enable the sharing of information.

**Intention** refers to the commitment of organisational members to collaborative learning as indicated by their shared professional values.

Based on a study of six high performing schools, Marks et al. (2000) identified six dimensions of what they call a school’s capacity for organisational learning. These were: school structure, participative decision making grounded in teacher empowerment, shared commitment and collaborative activity, knowledge and skills, leadership, and feedback and accountability.

Studying a school as an organisation is challenging, and there is relatively little work in this area to guide a researcher. Therefore, the aim was to understand the experience and phenomenon of school through different methodologies that tapped into different levels of the school. Theoretically, we wanted to understand the ‘organisation-in-the-mind’ (e.g. Armstrong, 2009; Bazalgette et al., 2006), the mental picture of how organisations work and our place and status in them, which predicts much of our organisational behaviour and social identity. We learn how to belong and how to form protective groups, how to lead, how to deal with authority, what motivates people, how people control people, how to get a high social status in an organisation and so on. In this regard, three different methodological approaches were used; interviews, children’s drawings and a self-report survey of belonging among teachers and students. These three very different approaches provided us a form of triangulation.

Triangulation is defined by Denzin (1978: 291) as ‘the combination of methodologies in the study of the same phenomenon’. The triangulation metaphor is taken from navigation and military strategies that use multiple reference or citing points to locate an object’s exact position (Jick, 1983). In the behavioural sciences, the notion of triangulation can be traced back to the notion of multiple operationism (Campbell & Fiske, 1959). The between (or across) methods form of triangulation is the most popular. For example, this would involve the use of biomedical and behavioural methods to examine the stress response. Triangulation can have other meanings and uses as well, and can also signify the use of different approaches (e.g. qualitative / quantitative, crossover / longitudinal) within the same method (e.g. self-report and interview techniques).
Denzin (1978) has distinguished between different types of triangulation; the data, investigator, theory and methodological forms of triangulation. Although these refer to different aspects of research, they all have the same function of “testing” the reliability, validity and generality of findings. The present thesis will use a multi-strategy or quasi triangulation approach consistent with researchers who advocate the use of different research methodologies and different data sources to study a specific phenomenon (Sheppard et al., 2001; Layder, 1993).

Thus, the present approach is also consistent with a classic on the issue, Campbell & Fiske (1959), who commented, ‘when a hypothesis can survive the confrontation of a series of complementary methods of testing, it contains a degree of validity unattainable by one tested within the more constricted framework of a single method’. In this sense, the essence of triangulation is to prompt us to view a phenomenon from different angles and in doing so further prompt us to consider the future steps that need to be taken.

1.3 Purpose of the research

The specific research aims to provide an in depth analysis of the organizational process that occurs in schools and evidence as to how it effects the educational outcomes for young people. It also aims to provide analysis of belonging as an independent variable and a piloted, tested, means of measuring it.

This is because the psychological and organisational experiences of belonging and ‘inclusion’ are connected with the way that school children experience school. Moreover, young people are not only learning the curriculum in the classroom but they are also learning from the organizational process they are experiencing in the whole school since this organisational process is also part of the pedagogy of schooling. The study of schools as organisations and their relationship with the students’ performance constitutes a promising lens for exploring schools.

If organisational behaviour and performance lead to better student achievement, then schools will have to structure themselves as organisations which know their way and where they are going. Above all, schools, besides the curriculum, develop and transmit values, so they should create a sense of mission, a shared set of aims and expectations and a means of monitoring progress. The school of the future
has to meet the needs of the students and at the same time help them acquire ‘knowledge’ according to their own interests and values.

1.4 Research questions

The present research intended to provide answers to the following questions:

• Does the organisational process a young person experience have a greater impact on them than the content they learn?

• Do the psychological and organisational experiences of belonging and inclusion help students understand their organisational norms as well as their role and value in the organisational life of the school?

• To what extent does the students’ relationship with the school as an organisational system mediate their other relationships in the school?

1.5 Research methodology

The present study applies both quantitative and qualitative approaches. For the quantitative approach, four questionnaires were used on the basis of the literature and on the researcher’s interest which intended to measure the feeling of belonging among students and teachers. The questionnaires employed were as follows:


Psychological Sense of School Membership (PSSM) by C. Goodenow translated in the Greek language by the researcher.

Feeling of belonging Questionnaire for teachers by Einar Skaalvik & Sidsel Skaalvik, translated in the Greek language by the researcher.

Maslach Burnout Inventory (MBI) by Maslach, C., Jackson, S.E, & Leiter, translated in the Greek language by the researcher.

Moreover, in order to fulfil this research study successfully and for research triangulation reasons, we also used two qualitative approaches:

• Interviews on teachers and
• Children’s drawings.

1.6 Limitations of the research

The limitations of this PhD are as follows:

1. The selected population and sample for the questionnaires were drawn only from one Primary school of Thessaloniki. Therefore, the research was based on a purposive sample of students and teachers, so it is hard to generalize the results even within the Greek Educational system.

2. The survey instruments used requested children’s and teacher’s self-report perceptions of their feelings about the school environment. Self-report questionnaires are subject to recall bias and the influence of affectivity.

3. Limitations of time / resources were also a barrier to extend the research and include more participants / schools, which can act as a baseline for recommendations for future research.

4. The cross-sectional character of the present study, the fact that the variables have only been measured at one time, imposes restrictions on the generalisation of the results, which may be counteracted by a longitudinal follow-up.

5. Our research cannot fully contextualise the ongoing economic crisis in Greece, which is having a profound impact on attitudes and beliefs.

1.7 Contribution of the PhD to the field

This PhD is intended to provide students, teachers, parents and all those concerned with schools, with some relevant pieces of organisational theory and to look at the school through organisational spectacles. Reframing schools as organisations challenges the way we think about student learning. Leadership and organisational learning, as system factors, have been shown to influence what happens in the core business of the school: the teaching and learning (Silins and Mulford, 2002). Teaching in the future will have to be tailored more to what students want and need. Student-centred and organisational activities are of crucial importance
in providing opportunities for students and all members of a school community to work more effectively and form constructive social relations.

Another intention of this PhD is to prove that the psychological and organisational experience of belonging constitutes a prerequisite to learning and therefore schools should change towards this direction so as to prepare young people for the future. We agonise about the content of the syllabus, and the dumping down of examinations, yet the failure of education to cultivate the students organisational capacities, passes almost without comment. We need a new narrative for education that can engage and inspire children to be bold and inquisitive, resilient and resourceful, creative and collaborative (Claxton, 2008).

This PhD is addressed to all those concerned with schools who try to modify education in an adventure of learning. There is no doubt that our obligation is to recognise, protect and at the same time strengthen our students learning zeal. There must be a shift from the traditional approach to teaching to a more constructivistic way of thinking about the formation of knowledge, which in turn will lead to the new learning environment of today. This school environment will affect actions taken by students, and the learning that is going to be occurred will be affected by these actions and by organizational learning.
CHAPTER 2

2.1 Review of literature

2.2.1 Schools as organisations

In 1970 Brian Davies (1970: 250) argued that ‘we lack anything like an adequate sociology of the school and that one aspect of that lack is in terms of our knowledge of schools as organisations’. This quote from over 40 years ago is still apt today. There is continuing reluctance to examine schools as organisations (Montgomery & Kehoe, 2010). Examining schools as organisations would involve many different aspects, but the most important and imperative is to begin by asking what the true purpose of education in society.

Human learning in the 21st century will be much more different from human learning in the 20th century, therefore schools need to move ahead and face a number of challenges. The challenge for schools is to adopt change strategies that provide internal stability while moving ahead. This challenge may be able to be met in education and elsewhere by focusing on a change strategy where learning comes to be seen as ‘the single most important resource for organizational renewal in the post-modern age’ (Hargreaves, 1995). In this strategy, the school functions as a learning organisation in order to continue to improve performance and build capacity to manage change (Corcoran & Goertz, 1995) in an environment where schools are becoming increasingly borderless.

Schools are organisations. Several researchers have attempted to analyse schools as organisations aiming at encouraging all the participants involved in teaching that looking at the school and the classroom through organisational spectacles is extremely interesting. According to Handy and Aitken (1986) who provided those concerned with schools, with an introduction to pieces of organisational theory, schools are more difficult and perhaps more complex than any other organisations because of the expectations laid upon them and of the critical place they have in our society. Science, culture and technology are changing at a rapid pace every day forcing the general level of education and the expectation in the population to rise. Schools as learning organisations need to respond to these challenges and manage the societal changes.
According to literature, there is no single generally accepted definition of a learning organisation. Leithwood & Aitken (1995: 63) define a learning organisation as, a group of people pursuing common purposes (individual purposes as well) with a collective commitment to regularly weighing the value of those purposes, modifying them when that makes sense, and continuously developing more effective and efficient ways of accomplishing those purposes. The most commonly mentioned elements of a learning organisation, according to Keating (1995), could be summarised as:

- coordinated group efforts towards commonly shared goals
- active commitment to continuous improvement and to the diffusion of best practices throughout the organisation;
- horizontal networks of information flow to help bring together expertise as well as links with the external world
- the ability to understand, analyse, and use the dynamic system within which they are functioning

Literature recognising the advantages of reconceptualising schools as learning organisations and advocating organisational learning has begun to accumulate (Diggins, 1997; Cousins, 1994; Fullan, 1993).

Johnston (1998), on the other hand, using the Senge (1990) disciplines as a framework of analysis, conducted an investigation of Victorian secondary schools aiming at discovering to what extent they were developing as learning organisations. According to his analysis, four key characteristics were identified as being significant in the growth of schools as learning organisations. These were the following:

- the existence of inclusive collaborative structures
- effective communication channels
- integrated professional development programs
- learning-focused leadership.

Furthermore, Johnston recognised that two key areas remained to be addressed: the first is the need to design practical concrete strategies to promote organisational learning; and, the second is to identify suitable outcomes that can be measured in schools purporting to be learning organisations.

Musgrave (1968) examining the school from an organisational perspective suggests that an organisational approach will result in better teaching, as teachers will
have a greater awareness of both the external forces and of the internal processes that affect schools. It is essential for any organisation, including schools, to reach its goals and therefore a major emphasis must be put on the problem of who has the power and how it is used. Schools are governed by known rules to which participants are recruited in a regulated way so as the organisation continues for the purpose that it was set up despite any changes in its personnel. In our case children are taught their lessons even if there is a new headmaster or new members in the staff. Everard and Morris (1996) explain in detail how schools as organisations should be managed so as to meet their goals -purposes and prepare young people for their uncertain future. The effective school management includes the following elements:

- Recognizing the individual’s talents of all kinds and degrees and developing this intellectual, physical and creative capacity.
- Developing a curriculum, which is flexible enough, to respond to the sensible needs of students at different ages and stages.
- Enabling students to acquire the required education relating to the necessity to earn a living and, when appropriate, to enter into skilled occupations and professions.
- Seeking to measure the extent to which an individual is being successful in making the maximum use of natural gifts and opportunities.
- Accepting responsibility for identifying the physical, aesthetic, creative, emotional and social needs of each individual student as a necessary starting point to satisfy these needs.
- Maintaining the school as a caring community emphasizing the central importance of good human relationships based upon sensitivity, tolerance, good will and a sense of humour.
- Fostering habits of responsibility, self-discipline, initiative, endeavour and individual judgment.
- Obtaining a positive response to the needs of a changing society whilst emphasizing established fundamental values and standards.
- Securing the active involvement of all people concerned with the school’s welfare, staff, students, governors, parents and the authority, in the continuous reassessment.
In figure 1 that follows Everard and Morris (1996) picture school as an organisation in its environment:

Figure 1: A school in its environment (Everard & Morris, 1996:148)

The last few decades researchers have analysed and examined several dimensions of the organisational climate of the schools such as Austin & Harkins (2008) and Voulalas & Sharpe (2005) who tried to measure organisational learning, organisational performance and the organisational climate of schools. Austin & Harkins (2008) found out that practices associated with organizational learning may positively benefit even the most challenged school settings since today's students are being systematically underserved by outmoded models of learning, which will fail to prepare them for emerging workplace demands. According to this research it is possible to cultivate post-bureaucratic practices – in the form of organizational learning – under adverse conditions and that is because the high-performing learning organizations of tomorrow require a diverse workforce that represents multiple races, perspectives, intelligences, and knowledge.

Voulalas & Sharpe (2005) on the other hand, found out that the most effective processes of change were reported to be the encouragement of professional development for both staff and parents, the promotion of the principal's vision and goals for the school and the reasons for supporting the idea of a learning organisation. Additionally, the creation of professional and collegial teams comprised staff, parents and other experts from the outside community, and convincing staff that change was
not only inevitable but also desirable were some of the other processes reported in the study.

Oplatka (2009) and Pang (1996) studying the organisational values of teachers in schools came to the conclusion that organisational behaviour gives teachers a sense of self-fulfilment and higher level of satisfaction.

Bidwell (1999) on the other hand, analyses schools as organisations through neo-institutional theory, according to which the mechanisms that structure schools are external. Although people inside these organisations make the decisions that adapt school structure, the constraints to which school structure is adapted arise from the processes of cultural change and social control that create and maintain institutionalised beliefs about what schools are like.

Other scientists such as Wilkins and Reed have tried to analyse schools as post-modern organisations studying teachers’ values and school autonomy. Reed (1992) in particular emphasises that schools as post-modern organisations generate a culture of expression and involvement: an ‘emotional’ culture that facilitates the personal development of individuals within collectivities based on trust. Specific subtle techniques of engagement, information sharing and team development are becoming the most effective strategies for exercising surveillance and control in schools. Morally, it is essential to have regard to the purposes to which these techniques are directed. According to Wilkins (2002), the leaders in his research used their influence to promote educational values in educative ways, with the aim of maximising learning for everyone. More particularly, for the staff this raises the importance of being able to fit in with the culture of the organisation, and the nature of their involvement and commitment.

All in all, the organisational aspect of schools should be taken into serious consideration as schools, like any other organisations should be actively managed against goals. Schools need to be managed effectively so as to pursue their purpose and goals by forming groups of individuals, building them into effective working units or teams and getting these teams working harmoniously together.

2.2.2 The situation in Greece
Unfortunately, in Greece relatively few scientists have studied schools through an organisational lens and most of them have only reviewed theoretical analysis of the organisation as well as the administration of education in Greece. Saitis (2005) has included some theoretical elements about the principles of scientific management and the duties-responsibilities of the headmaster and the teaching staff. Papastamatis (2008) has also provided a theoretical analysis about school leadership and management and the differences between school managers and school leaders.

According to Kambouridis (2002) in the beginning of the twenty first century the principals of scientific management as well as the scientific approach of school administration have been ignored by the Greek educational system although in the rest of the world this effort has taken place since the 1970’s. In fact, the term ‘administration’ and especially the term ‘management’ sound very strange when someone refers to the Greek educational system and the learning procedures that occur in the Greek schools, although the aforementioned terms are not incompatible with institutions like schools if we consider administration as the process through which education is provided in an effective way by the cooperation of the human, and technical resource (Hatzipanagiotou, 2005). The central determination of the primary and secondary education curricula still remains a basic characteristic of the Greek educational system. It is the government that regulates the content of what is taught and how it is assessed. "Business values" have not been integrated yet to a large extent in the curricula and they are mainly promoted through projects that are still at an initial phase. In addition, in both primary and secondary education, the direct involvement of the private or voluntary sector has not been promoted (Georgiadis, 2007). Since the early 1990’s there has been a trend towards the theoretical and more particularly the practical implications of schools as complex organisations. Saitis (2005) explains that the administration of education should be linked with the qualitative improvement of the whole educational process that takes place in all school units and therefore it should adapt new methods of learning so as to enable young people to develop all their skills and become whole people. More specifically he points out that the ‘school, as an organisation should cultivate basic skills of communication, which are necessary so as to prepare young people for the future. ‘This involves cultivating habits, attitudes, values and beliefs that will lead to the acquisition of new knowledge that should help young people to develop the capacities they will need to thrive’ (2005: 31).
Zavlanos (1998) suggests that leadership is something more than talent or technique. Therefore, successful leaders need special skills as well as thoughtfulness to practice their role in the organisation and according to Zavlanos (1998: 294), ‘Education and experience are virtues that constitute an effective leader who will in turn contribute to the successful organisation of the school unit’.

Verdis, Kriemadis & Pashiardis (2003) provide historical data regarding the effectiveness in schools in Greece, England and France comparing schools from the aforementioned countries. They concluded that the organisation of the education must concentrate on the individual school, student and teacher by suggesting that a decentralised framework for monitoring the quality of schooling could fill the gap of educational evaluation, whereas the quest for school effectiveness can be better conducted at the local level. Their paper presented the history and recent development of school effectiveness research (SER), an international research movement whose main tenet is that “schools matter”, or that they “make a difference”. The ideas that emerge from this piece of research are that: the way forward for future research should involve an examination of the particularities of the context of each educational system, its history, tradition and local needs. In short, the quest for school effectiveness can be better conducted at the local level. The research also shows that SER is emerging in countries like Greece and Cyprus. For example, Saiti & Eliophotou (2009) studied the organisation of Primary schools in Greece pointing out that there must be a shift in the organisation of Greek schools from the traditional hierarchical model to one of shared decision-making.

According to Pashalis & Tsiagis (2001), who also studied Primary Schools in Greece, there is little in the way of an action plan regarding the functioning and the organising of primary schools. Hence, it appears that the different managerial levels did not really participate in the organisational decisions concerned with the functioning of the Primary schools; nor was there any widespread participation of related groups such as parental associations or educational organisations. Moreover, instead of publishing one regulative action based on the model of a collaborative decision-making process, the central educational administration proceeded to publish more than 25 ministerial decisions – an action that complicated many matters regarding the functioning of the Primary schools.

Although the aforementioned researchers have tried to examine schools from an organisational point of view, by analysing and measuring various parameters of the
school as an organisation, there are still some voices of denial inside the educational community that consider school a complex institution and by no means a contemporary organisation. If we define organisations as systems of co-ordinated activities carried out by two or more people for a definite purpose or goal (Koutouzis, 1999), then which are the goals and the mission of an educational organisation and a school unit in particular? The answer could be as simple as that: providing knowledge and education. However, everyone agrees that the term ‘education’ is much broader as it is meant to cultivate not only knowledge but also habits, skills, attitudes, values and the beliefs of young people (Claxton, 2008). It also includes some other parameters such as the physical and mental cultivation of young children as well as their socialisation. The concept of ‘effectiveness’, which is regarded as one of the most basic in the management of an organisation, presupposes the setting of specific goals and a mission. Therefore it is quite obvious that an educational organisation has a very fundamental problem to solve that is to set clearly its purpose and goals.

2.2.3 Schools: unique organizations

Organisations, as living things with their own values, traditions, history and environment, differ from one another. Each school is different not only from any other kind of organisation but also from any other school. Schools provide the framework for meeting certain goals of societies and preparing young people for their future status and roles. School organizations, just as other organizations, have formally stated goals, criteria for membership, a hierarchy of offices, and a number of informal goals, such as friendship and sharing of interests. Although individual schools around the world share a number of similarities in their structures and roles, they also have their own distinct personalities.

Organizationally, schools are divided into classrooms, the day into periods, teachers into subject areas and rank, and students into groups by grades or performance results on examinations (Hurn, 1993). Like other formal organizations, schools have memberships composed of individuals holding different status positions necessary to carry out not only the functions but also the goals and the mission of the school. Each position holder has certain roles to perform—administrating, teaching, learning, and providing support functions such as driving the bus, cleaning the
classrooms and preparing the meals. These activities are the processes of schools, the means to meet goals.

As mentioned before schools are not business but organisations with unique features and characteristics, with their own set of theories and precepts. Perhaps the most distinguishing feature that differentiates schools from other organisations is the children as well as the way in which they relate and fit into the organisation. Schools are different because of the children. If we could clarify the position of the children in the school, then we would be able to understand the uniqueness of schools as organisations.

In contrast with the other organisations in which there is a clear-cut distinction between the ‘worker’, the ‘client’ and the ‘product’, one of the puzzling features of education is in which of the above categories do the children belong to. It appears that the child is being viewed differently at each stage of its educational process. Apparently the organisation of the typical primary school is consistent with the view of the child as a worker (Handy & Aitken, 1986). That is because the children work together and co-operate with each other aiming at completing tasks usually under one supervisor. The situation is quite different in the secondary school as the children are viewed as clients and the school as the provider of the resources. Students have the opportunity to choose from a wide range of services whereas at the same time they are encouraged by their teachers (supervisors) to be more responsible and independent. Later, in post secondary education, students are viewed as the products of the organisation as they are graded and inspected individually through the examination procedures.

However, schools constitute unique organisations not only because of the way in which the students are viewed but also because of the roles that the teachers acquire in the organisation as well as the way they see themselves inside the organisation. One could claim that teachers are individual hard workers having the children as their clients. On the other hand, teachers could also be seen as the managers of the organisation whose responsibility is the qualitative improvement of the educational process (Saitis, 2005). In fact, teachers could be characterised as shapers of the students and education (in the form of exam) could be considered the product or output. For the vast majority of the teachers, children constitute the whole point of the school and the reason for their existence. Thus we have an interesting paradox in that
the purpose of the school is linked to the children, but children themselves are actively prevented from playing a serious role in the organisation.

There is no doubt that this role ambiguity of the teachers enhances the uniqueness of the schools compared to other organisations. Schools often assume that a good teacher is also a good manager (Handy & Aitken, 1986), but unfortunately this does not correspond to reality. In other organisations there is a clear-cut distinction between the roles of each member of the organisation. The sales representative has different tasks and responsibilities to cope with compared with the duties and the responsibilities of the manager of the same organisation. But a teacher has to be a good specialist and academic as well as a good class manager at the same time. In addition, teachers are obliged to move from one role to another, taking different roles in the course of only one day as their management duties are taken for granted. This role-switching of the teachers inevitably turns schools into difficult places to live and work.

Schools are also different compared to private organisations because of their desired goals and their purpose of existence. The target for most private organisations is quite obvious: to maximise the profit, to give more money to the staff, to reduce the price of the products or services so as to have devoted customers. Without a doubt this does not apply to educational organisations because their objectives are not clear and agreed and are not at all related with money. The aims of education are very general and schools have acquired quite a lot different functions. Moreover, according to Lawrence & Lorsch (1983) schools have multiple short-term and long-term aims and objectives which are general and vague. Providing ‘education’ suitable to the needs and requirements of the students, contributing to the physical, mental and spiritual development of the children, looking after the children and cultivating certain values and beliefs are some of the aims of education. The basic difference between schools and other private organisations, as far as their aims is concerned, is that schools are not preoccupied with money and profit but with young hearts and souls.

That is why it is of great importance to study schools as organisations behind the formal rules and regulations or classroom and school size or structure. The values and beliefs, the goal statements, that is the informal system, is another layer that needs to be explored as schools are expected, according to their goals, to prepare students for the next generation by transmitting shared knowledge, societal values, and ideals. Students learn both the formal and informal systems, each quite important to
understanding how schools work. Philip Jackson (1968) argues that fulfilling the students’ expectations in school requires mastery of both systems, even though there are contradictions between them. Students who have problems in school are often the ones who have not learned to balance the two systems or to negotiate the contradictions. According to Snyder (1971: 6), the ‘hidden curriculum’ defines this system as “implicit demands (as opposed to the explicit obligations of the visible curriculum) that are found in every learning institution and which students have to find out and respond to in order to survive within it”. These unwritten regulations and unintended consequences are an education in themselves and determine how we learn to cope with the unspoken expectations in life.

Sociologists who study education ask numerous questions about the role of the informal system in selection and allocation of students: how students and teachers learn to cope with the expectations of school; feelings about themselves and others that students bring to school and develop in school; the classroom and school climate, or culture; and power relationships in schools between teachers, students, and peers.

Almost all modern organisations, including schools have the characteristics of the Model of Bureaucracy that include a division of labour and specialisation, an impersonal orientation, a hierarchy of authority, rules and regulations, and a career orientation (Ballantine, 2001; Hoy & Miskel, 1996; Harber, 1995; Ball, 1987). Ballantine (2001) further contends that schools are unique bureaucratic organisations due to their different purposes and structure.

Hanson (2003) explains this structural and organisational uniqueness by referring to the concept of ‘loosely coupled systems’. The looseness of system structures and the nature of the teaching task seem to press for a professional mode of school system organisation, while demands for uniformity of product and the long time span over which cohorts of students are trained press for rationalisation of activities and thus for a bureaucratic base of organisation (Bidwell, 1965).

Sergiovanni (1995) explains that schools have multiple goals and are expected to achieve them, although they sometimes conflict with each other. He further argues that loose coupling does not mean that decisions, actions, and programs are unrelated, but that they are only loosely related to each other. Dambe (1996), on the other hand contends, “Schools are dual systems, a combination of bureaucratic approach and loose coupling”. It has also been argued that schools are distinctive organisations
because they are expected to transmit values, ideals, and shared knowledge as well as foster cognitive and emotional growth.

There is no doubt that some principles of general management cannot be adapted to schools since there are differences between the school and other organisations as far as their purposes, their priorities, their tradition and their language is concerned (Handy & Aitken, 1986). For instance, we cannot have uniformity at a school, which is the same subject being taught exactly the same way by every teacher. On the contrary, there are some businesses such as car industries that implement ‘Just-in-Time’ systems that are systems of production in which the products being produced are standardised and the employees perform exactly the same duties through the use of the same technical equipment. More specifically in these industries the employees are trained to do a specific duty without changing anything at all as this uniformity in the production line ensures that the production will never stop (Tsiotras, 1999). In a school the subjects being taught cannot and by no means should not be presented by using only one method, since there is an abundance of teaching methods available. Otherwise as Taylor (1911) points out this will cause students’ boredom and will inevitably lead to ineffective learning.

What most people argue about schools being organisations is the fact that there is not a clear-cut distinction between the ‘worker’, the ‘client’, and the ‘product’. In most organisations we have:

- The worker who is a member of the organisation that co-operates in a joint endeavour.
- The client who is a beneficiary of the organisation that is served by the endeavour and
- The product, which is the output that is shaped and developed by the organisation (Handy & Aitken, 1986: 43).

Having this in mind one could reasonably wonder who the workers, the clients and the products are provided by an educational organisation. To put in another words in which of the aforementioned categories do the students belong to? The answer to the question is definitely not an easy one. Whenever I ask some of my colleagues how many people compose their organisation, surprisingly enough, most of them reply by giving just the number of the staff. Quite obviously for them young children are not
members of the organisation. However, young children who attend schools are both workers, clients and at the same time products of the operation of the organisation.

Perhaps the strongest argument considering schools as organisations is that schools are not businesses (Handy & Aitken, 1986). In fact, things might be quite simpler if they were but there are similarities and differences that tend to make schools more difficult to run. That is because organisations such as businesses that sell products or provide services have most of the times one specific clear-cut task to do and are not organisationally complicated. In this case the efficiency of the organisation in reaching its goal, namely the long-term maximisation of profit, can usually be measured fairly easily (Musgrave, 1968: 7), whereas failure is also pretty obvious. But does the same apply to educational institutions and schools? Unfortunately, the situation with schools is quite different and more complex. As mentioned above ‘education’ is an envelope word—we can make it include almost anything we want, and schools can end up at the receiving end of all society’s expectations (Handy & Aitken 1986: 38). But how can we measure success in education? Obviously it is extremely difficult to do so since success in education is elusive and most importantly it might not be evident until many years have passed. Even on its own terms, education can hardly be a success. As Claxton (2008) points out despite government claims, the levels of literacy and numeracy have not changed very much between the 1950s and 2007. At the same time trying to measure failure in education is also difficult since taking into account only the levels of literacy and numeracy is obviously not enough. Examination performance and the levels of truancy should also be taken into account but again they are not the only criteria against which one could judge the success or failure of schools.

The similarities and differences between schools and other organisations are presented in Table 1 that follows:

<table>
<thead>
<tr>
<th>Similarities between schools and other organisations</th>
<th>Differences between schools and other organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools are collections of individuals brought together for a purpose and are subject to all the problems, limitations and excitments that are inherent in</td>
<td>Schools transmit values, ideals, and shared knowledge and they foster cognitive and emotional growth.</td>
</tr>
</tbody>
</table>
getting people to work together.

Schools have memberships composed of individuals holding different status positions necessary to carry out not only the functions but also the goals and the mission of the school.

We cannot have uniformity at a school that is the same subject being taught exactly the same way by every teacher.

Schools have formally stated goals, hierarchy of offices, and a number of informal goals.

There is not a clear-cut distinction between the ‘worker’, the ‘client’, and the ‘product’ in schools.

Schools have systems of communicating and arranging things, and a structure for dividing up the work and defining the relationship of people to each other.

We cannot fairly measure ‘success’ and ‘failure’ in education.

Managers- headmasters of the schools set priorities and define duties and responsibilities.

Schools are different because of the children and the way they fit into the school as an organisation.

There is not a clear-cut distinction between the roles of each member of the organisation. The teacher has to be a good specialist and academic as well as a good class manager at the same time.

2.2.4 Schools as formal organisations

Schools are complex and complicated organisations with unique characteristics which differentiate them from the rest of the organisations but at the same time schools do share some common features and characteristics with other formal and non-formal organisations. Schools, as complex organizations consist of multiple interacting subsystems, whereas personal and social considerations mix deeply in the day-to-day workings of a school. These interactions are bound by various rules, roles, and prevailing practices that, in combination with technical resources, constitute schools as formal organizations. In a sense, almost everything interacts with everything else.
Schools, as other organisations, consist of four independent components which are: the technology, the structure, the people and the culture (Everard & Morris 1996). **The technology** refers to the procedures of the organisation, the teaching methods as well as the material equipment being used. In our case, talking about schools, we refer to the curriculum, the subjects being taught as well as the classrooms, the laboratories and the offices.

**The structure** includes the board of the directors, the roles, the hierarchy, the rules and regulations of the working staff and so on.

**The people** are the human beings that constitute the organisation. In schools people include the teachers, their knowledge, their experience, the rest of the helping staff and of course the young students.

**The culture** refers to the climate of the organisation, the value system, the aims and the interpersonal relationships. In schools we talk about school culture and climate, school vision, habits and beliefs of the students as well as their grading system.

All the above components that constitute the organisations interact with each other as seen in the following figure and the success of the organisation depends on the way in which these components are balanced.

Figure 2: The four components of schools as organisations (Everard & Morris, 1996:157)

![Diagram of the four components of schools as organisations](image)

According to Koontz & O’Donnell (1984), there are some basic principles for the administration of every formal organisation that are common to all organisations including schools too. The first principle refers to the definition of the goals and the
aims of the organisation. Schools, like any other kinds of organisations, do have a purpose of existence by setting goals and objectives aiming at providing life long learning which will be more concerned with the growth of the whole person. As already mentioned the deeper purpose of education is the preparation of the young people for the complex and uncertain future. Education is there to ‘help young pupils become successful people, eager to learn and grow in the real-life world of work, leisure and relationships’ (Claxton, 2008).

Another basic principle in all organisations is the importance of the role of the management and how its ‘personality’ can influence an organisation. School leaders and managers at all levels need wisdom to understand and handle all the interwoven processes that occur in schools and their environments (Raynor, 2004). As any other manager, school managers spend their time holding many inter-related items in mind, settling conflicts among staff or running meetings. There is no doubt that head teachers and principals need to make multiple and instantaneous decisions and are under great pressure to deliver the desired results. School leaders are also responsible for cultivating effective relationships as effective communication in a school daily routine is more than vital. Schools, like any other organisations are networks of interconnections and the strength of these networks depends on the quality of the interconnections. Therefore relationships are very important for school effectiveness.

Moreover, most of the organisations acquire a set of values and beliefs so as to develop relationships and increase the skills in relating of the people belonging to an organisation. Nelson-Jones (1999) points out that the importance of commitment and loyalty to colleagues and pupils as well as acceptance and tolerance in all levels is very crucial. Additionally, he stresses the fact that being ready to co-operate and compromise when appropriate is also quite important, whereas equanimity, openness and participation in management processes are values highly connected with the success of the organisation.

Last but not least, schools like any other organisations should adapt to change so as to face the future and its challenges. Changes in the values, in the outputs, in the staff and in the management will ensure that schools become organisations that anticipate the future with a vision and pick up the challenge. A more open and a more flexible school, a school as a life-long learning organisation will be able to face future straightforwardly and fulfill the expectations laid upon it.
2.2.5 Memories from school

Schools and education in general should have as a first priority to prepare young children for the future and provide them with those tools as well as resources so as to live successfully beyond the school gates. But ‘before schools can genuinely begin to meet the needs of young people we need to understand what those needs are’ (Claxton, 2008: 1). There is no doubt that in order to understand the needs of our students we must first try to understand the way they view the world, the school they attend and themselves.

Researchers argue that much of who we are is developed during childhood (Caffarella & Olson, 1993; Hennig & Jardim, 1977). Childhood relationships and developmental activities, opportunities, and experiences (including hardships and times of pain) come together to create each human being (Cooke, 2004). Personal events, values and commitments, special circumstances or historical influences that motivate and define people’s actions in the future occur during childhood and that is why this period is critical for the development of every human being.

But what do young people themselves think about their school lives? What do they claim they have learned from school and how their school years prepared them for the future? It is true that many people relish their schooldays having positive memories from school as they liked their teachers and enjoyed most of their subjects. These people were good enough at specific things the school valued and felt they had a reasonable chance of doing well enough in their exams (Claxton, 2008). In a survey in charter schools using the Montessori Method (Brogan, 2010), children remember that they were interested in learning from their mistakes and they also remember they wanted to feel they were around people they knew. The survey took place in the River Valley Charter School in Newburyport, Massachusetts, which had been operated for more than twelve years by Christine Cohenn, Jeanne Schultz, and Bonnie Bowes who wanted to show that charter schools offer one potential solution for rethinking education. In another survey which was based on descriptive essays of 410 graduates in the USA most of the participants had positive responses from school days when they acquired mastery of material or when they experienced feelings of gaining competency (Rothenberg, 1994). People wrote that they remember having pleasant and positive feelings when learning the multiplication tables, conquering geometry,
writing an essay, learning to ski or giving a speech. Undoubtedly, the aforementioned students were the few but lucky and fortunate ones.

Research exploring the childhoods of women university presidents, found that their early histories with regard to their childhood school and activities as well as their familial support were important in’ shaping their thinking and enabling them to aspire to higher education and role achievement’ (Cubillo & Brown, 2003: 289). The majority of women leaders in Rayburn et al. (2001) sample reported that they first learned leadership skills in school and home with only a few adding work, community, and religious or spiritual settings to the list. Cornwall (1993: 184) asserted that ‘women leaders and managers today learned to compete in school’. She explained that these women's abilities and ideas took them to the head of the class. In an educational leader sample, Robinson (1996: 52) found that the women 'sought education in virtually all their experiences’. Throughout their childhoods, all the women were avid readers. They were also strongly encouraged to educate themselves in every possible way including formal education. Finally, Cohen et al. (1996) reported that leadership opportunities in school bolstered girls' competence and increased actual influence. Yet, it is important to note the educational research stating that although girls have stronger verbal skills than boys do during childhood, they continue to get less recognition than boys (Fels, 2004). Fels (2004: 52) explained, ‘Teachers praise boys more than girls, give boys more academic help, and are more likely to accept boys’ comments during classroom discussion’.

Perhaps the most interesting thing when searching what people remember they have learned at school is that there are few scientific articles related to that subject. Instead, there are several surveys in which people answer questions related to what they thought of their school or how they felt when being at school. Unfortunately, most of the people being questioned have unpleasant and negative memories from their experience of school as a whole (Claxton, 2008). One major survey of 3,500 young people, aged between eleven and twenty-five was carried out by the Industrial Society (the Work of Foundation now) in 1997, in England. According to this survey more than half of the participants that felt that schools failed to equip them with the ability to learn for life but instead they prepared them only for the exams. But aside from exams people reported that they have unpleasant experiences from school because schools are very stressful places for them for a number of reasons. People remember that they worried about not being liked, about not knowing the answer to
questions, about being laughed up, about looking stupid or about being bullied (Claxton, 2008). Another study among 650 Australian teenagers reports that most of the young people expressed a strong sense of negativity because of the intensifying pressure and the competition that takes place in schools (Hicks, 2002). In the previous survey which was carried out in 1997 by the Industrial Society in the UK, questioning people aged between eleven and twenty-five years old, 63% of the people being questioned felt that the school did not prepare them for life in the real world. Additionally, less than half felt part of their school and only one fifth of them said that they felt part of their local community (Claxton, 2008). Also according to a multi-year research carried out by the Canadian Education Association, launched in 2007, Canadian students had very low levels of school engagement. Moreover, levels of participation and academic engagement fell steadily from grade 6 to grade 12, while intellectual engagement fell during the middle school years and remained low throughout secondary school. Another very important finding of the survey was that less than one-half of the Canadian students reported that they were confident about their skills in language art and mathematics and were challenged in their classes (Willms, 2003).

Researches in other countries stress the importance of school memories as in some cases they have a strong emotional impact on their daily lives. In a survey exploring the personal experiences and adjustment of Dutch adults with dyslexia, it was found that school memories were mostly negative, with parent-school cooperation perceived as almost non-existent. Most participants felt a strong impact of the dyslexia on daily life and experienced many educational and career problems. They also reported experiencing social and emotional problems, but still they perceived themselves as persevering and responsible. Parental support appeared to be a powerful predictor of adult adjustment and well-being (Hellendoorm & Ruijssenaars, 2000). Investigating what adults can remember about the hurtful effects of physical and non-physical forms of bullying at school and what emotions they feel now about these childhood experiences, 72 per cent said they remembered feeling sad at the time the teasing took place, and 33 per cent said they felt sad now about these experiences (Boulton, 1997).

In another research which was presented at the Annual Meeting of the American Educational Research Association assessing current student motivation and engagement in learning, it was found that students recalled more affiliative /
noncurricular than academic / achievement episodes and the least positive (most negative) content emerged when students described affiliative / noncurricular memories (Karabenick, 1999). Another interesting finding of the research is that students who were more anxious, less confident, and who used lower-level rehearsal strategies in college tended to recall more noncurricular and nonachieving episodes.

2.2.6 Effective schools

In the past few years there has been considerable research focused on defining the ‘effective school’. However, a major difficulty has been the description of what exactly being an effective school means. Not surprisingly many definitions have been proposed but so far none have found universal acceptance. Governments as well as education systems around the world are searching desperately for that particular formula which will guarantee the effectiveness of school (Townsend, 1998). It is quite obvious that one has to be extremely cautious in understanding and approaching the concept of school effectiveness. That is because it is not a unitary concept; rather it is complex, complicated, multi-dimensional, and therefore not reducible to single or simple measures.

This issue of school effectiveness continues to dominate the literature of education management and administration up until today and is conceptualised differently by many authors. According to Beare et al. (1989), effectiveness equates with the fulfillment of objectives by the school; that is, if the school is able to attain its objectives, it is effective. Van der Bank (1994) on the other hand, views school effectiveness from a management perspective, averring that schools with effective management strategies, such as strong leadership by the principal, are highly effective. However, Van der Westhuizen (2002) contextualises school effectiveness within the school’s organisational culture, and concludes that an organisation and its effectiveness lie in the effectiveness of its components. Macbeath & Mortimore (2001) and Marishane & Botha (2011), in turn, emphasize the significance of teaching and learning and effective leadership, as the core determinants of school effectiveness.

From the research literature on this issue it is also evident that a number of approaches had been applied in recent years to evaluate the effectiveness of schools.
Cuttance (1994) avers that ‘Quality Assurance’ is crucial for evaluating school effectiveness, while Morley and Rassool (1999) hold that an effective school is simply a ‘learning school’, with all its principles and activities centered on learning by all involved in the educational (teaching and learning) process.

In terms of school effectiveness it is possible to identify several characteristics of effective schools. For example, Rutter et al. (1979) identified eight main characteristics:

- school ethos;
- effective classroom management;
- high teacher expectations;
- teachers as positive role models;
- positive feedback and treatment of students;
- good working conditions for staff and students;
- students given responsibility;
- shared staff-student activities.

On the other hand, Smith and Tomlinson (1989) suggested four key characteristics of successful secondary schools:

- leadership and management by senior and middle managers;
- teacher involvement in decision-making;
- climate of respect between all participants;
- positive feedback to and treatment of students.

According to Reynolds (1995), research can be summarized as indicating seven major factors in creating effectiveness:

1. The nature of the leadership by the head teacher (setting the mission, involving staff).
2. Academic push or academic press: high expectations of what students can achieve, creating large amounts of learning time (including homework) and entering large numbers for public examinations.
3. Parental involvement (parents as partners in and supporters of education).
4. Pupil involvement (in learning and other aspects of the school).
5. Organisational control of pupils (reinforced by cohesion and consistency in the school together with collective ownership of practices and effective communication).
6. Organisational consistency across lessons in the same subjects, different subjects in the same years and across years.

7. Organisational constancy (limited staff turnover).

   Commenting on school effectiveness Wyatt (1996) suggests:
   (a) all students can learn, under the appropriate conditions (i.e. that school’s are not simply sorting mechanisms for later life)
   (b) school effectiveness depends on the equitable distribution of learning outcomes across the whole student population (not just a minority who may go on to University);
   (c) effective schools ‘take responsibility for students’ learning outcomes, rather than blaming students and their environment’;
   (d) the more consistent the teaching and learning processes within the school are, the more effective the school is.

   All in all, it is quite clear that school effectiveness must be seen to be much more than maximizing academic achievement. ‘Learning, the love of learning; personal development and self-esteem; life skills; problem solving and learning how to learn; the development of independent thinkers and well-rounded, confident individuals, all rank as highly or more highly in the outcomes of effective schooling as success in a narrow range of academic disciplines’ (Reynolds et al. 2000: 22).

   An extensive research base supports the view that leadership is the most important element of an effective school (Elmore 2000; Sergiovanni 1984). Effective leaders articulate the types of improvements required to achieve agreed goals and expectations and develop a common language for describing good teaching and learning practices. They have a clear understanding of the change process and a deep, current and critical understanding of how people learn. Effective leaders engage their staff in professional discourse, drawing on external ideas and research to inform their thinking and actions, and encourage them to reflect on what they are trying to achieve with students and how they are doing it.

   Moreover, they create organisational conditions that are conducive for teachers to continuously improve their teaching practice by providing encouragement and fostering an environment that values sharing, trust, risk-taking, experimentation, collaborative inquiry and self assessment.

   That is why the extent to which a school promotes the conditions for effective professional learning depends largely on its organisational culture – the beliefs,
attitudes, values, knowledge and skills of its students as well as leaders. Effective schools have cultures that value continuous learning and encourage all staff to reach progressively higher levels of performance. Investing in learning is the key to ensuring that schools become learning communities where teachers work together, learn from each other and share best practice on effective teaching and learning. It is only through the collective work of teachers and by creating a shared professional knowledge that sustained school improvement will be secured.

2.2.7 Ineffective schools and school failure

In the early studies of school effectiveness the emphasis was on the enhancement of the conditions of schooling and output measures, mostly the achievement of the student. But as it has already been mentioned before, other studies rejected this stand and suggest that school effectiveness should not focus on mere academic achievement but on other factors such as classroom behavior, student participation rates, and attitudes towards learning (Rutter, 1983; Sammons et al., 1996).

School performance is of complex and multi-dimensional significance (Walberg & Tsai, 1983). Tzani (1988) defines school performance as a cluster of maneuvers attempting to integrate the student to the schooling system and the student’s efficiency towards lessons. School performance can also be defined as a continuation in a ladder, where success is on the one end and failure on the other, bilateral differences are obvious (Paraskevopoulos, 1985).

The school success or failure refers to what degree the student has fulfilled (fully or partially) teaching goals (Kalgridi, 1995). Therefore, success is believed to be the lack of problems and the student’s achievement of high standards, whereas failure is characterized by a number of difficulties and an inability to reach the desired goals. It is also accompanied by a variety of other problems (behavioural etc.) which are often associated with school failure (Kupersmidt & Coie, 1990).

The definition of school failure can be ambiguous, since it not only entails the student’s failure, but also that of the educational system as it has not successfully met the student needs (Papadopoulos, 1990).
As far as school failure is concerned, there are several theoretical explanations, which are based on theories of intelligence, cultural deprivation, material deprivation, culture and interaction.

The intelligence theory is based on IQ scores. The supporters of this theory concluded that intelligence is something that can be inherited. However, this theory has been heavily criticized by sociologists, who believe that genetics and environmental influences interrelate (Giavrimis & Papanis, 2008). Furthermore, IQ tests have been criticized as culturally biased. In other words, IQ tests are not objective, since the researcher sets the standards of what he/she considers to be important.

The theory of cultural deprivation, on the other hand, relates school success to the ability to communicate. According to this theory, middle class children learn to make use of communication skills at a younger age than those of the labour class. As a result, middle-class children have a more elaborated verbal code and are more familiarized with the way of thought prevailing at schools, a fact which is of vital importance of school success. The connection between socio-economic factors and linguistic performance of a child is based on Bernstein’s theories. More particularly, Bernstein calls the linguistic weakness of the lower class a limited verbal code of communication, something which has adverse effect on both the way a child expresses himself/herself and on his/her education (Vrizas, 1992).

The supporters of the materialistic deprivation theory have connected poverty to school performance (Wedge & Prosser 1973). They emphasize that children from poor backgrounds are more prone to illnesses; they have more accidents and present learning and speaking problems more often than children from middle classes. Poverty creates a very difficult environment for the family, which also entails lack of learning opportunities for the children (Herbert, 1996).

As far as the theory of interaction is concerned, Keddie (1973) supports that educational failure is vastly due to facts attributed to the abilities and intellect an educator has. The beliefs and evaluation criteria of an educator are not objective; they are rather based entirely on his cultural background. These beliefs are standardized by educators when it comes to teaching behaviour, a stereotype connected with social class and race. Research has proven that educators have a clear-cut opinion of how a student should talk, react and appear, and there are instances where these attributes are even considered more important than learning. An ideal student’s attributes
coincide with those of the middle class children, placing labour class children at the most unfavourable position.

As it has already been pointed out, some of the factors that contribute to school failure are external to the school and sometimes beyond their control. In their recent synthesis of evidence about external factors contributing to school failure, Murphy & Meyers (2008) highlight urban school settings, minority student populations, the low socioeconomic status of students, and lack of readiness for school (lack of prerequisite knowledge) on the part of many students in many failing schools.

On the contrary, other factors are internal to the school and can be influenced, changed or realigned more directly. The most common internal factors (Murphy & Meyers, 2008) are different dimensions of poor teacher quality, such as poor classroom instruction, inadequate teacher knowledge and skills, limited teacher experience, teachers assigned to subjects for which they are not trained, high teacher turnover, and low teacher morale. Ineffective leadership and inadequate resources are also considered to be common causes of school failure.

According to Leithwood, Harris & Strauss (2010), school failure is rarely caused by only one factor; it is more often a perfect storm with imperfect solutions and it can be traced to five powerful interlocking factors.

- Poverty and diversity create challenges for individual student learning that many schools are ill equipped to address.
- The negative effects of poverty and diversity on student learning are greatly magnified in schools with homogeneous populations.
- Underperforming schools often lack the capacities needed to sustain initial gains made with considerable external assistance.
- Identifying schools as “failing” is highly contingent on a surprisingly large number of circumstances.
- Weak leadership is a major cause of school decline.

The issue of school failure is quite serious as high rates of school failure have been followed by grade repetition which has become a distinctive characteristic of many primary school systems even in the developing countries. It is estimated that about 8–16% of school-age children repeat a grade in school (Kymberly, 2007; Byrd, 2005). School failure can lead to serious consequences if untreated. The failing
student loses self-confidence, becomes discouraged, decreases effort, and is more likely to fail again.

According to Taras & Potts-Datema (2005), school failure is associated with adverse health outcomes and health professionals often do not remind educators of the correlation between child’s health and academic potential. Children who fail in school are more likely to engage in subsequent health-impairing behaviors as adolescents like smoking, drinking and drug abuse (Byrd, Weitzman & Doniger, 1996). Grade failure causes children to be older than their same-grade peers, which will eventually affect their self-esteem negatively. School failure can lead to serious consequences if undetected and left untreated. The failing student loses self-confidence, becomes discouraged and decreases effort to study further.

The students who face failure are also called ‘students at risk’, with the definition of the term varying depending on who uses it and the context in which it is used. Some researchers suggested that the term applies to students who, by the eighth grade, have failed ‘to achieve basic levels of proficiency in key subjects (mathematics and reading)’ (Kaufman, Bradbury & Owings, 1992). On the other hand, according to Barr and Parrett (2001), no matter what labels are attached to these students, they have always been identified by teachers as ‘disinterested, and disruptive, as those students who refused to learn’. It is quite characteristic that health care workers used the term at risk to identify those students engaging in high-risk health behaviors such as tobacco, alcohol and other drug use (Grunbaum et al., 2002). Whatever the context, the reality remains that some children, at different times in their lives, may be at-risk.

Manning & Baruth (1995) defined at-risk learners as those in danger of failing to meet their potential. They believed that all children are at risk at some time, that at-risk conditions affect children and adolescents in different ways, and that some children and adolescents may not be affected at all.

No matter how exactly school failure is defined and who is to blame for this situation, the issue of school failure is associated with a series of various types of costs (Psacharopoulos, 2007). Some of these costs are private, i.e. realised by the individual and mostly directly observed in the market. On the other hand, other costs are social, impacting society as a whole and not directly observable. Of course there is considerable overlap across cost categories, e.g. unemployment is both a private and a social issue.
The truth that still remains though is that school failure can potentially penalize a child for the rest of his/her life. The child who leaves school without basic knowledge, qualifications as well as skills faces weaker job prospects, lower income throughout working life and maybe a smaller pension in retirement. At the same time this specific child is also less likely to take up further learning opportunities and less able to participate on an equal basis in the civic and social aspects of modern society. That is because educational failure imposes very high costs to society as it creates limitations for the economies to produce, grow and innovate. This phenomenon also damages social cohesion as increased criminality, higher public health spending and public assistance are some of its consequences.

Therefore, we as educationalists should have as our most important priority to reduce school failure, especially today with the high rates of unemployment and a shift in the demand for skills. As for countries, the main challenge is to know what policies to implement, and how to implement them, so as to design a school system that is both fair and inclusive.

2.2.8 Predictors of academic success

Although as already mentioned before, the issue of school effectiveness is still quite vague and unclear; there are some basic predictors that define academic success. In most cases academic success is highly connected with the students’ performance on standardised tests and their achievement as identified by state or national standardised testing. The focus lies on student achievement as identified by specific state or national standardised testing but it is concerned only with the students’ outcomes at a particular time. However, examinations of this kind only reveal what knowledge young people acquire on a particular day and maybe after a lot of hours of revision. The message of the educational medium is quite clear, no matter what the school prospectus may say. Academic success is about getting enough points to get onto the university course you desire (Claxton, 2008). When young people start asking the vital question ‘why do I go to school?’, the most common answer they get is that they need to pass the exams, go to a good college or university and inevitably this will ensure that they will have a highly paid job which in turn will make them happy.

On the contrary though, the study of a broad range of student outcomes -
cognitive, social and affective- is needed to provide a satisfactory picture of school effects. As well as being important in their own right, evidence indicates that social and affective measures of student outcomes such as attendance, attitudes to school, behaviour, motivation and self-esteem can act as intermediate outcomes which affect, and can themselves be influenced by students’ attainment and progress. The promotion of better cognitive outcomes should never be seen as an alternative or in some way a barrier to concern with social and affective outcomes or vice versa (Opdenakker & Van Damm, 2000; Smyth 1999). Improving a student’s attainment and learning can improve self-esteem, engagement and attitudes to school and vice versa.

Apart from academic success focusing on examination performance, there is also success which is related to the development of special expertise in one area of the curriculum, such as music, art, drama or sports. In many countries around the world, there are specialized schools which are attended by talented young people who excel in a particular subject of the curriculum. In these schools where special expertise is developed, success is related to the students’ achievements in the area they have selected and is measured according to their performance or the prizes they might get.

However, in the previous cases success is measured predominantly in terms of examination performance either on standardised tests or on a specified area of the curriculum. The question that rises now is whether exams should be the only criterion which will define academic success. Yet, if education is a preparation for future life, examinations do not take into account interests, understandings or capabilities that young people could develop (Claxton, 2008). According to McGaw (1992), school success means much more than academic achievement. It includes other parameters such as learning, the love of learning and especially learning how to learn. Success in education should be about personal development and self-esteem of the young people about developing independent thinkers and confident individuals. However, this involves changing our focus from the curriculum and exams to young learners. Our students will not be isolated learners, learning facts until the exams are over and then forgetting them, but instead through engagement, they will be helped to form concepts about the world which will in turn enable them to become global-self regulated learners (Otero & Sparks, 2000).

Therefore, these standard predictors that define academic success through examination procedures should be re-evaluated if the schools seek to improve the
quality of the education they provide Academic performance is one aspect of a school’s performance that can be measured but obviously there are other aspects that the community identifies as desired outcomes of “successful» schools. These outcomes have to do with the role of the schools in promoting social, emotional and physical development and well being of our youth alongside their intellectual development (Silins & Murray-Harvey, 2000). In a study, in schools from South Australia, student factors that have been associated with accepted notions of quality schooling outcomes, such as student attitude to school, their approaches to learning and their academic self-concept, were examined. According to this study, there is ‘an association between school performance outcomes and positive students’ attitudes to school in terms of the social / emotional experience the school provides. In this model, students’ attitude to school was defined by students’ perceptions of the opportunity for success in life that schools provide, general satisfaction with school, the extent of their social integration and perceived achievement’ (Silins & Murray-Harvey, 2000: 8).

Moreover, Samdal et al. (1999) have also identified three aspects of psychological school setting as predictors of students' perception of their academic achievement. These are students' satisfaction with school, students' feelings of appropriate teacher expectations, and a good relationship with their fellow students. They suggested that interventions that enhance the students' satisfaction with school are likely to improve their achievement as well. Hoy & Hannum (1997) claimed that a school environment with better teacher affiliation, resource support, academic expectations, and institutional integrity promotes better student achievement. Furthermore, Sweetland & Hoy (2000) indicated that a school climate, which has a strong teacher empowerment, is crucial for school effectiveness thus affecting student achievement.

The recent years there have been quite a few attempts to look at other outcomes apart from academic success and many countries implement research programmes towards this direction. In a program implemented by the College of Business and Economics (CBE) University in the western USA, the curriculum, called the integrated business curriculum, or the ‘IBC’, was composed of six sequential modules: team building and group dynamics, business systems, product and process planning, planning and decision making, managing the firm’s resources, and business operating decisions. This new curriculum replaced a very traditional
business core curriculum composed of introductory courses in management, marketing, finance, operations, information systems and international business. In this programme the success of the students was measured according to the six aforementioned modules and the researchers found out that some students who would have been unsuccessful valued by the traditional system, were successful valued by the new curriculum (Lawrence & Pharr, 2003).

Unfortunately, in Greece there are not many studies or researches defining academic success. In fact the first school study of academic success in Greece was conducted by Verdis (2002), who analyzed Greek students’ scores in the university entrance examination in the final year of the Greek eniaia (comprehensive) lyceums and concluded that “school matters” in Greece. Verdis analyzed the normalized examination scores (21 subjects) of 30,573 students nested in 375 eniaia lyceia and found that large lyceia have better results than small lyceia and that private lyceia have better results than state lyceia. The researcher also found that students’ previous achievement, socio-economic status, age, and sex are significantly correlated with later achievement. Hierarchical multivariate models showed that the Greek “shadow education” system of parapaedeia has a significant impact on certain academic outcomes – especially for those connected with procedural and not declarative knowledge. Students’ views of teachers’ responsiveness in the classroom are positively correlated with their academic achievement. According to the same study, many students feel alienated in the schools, mainly because interpersonal relations are competitive. Finally, the condition of the school building and the behaviour of some of the teachers are the main reasons why many lyceum students would change their school. The author concluded that study by suggesting that a decentralized framework for monitoring the quality of schooling could fill the gap of educational evaluation in Greece. As mentioned before the tradition of studying academic success has been born very recently in Greece (Verdis, Kriemadis & Pashiardis, 2003) and therefore Greek schools could be areas of inquiry if they want to prepare effectively young people for the future.

Having all these in mind one could conclude that school ‘success’ is not a simple, clear cut issue but it includes the participation of a number of factors. Linking whole school planning and specific classroom pedagogical approaches to improvement is likely to have a greater impact on student outcomes than strategies which focus on just the school or on just the classroom level in isolation. It must be
recognized that successful school improvement cannot be externally mandated but involves careful and realistic planning and the conscious commitment and involvement of teachers and leaders in schools (Stringfield, Ross & Smith 1996).
2.3.1 Children changing schools

Schools, like any other organisations, need to change and adapt to changes in order to evolve and become effective. In fact, not only schools, but also each school classroom is itself a mini-organisation in which all the laws of motivation, communication and leadership apply (Handy & Aitken, 1996).

Changing the organisational structure of a school is a complicated procedure since it has effects not only to the young people but also to the rules, the regulations and the internal and external environment of the organisation (Everard & Morris, 1996). Undoubtedly, the most interesting studies are the ones that involve children as agents in the change process since their contribution in experimenting and learning can help open learning possibilities inside the organisation. The involvement of young students in these procedures gives them the ability to influence learning by including policies, programs, contexts and principles (Harper, 2000).

Specific kinds of activities that can specifically engage student voice include teaching, education decision-making, school planning, learning and teaching evaluations, educational advocacy, and students advisories for principals and superintendents. Moreover, engaging students as educational decision-makers results in actively teaching young people responsibility for their education by systematically engaging them in making choices about learning, schooling, and the education system in areas ranging from what affects them personally to what affects an entire student body to what affects the entire school system (Fletcher, 2005).

Cook-Sather (2002) states students should be engaged in every facet of school change for the purpose of strengthening their commitment to education, community and democracy. Meaningful student involvement continuously acknowledges the diversity of students by validating and authorizing them to represent their own opinions, ideas, knowledge, and experiences throughout education in order to improve school communities.

According to Fletcher (2005), the following elements are consistently identified in schools where students and adults commonly agree that there are high levels of meaningful student involvement (Table 2).
2.3.2 Students’ involvement in school changes

As already mentioned in the previous Chapter, students can be engaged in different kinds of activities-decision making, school planning- so as to be actively engaged in the procedures that determine their education. This Chapter will provide some research data concerning students’ involvement in school changes aiming at shedding light to what was changed, what was the degree of students’ involvement in the change procedures, what were the outcomes and if there was a follow up so as to investigate whether these changes were permanent or not. There is no doubt of course, that the most interesting part of this procedure is to determine if and how the students were actively involved in the changes or if they were regarded as passive recipients in schools by simply being invited to sit on committees without real power or responsibility.

According to Fletcher (2005), meaningful student involvement is not a magical formula or mysterious bargain with students – but, it doesn’t just simply happen, either. Student Involvement and student participation could be transformed from passive, disconnected activities into a process promoting student achievement and school improvement by following the *Cycle of Meaningful Student Involvement*.
which is a continuous five-step process. Moreover, it could be used to assess current activities, or to plan future programs. Figure 3 that follows provides explanations about each step.

Figure 3: The Cycle of Meaningful Student Involvement (Fletcher, 2005:6)

- **Listen** – The first step for the ideas, knowledge, experience, and opinions of students to be shared with adults.
- **Validate** – Students are acknowledged as purposeful and significant partners who can and should hold themselves and their schools accountable.
- **Authorize** – Students develop their abilities to meaningfully contribute to school improvement through skill sharing, action planning, and strategic participation.
- **Mobilize** – Students and adults take action together as partners in school improvement through a variety of methods.
- **Reflect** – Together, adults and students examine what they have learned through creating, implementing, and supporting meaningful student involvement, including benefits and challenges. Reflections are then used to inform Step 1, Listen.

According to a study which was conducted in Canada, aiming at examining inter-organisational collaboration to explore the potential learning that opens between educational organisations, young children took part in a case study project called ‘The Child Learning Laboratory’ (Fenwick, 2007). The Child Learning Laboratory existed at the interface of the organisations collaborating in its design and operation. These organisations were the university, the school district, the elementary school, and the Laboratory parent executive board. The children focused on inquiry projects and had
daily access to university resources (museums, laboratories, libraries). The Child Learning Laboratory was described as an identifiable identity integrating teaching, learning and research, but demonstrated knot-like characteristics of decenteredness, loose connections, informal norms, and an ongoing mix of interaction among contributors, tasks and tools. Different interests, meanings and practices had to be negotiated continually in the Laboratory knot, often through everyday improvisation (Engestrom, 2004). As far as what knowledge and capacities are learned in this work, the case analysis suggests that actors who thrive in this project learn to be critically attuned to shifting discursive patterns that emerge in negotiations among different constituents: overlapping discursive communities, troubling discursive intersections and resistant discourses. ‘These actors learn capacities of mapping, translating, rearticulating, and spanning boundaries among discursive communities. Some teach others, explicitly signaling the discursive work they are doing by promoting and modeling critical attunement to language’ (Fenwick, 2007).

Change in the curriculum was introduced through the use of new pedagogical methods. There was a change in the location where teaching took place and there were also changes in the decision making processes and a more open system of management with characteristics of decenteredness, loose connections and informal norms. Although there were many parties involved in this procedure, such as researchers, university teaching staff, and educational administrators, the role and involvement of children was quite active as they had the opportunity to focus on inquiry projects and had daily access to university resources (museums, laboratories, libraries). The children learnt to work through processes of continuous project-based inquiry and they displayed their work in school hallways. The Child Learning Laboratory project had been operational for 6 years when this study was conducted in 2003. Unfortunately, there was no follow up to check if the change was permanent and if the initial collaboration between the University, the Laboratory and the school continued to exist.

Changes in the organisational structure of the school have been examined by researchers aiming at studying how these changes contribute to their success. One of these studies including primary schools from Wales developed and modeled collaborative practice as a helpful perspective on organising in schools (James et al., 2007). According to James & Connolly (2000), collaborating partners need to be able to adjust their collaboration practices to ensure they are optimally appropriate and to
learn from their experience of collaboration. This model of collaborative practice aimed at ensuring enriched teaching for learning for all the pupils. The schools sought to enrich the pupils' learning experience by changing the curriculum and using a wide range of learning activities and experiences to do so. Creativity in teaching was valued, and computers, interactive whiteboards and the internet were used extensively to augment learning. The pupils visited places of educational interest outside the schools and members of the schools' communities visited the schools as did dance and theatre groups, bands and poets. Most of the schools had links with schools in other countries. There were numerous additional activities and clubs aiming at compensating for the pupils' likely lack of these kinds of experience outside school whereas this enriched curriculum motivated the pupils to learn (James et al., 2007).

At the same time the schools planned and organised professional training and development of all those involved in teaching. In-school training and development sessions were typically regular and frequent including nursery nurses and classroom learning assistants, participated in these school-based development sessions. Parent helpers were also trained and developed. When teachers attended external courses, their new knowledge was shared and jointly reflected upon. Self-evaluation, monitoring and performance management processes were accepted, well established and used to improve practice. Curriculum planning decisions were typically made jointly. Part of the collaboratory method was that decisions about the allocation of resources such as additional classroom support were made after extensive discussion. New teaching methods were only adopted if the staff agreed that they would improve existing approaches (James et al., 2007). As already mentioned before the children, the teachers, the nursery nurses, the classroom learning assistants and the parents were highly involved in this change procedure. The students were actively and highly involved in this particular change as a wide range of learning activities and experiences was used so as to enrich their learning experience. This in turn, increased their motivation and enhanced their social learning, confidence as well as ability to learn. There was a straightforward and direct emphasis on teaching to bring about pupil attainment. Respondents felt that continuity, progression and thoroughness in teaching contributed to the sense of consistency and stability for the pupils, which in turn increased the pupils' confidence and ability to learn. Differentiated learning tasks were important because of the typically wide range of pupil ability in any class. Classroom teaching assistance of a range of kinds helped the management of these
differentiated tasks. The schools improved the pupils' literacy and numeracy, which they considered to be foundational for other learning. The pupils were kept busy, there was a work ethic in the schools generally, and all the pupils had targets, which they helped to set. Unfortunately in this case again there are no references to whether there was a follow up to see if the change was permanent.

In another study examining the concept of student participation in learning processes within the health promoting schools approach, changes in the school were established so as to develop young people's capacities and competence to take active part in embracing, maintaining and building on the democratic transformation (Simovska, 2004). The main goal of this approach was to provide opportunities for student participation in school life and broaden the scope of action experiences and enhancing students’ competence and to take action and initiate changes (Simovska et al., 2002). The health promoting schools in Macedonia design their own school projects focusing on a specific health issue (e.g. the environment, relationships, violence, conflict resolution, smoking, alcohol and drug abuse, self esteem, AIDS, etc.) and try to explore the quality of student participation. According to this approach, student project work is structured around four groups of teaching / learning situations:

- investigating an issue;
- developing visions;
- planning / taking action; and
- bringing about positive change.

Critical reflection, dialogue and the other qualities of genuine participation as discussed earlier are embedded in all these aspects of the approach. Genuine student participation holds a central position in the Macedonian model of a health promoting school (Simovska et al., 2002). According to the project the students established student councils, initiated a school newspaper, organised school study-trips whereas at the same time new mechanisms and school policies were established so as students could participate in deciding on curriculum issues, discipline management, code of conduct or improvement of the school environment. In the final phase of the project the students from all participating schools worked together on creating a Web page and facilitating an electronic conference to present and discuss the project outcomes with other students throughout Macedonia. In one of the schools the school coordinator reported specific changes resulting from the participation in the project.
First of all there were changes on a school level, such as greater involvement of the pupils in planning and decision-making processes in some areas of school life. There were also improvements in the school climate such as increased collaboration, better relationships and tolerance of difference. These changes lead to student empowerment and a greater commitment to participate (Simovska, 2004). Concluding, the participation and involvement of the children in this particular approach about promoting health issues was quite high as the children indeed were agents of organisational changes in the aforementioned schools.

In another study researchers examining the role of the school in reducing the prevalence of child obesity, found out that school as a factor in the socialization of children, can play a major mediating role in the reduction of the prevalence of childhood obesity through school programs aimed at promoting healthy and well-balanced food intake (Ayadi, 2008). The school is also a socialization agent as it contributes to children's education thanks to the acquisition of knowledge and the learning of skills, and an understanding of conventional rules of conduct (Brée, 1993). Therefore, one function of school is to prepare children to play an adult role in society by learning things that are necessary to become a good citizen, which will also allow them to adapt to the consumption patterns of the society. The school under examination is a French school in which there were some changes in the curriculum so as to include subjects aiming at enhancing children's nutritional education by teaching them how to have a healthy and well-balanced food intake. Besides formal teaching the programme included other activities such as sport, games, walks or rides in order to facilitate more physical behaviour. The vending machines were forbidden at school and the food available during breaks was removed or its content was modified including fewer products with high fat content in some schools. A similar movement also took place in England, where ‘healthy’ schools have made their appearance (Noble & Robson, 2005) aiming at providing criteria for a healthy food intake. In this research scientists also examined the reverse socialization process according to which children teach their parents new consumption skills and knowledge. So, children pass on information to their parents that they learned from other social environments in which they evolve (schools, colleagues, friends, media, etc.), ending in the evolution and change of parental behaviour (Ayadi & Brée, 2007). The interviews indicate that children, through what they were taught at school, managed to introduce new food products to the family. Furthermore, these new
products changed the food intake of the other family members. Parents in general were influenced by their children and modified their food intake to look credible to their children (Ayadi, 2008). Children were highly and actively involved in all the aforementioned procedures whereas the role of parents was quite crucial as through what they were taught at school, managed to introduce new food products to the family. Furthermore, these new products changed the food intake of the other family members.

As already mentioned above, students’ views of teaching and learning are only voiced among themselves in the grounds at break time or manifested through disruptive behaviour or withdrawal in classes. Yet, research over the past two decades has established the value of listening to the opinions of students on matters including the quality of teaching and learning, school governance and organisation, the development of school rules, behaviour management and social action (Fraser & Cavallaro, 2009).

Fielding (2001) has proposed a hierarchy of student voice ranging from students seen as:

- A data source
- Active respondents
- Co-researchers with teachers
- Researchers initiating their own projects and taking action within the school.

The following article explains a project that involved students as co-researchers with teachers and it was conducted in 2008 at Nanango State High School in southeast Queensland. The name of the project -Stars of Science- was a student research program conducted by Year 10 science students at the school aiming at having students research their peers’ ideas on teaching and learning in science and their attitudes to science in general. At the same time the project wished to develop a plan for enhancing teaching and learning in science through developing a dialogue between students and staff (Fraser & Cavallaro, 2009). A mutual agreement on expectations for students and staff was formalised into a contract and it was signed by the students and their parents so as to highlight the seriousness of the undertaking. The students created six groups with five to seven members and each group was responsible for researching one specific question about science teaching. The students of each team analysed the surveys, interviewed individuals or focus groups to get
greater depth of information, researched available extra-curriculum science activities whereas they also researched student views on ways of making teaching and learning of science more effective and fun.

Moreover, each group selected a member to keep a journal of their perceptions of the process for evaluation purposes whereas a few students volunteered to form a media group to provide reports to the school community and to local media in order to raise the profile of Stars. Throughout the period of the project, these students made occasional reports to the other students, the school administration and the teaching staff, and wrote articles for the media.

For the training of students the school organised a day training sessions off-campus as well as follow-up workshops. The students were trained for their roles in research methods, ethics and protocols, analysis of information, report writing and report presentation. The evidence of this research showed that the students were eager to express their opinions about their own teaching and learning. Moreover, it was proved that students think deeply about educational issues, they have striking insights into them, and they have a great deal to say about them (Shultz & Cook-Sather, 2001). Equally interesting were the messages about pedagogy: the recognition by the students of different learning styles and the need therefore for teachers to explain things in different ways; the desire for classroom reading to be a cooperative rather than an individual activity (recognising how students can help each other); the desire for more challenging material. The most important thing though is that students developed research and other communicative skills, they found confidence within themselves, and they expressed a sense of achievement. They also reported that during the program they developed new friendships and a greater sense of belonging within the school community. Their participation also improved their ability to work with all sorts of people whereas the students sensed that the teachers respected them a lot more. Furthermore the students who took part in this project stated that STARS offered them the opportunity to express their insights about teaching and learning in a way that was exciting, empowering and challenging. From all the things mentioned above about students as researchers we must seriously question the assumption that we know more about the young people of today about how they learn or what they really need to learn so as to be prepared for the decades ahead (Cook-Sather, 2002).

Another study, which was conducted at Tooleyback Central School in Australia, presents students’ views on how to make effective changes in the school
environment, through the acquisition of leadership skills, so as to promote the opportunities available at their school and raise the profile of the school community (McKindlay, 2009). As the secondary numbers were dropping and a large number of students decided to attend other nearby schools, the senior students felt that if they could promote the opportunities available at their school, more students would stay. Therefore it was thought to target the Year 5 students in a hope to keep them through secondary school.

First of all, the school organised an informal discussion with Junior and Secondary school students along with their teachers and parents. From the discussions with junior students, it was decided that the junior members of the school do not have a strong voice in the school environment. Therefore, the students, with the help of their teachers, formed two students’ councils. The Senior Student Representative Council and the Middle Junior School Council, which was made up of Year 6 to Year 8 students. Both councils would have a committee consisting of President, Vice President, Secretary and Treasurer, and would be open to any class members who wished to attend and contribute to meetings. The supervising teachers created booklets that outlined the role of each position of the committee, whereas workshops were held at lunchtimes to train students to be ready for their specific jobs. The meetings were run by the students themselves, whereas all the subject matters being discussed were typed on a laptop and distributed to the members of the Council. The students Councils raised funds and did a lot of charity work by helping the homeless. At the same time they wrote a mobile phone policy for the school, assisted the school in writing a Bullying policy and volunteered to help at the school canteen.

Furthermore, as the Student Councils felt that there was a lack of activities to interest students at lunch times, they started running several action groups (art-craft group, sports group, music group). The Green action group wormed farms and introduced recycling in the school, whereas the Values Promoters group rewarded and recognised students for upholding the weekly value. Each week the members of the groups come together to discuss their problems and to talk about their progress.

Through all these changes the school turned itself into an organisation that is committed to equipping students with dynamic leadership capabilities that will accompany them for the rest of their lives.

Tables 3 and 4 that follow give a full description of the changes, the students’ involvement and the outcomes of all the aforementioned studies concerning children
changing schools. Unfortunately, though, there were no follow-up activities on the part of the scientists to check whether these changes were permanent or not.

Table 3: *Children as agents of change in the school environment 1*

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The changes</strong></td>
<td>Curriculum changes. Changes in the location of teaching. Changes in the decision-making processes.</td>
</tr>
<tr>
<td><strong>The students’ involvement</strong></td>
<td>The children focused on inquiry projects. They had access to museums, libraries, laboratories.</td>
</tr>
<tr>
<td><strong>The outcomes</strong></td>
<td>Teaching, learning and research integrated together. Knot-like characteristics of decenteredness, loose connections, informal norms, and an ongoing mix of interaction among contributors, tasks and tools.</td>
</tr>
<tr>
<td><strong>The follow up</strong></td>
<td>No follow up to check if the change was permanent.</td>
</tr>
</tbody>
</table>

Table 4: *Children as agents of change in the school environment 2*

<table>
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<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>The changes</strong></td>
<td>Curriculum changes. Changes in the use of teaching material and tools (computers, interactive whiteboards, internet).</td>
</tr>
</tbody>
</table>
Addition of a number of extracurriculum activities (visiting places, inviting bands, music groups, actors).
Links and cooperation with other schools (creation of a web side).

| The students’ involvement | The students took part in many extracurriculum activities. They visited places of educational interest. They took part in decision-making processes. The arrangement and size of classes were changed according to students’ needs. |
|-------------------------------------------------|

| The outcomes | The activities increased students’ motivation and enhanced their social learning. The changes in the arrangement and size of classes maximized pupils ‘attainment and increased their confidence and ability to learn. Improvement on students’ literacy and numeracy. The members of the staff showed higher levels of motivation and were passionately concerned for justice and equity within the wider social context. |
|-------------------------------------------------|

| The follow up | No follow up to check if the change was permanent. |
|-------------------------------------------------|

Table 5: *Children as agents of change in the school environment* 3

<table>
<thead>
<tr>
<th>The study</th>
<th>Simovska, V. (2004). Student Participation-Simulation or Reality? A Vignette from Macedonian Network of</th>
</tr>
</thead>
<tbody>
<tr>
<td>The changes</td>
<td>Health Promoting Schools.</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Changes in the curriculum through the use of school projects focusing on</td>
<td>Changes in the use of school projects focusing on health issues.</td>
</tr>
<tr>
<td>health issues.</td>
<td></td>
</tr>
<tr>
<td>Addition of extra curriculum activities and creation of an evaluation</td>
<td></td>
</tr>
<tr>
<td>workshop.</td>
<td></td>
</tr>
<tr>
<td>Changes in the students’ participation in school life events (establishment</td>
<td></td>
</tr>
<tr>
<td>of student councils, creation of a school newspaper, organisation of school</td>
<td></td>
</tr>
<tr>
<td>study-trips, creation of a web site).</td>
<td></td>
</tr>
<tr>
<td>Changes in the decision making</td>
<td></td>
</tr>
<tr>
<td>processes.</td>
<td></td>
</tr>
<tr>
<td>The students’ involvement</td>
<td></td>
</tr>
<tr>
<td>Active involvement of children in school life and learning processes.</td>
<td></td>
</tr>
<tr>
<td>Students collaborated effectively with each other and with their teachers.</td>
<td></td>
</tr>
<tr>
<td>They made their own plans and expressed their opinions and ideas freely.</td>
<td></td>
</tr>
<tr>
<td>The students established councils, created a school newspaper, created a</td>
<td></td>
</tr>
<tr>
<td>web side, organised school trips.</td>
<td></td>
</tr>
<tr>
<td>The outcomes</td>
<td>Greater involvement of the pupils in planning and decision-making processes in some</td>
</tr>
<tr>
<td>areas of school life.</td>
<td>areas of school life.</td>
</tr>
<tr>
<td></td>
<td>More positive attitudes of pupils towards school.</td>
</tr>
<tr>
<td></td>
<td>Improvements in the school climate, for example increased collaboration, better</td>
</tr>
<tr>
<td></td>
<td>relationships and tolerance of differences.</td>
</tr>
<tr>
<td></td>
<td>Improved teamwork between teachers and pupils.</td>
</tr>
<tr>
<td></td>
<td>The project increased pupils' initiative,</td>
</tr>
</tbody>
</table>
critical thinking, open-mindedness, ability to cope with unexpected situations and capability for constructive action.
Increased pupils’ initiative, critical thinking, open-mindedness, ability to cope with unexpected situations, capability for constructive action.
Increased self-confidence and self-esteem
Student were empowered, they showed greater commitment to participate
The overall school atmosphere improved and the level of student involvement in everyday school decision-making processes increased.

<table>
<thead>
<tr>
<th>The follow up</th>
<th>No follow up to check if the change was permanent.</th>
</tr>
</thead>
</table>

Table 6: Children as agents of change in the school environment 4

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The changes</td>
<td>Changes in the curriculum with lessons including promotion of healthy food intake. Introduction of activities which modified children’s behaviour into healthier food. Introduction of other activities such as sport, games, walks or rides that facilitate more physical behaviour.</td>
</tr>
<tr>
<td>The students’ involvement</td>
<td>The children promoted healthy food intake in their schools. The children took part in activities that promote a healthier way of life by taking</td>
</tr>
</tbody>
</table>
part in sport games, walks or rides. Children changed the food intake of the other members of the family by introducing healthier food products.

<table>
<thead>
<tr>
<th>The outcomes</th>
<th>Children and also parents (in an indirect way through reverse socialization) became aware of problems linked to obesity and showed a will to act. Children were also able to introduce into the home new food products with healthy virtues and modified eating habits for all the members of the family. The parents were made conscious and responsive to the dangers of childhood obesity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The follow up</td>
<td>The researchers did not follow up to see if the change was permanent.</td>
</tr>
</tbody>
</table>

Table 7: Children as agents of change in the school environment

<table>
<thead>
<tr>
<th>The study</th>
<th>Fraser, I., Cavallaro, P. (2009). STARS of Science: Students as Researchers at Nanango SHS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The changes</td>
<td>Curriculum changes. Changes in the use of teaching material and tools. Changes in the students’ participation in school life events (creation of groups for research reasons, communication with the local media).</td>
</tr>
<tr>
<td>The students’ involvement</td>
<td>Active involvement of children in school life and learning processes. Children made a research on matters concerning the science class.</td>
</tr>
</tbody>
</table>
Students kept a journal of their perceptions of the process for evaluation purposes.
Students formed a media group to provide reports to the school.
Students formed a media group to provide reports to the school community and to local media.

The outcomes

The students were eager to express their opinions about their own teaching and learning.
Students developed research and other communicative skills, they found confidence within themselves, and they expressed a sense of achievement.
The children developed new friendships and a greater sense of belonging within the school community.
They improved their ability to work with all sorts of people.
The students sensed that the teachers respected them a lot more.

The follow up

No follow up to check if the change was permanent.

Table 8: Children as agents of change in the school environment

<table>
<thead>
<tr>
<th>The study</th>
<th>McKindlay, B. (2009). Refocusing the SRC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The changes</td>
<td>Changes in the decision-making processes.</td>
</tr>
<tr>
<td></td>
<td>Addition of a number of extracurriculum activities and action groups (art-craft, sports, music, recycling).</td>
</tr>
<tr>
<td></td>
<td>Changes in the students’ participation in school life events (creation of groups).</td>
</tr>
<tr>
<td>The students’ involvement</td>
<td>Active involvement of children in school life leadership</td>
</tr>
</tbody>
</table>
**activities.**
Creation of Student Councils.
Creation of action teams and groups.
Involvement in extracurriculum activities and school life events.

<table>
<thead>
<tr>
<th>The outcomes</th>
<th>Students cultivated their leadership skills through the creation of Student Councils. They found confidence within themselves, and they expressed a sense of achievement. The level of student involvement in everyday school decision-making processes increased. The creation of action teams and groups promoted the school connectedness.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The follow up</td>
<td>No follow up to check if the change was permanent.</td>
</tr>
</tbody>
</table>

Bearing in mind all the aforementioned changes in the organisational structure of the schools we should point out that successful schools are the ones that create supportive environments, promote positive attitudes to school and provide their students with increased life opportunities. Student participation is a major way to build opportunities for all students to become successful, confident and creative learners. Moreover, a respectful student teacher partnership encourages students, improves their level of wellbeing and provides a sense of safety and belonging.

Students’ positive attitudes to school life would also be enhanced by schools looking for ways to increase students’ general sense of satisfaction, their social integration and their sense of achievement inside the school community. This could be achieved when students are genuinely involved in the changes and when they feel that the actions in which they participate lead to the development of their skills, motivate them internally and bring about positive change in their surroundings. Undoubtedly, any effort to improve academic performance and students needs to be a collaborative one that involves students, their families, and the school’s community.

From all the things mentioned and with the continuing demands for restructuring, the study of schools as organisations is of crucial importance since schools, as any other organisations, try to survive and remain competitive. That is
why reframing schools as learning organisations, where the structures, processes and practices foster continuous learning of all those involved, is rapidly gaining favor (Dibbon, 2000; Marks et al, 2000). The concept of schools as learning organisations has grown out of the need to create school environments where people are learning how to learn together. Argyris & Schön (1974) have characterised a learning organisation as one that learns, readily adapts to change, detects and corrects errors and continually improves.

2.4.1 Why is school climate important?

School climate refers to the quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes norms, values and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live and contribute to a shared school vision. School climate is a complex and multi-dimensional concept as it influences many individuals, including students, parents, school personnel, and the community. Additionally, school climate can significantly impact educational environments, as Freiberg (1998: 22) notes, ‘school climate can be a positive influence on the health of the learning environment or a significant barrier to learning’. Moreover, the interaction of various school and classroom climate factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels. Research shows that school climate can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioural and emotional problems for students (Kuperminc et al., 1997). Additionally, specific research on school climate in high-risk urban environments indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students (Haynes & Comer, 1993).
Moreover, school climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behaviour (McEvoy & Welker, 2000). Additionally Taylor & Tashakkori (1995) found that a positive school climate is associated with increased job satisfaction for school personnel regarding the roles of teachers and administrators. Freiberg (1998) on the other hand, points out that providing a positive and supportive school climate for students is important for a smooth and easy transition to a new school.

Manning & Saddlemire (1996: 41) conclude aspects of school climate, including ‘trust, respect, mutual obligation, and concern for other’s welfare can have powerful effects on educators’ and learners’ interpersonal relationships as well as learners’ academic achievement and overall school progress’. Once again we point out that what children learn about themselves in school through interactions is equally important as the academic knowledge they receive. School climate, if positive, can provide an enriching environment, both for personal growth and academic success.

As the elements that comprise a school’s climate are extensive and complex, researchers have identified the following factors that influence school climate:

1. number and quality of interactions between adults and students (Kuperminc, Leadbeater & Blatt, 2001)
2. students’ and teachers’ perception of their school environment, or the school’s personality (Johnson, Johnson, & Zimmerman, 1996)
3. environmental factors such as the physical buildings and classrooms, and materials used for instruction (Johnson, Johnson, & Zimmerman, 1996)
4. feelings of trust and respect for students and teachers (Manning & Saddlemire, 1996).

From all the things mentioned above, it is quite obvious that it is of great importance to enhance school climate as well as students’ overall educational experience. The following is a list of possible interventions so as to improve school climate (Peterson & Skiba, 2001):

- Increased parent and community involvement
- Implementation of character education or the promotion of fundamental moral values in children
- Use of violence-prevention and conflict-resolution-curricula
Peer mediation
Prevention of acts of bullying
Teachers and principals treat students fairly, equally and with respect
Provide a safe environment for staff and students (Harris & Lowery, 2002)
Personalization through adopt-a-kid programs, honouring most-improved students, and block scheduling (Shore, 1995).

2.4.2 School belonging

According to Osterman (2000), a community exists when its members experience a sense of belongingness or personal relatedness. In fact the community members feel that the group is important to them and they are important to the group. Also the community has a shared and emotional sense of belonging, which is considered one of the five major needs in Maslow’s (1962) hierarchy of needs. According to Maslow (1962), until this need is satisfied, no true learning will ever occur. Until a school is able to establish in its students a sense of belonging, community, and a sense of place, a struggle to maximise the learning potential of the students within the school will occur.

Finn (1989) studied two models of students’ sense of belonging. One of these was the participation-identification model and its relation to dropouts. Specifically Finn studied students’ active participation in school and classroom activities and a concomitant feeling of identification with school. He found out that students who are successful develop a sense of identification with the school, while less successful students do not develop a sense of identification or not to the same extent as successful students. More specifically, students who identify with school have an internalised conception of belongingness, are discernibly part of the school environment, and the school constitutes an important part of their own experience.

Weiner (1990: 621) stated that, ‘School motivation cannot be understood apart from the social fabric in which it is imbedded’. A student’s sense of belonging in the school or classroom is defined and dependent upon how he or she is personally accepted, respected, and supported by his or her peers, teachers, and others. Research has found that students’ sense of belonging in school has an impact on how well they are socially motivated (Goodenow & Grady, 1993). Therefore, in order to improve the
academic performance of all students, a school where students have a strong sense of belonging must exist.

Students’ classroom success, academic effort, and engagement are influenced not only by individual differences in skills and abilities, but also by many situational and contextual factors. Among these many factors, the quality of the child’s relationship to others in the school may be especially important (Goodenow, 1993b). Although belonging, relatedness, and similar social constructs have been found to be associated with school adjustment from childhood through college, they might be especially important, and therefore potentially problematic, during early adolescence (Goodenow, 1993a).

Recent studies have shown that students who experience school as a place where they have a sense of purpose and community are more motivated academically, are absent less often, engage in less disruptive behaviour, and have higher achievement than students who do not have that sense of belonging (Battistich & Hom, 1997).

Therefore, it is important that educators understand what impact students’ sense of belonging may have on their success individually and on the school as a whole.

**2.4.3 Why is school belonging important?**

A sense of belonging has long been thought to be an important component of education. The concept of belongingness is a broad one, defined in many ways, such as relatedness, sense of community, sense of classroom membership, support, and identification (Osterman, 2000). Students can only be mentored through the development of caring relationships with adults and other students in the school, the basis of which is a sense of belonging.

Goodenow (1993) defines a sense of belonging as the feeling of being included, accepted, and supported by other persons in a school social environment. Belonging is often seen as an interaction between a person and the environment in which he or she has a place. It is not a function of the school, nor is it an intrapsychic phenomenon. Perceived friendliness from others and a sense of being valued personally are necessary, but not sufficient for success. Belonging is influenced by
societal factors, personal traits, and contextual factors (Wehlage et al., 1989). Cothran & Ennis (1999) suggest that educational engagement is not an isolated construct, but rather a function of individual and school characteristics. A key component that influences a student’s decision to engage in school is the student’s sense of membership. When a student believes there is a personal connection to the school, engagement is more likely to occur. Furthermore, this attachment involves caring about what others think and trying to fulfil those expectations (Cothran & Ennis, 1997).

The concept of belonging has also been referred to in other terms. Voelkl (1995a) refers to the idea as identification. In her terms, identification represents attachments and bonding that may occur between an individual and an institution, such as a school. According to Voelkl (1995a), students identify with a place, which possesses certain expectations, values, and beliefs. School serves as a central institution in a child’s everyday life.

Finn (1989) defined belonging in school as an internal sense that one is important to the school and serves as a member of the school community. Furthermore, he believes that school is an important element in personal experiences in a child’s life. The child is a part of the school and the school is a part of the child. Finn’s research explained that belonging is represented by feelings of being accepted and respected in school, having a sense of inclusion in school, feeling proud of being a member of a school, and using the school to define one’s self.

Osterman (2000) tells us that the experience of belongingness is associated with important psychological processes. Children who experience a sense of relatedness have a stronger supply of inner resources. They perceive themselves to be more competent and autonomous and have high levels of intrinsic motivation. They have a strong sense of identity, engagement, and performance. Those students who have a sense of belonging have more positive attitudes toward school, class work, teachers, and their peers. They are more likely to enjoy school, and they are also more engaged. They participate more in school activities, and they invest more of themselves in the learning process.

Consequently, why is this sense of belonging described by researchers important for students? What is the significance of membership? Youth come to rely heavily on friendships for support and direction. In general, the experience of belonging or relatedness is associated with more positive attitudes toward self and
others. When students experience acceptance, they are more likely to be supportive of others.

In the school community, they are more helping, more considerate of others, and more accepting of others (Osterman, 2000). Battistich & Hom (1997) researched the idea of belonging as it relates to success. They discovered that being a part of a supportive network reduces stress. Baumeister & Leary (1995), on the other hand, conducted a research on belonging and discovered that being accepted, included, and welcomed led to positive emotions, such as happiness, elation, and tranquillity. Being rejected, excluded, or ignored, however, leads to intense negative feelings of anxiety, depression, grief, and loneliness. The lack of belonging is also associated with incidence of mental and physical illness and a broad range of behavioural problems ranging from traffic accidents to suicide. In addition, Baumeister & Leary (1995) argued that the need for belongingness is so powerful that people will develop social attachments very easily and strive to maintain relationships and social bonds even under difficult circumstances. Ryan & Stiller (1991) suggest that authentic contact with others appears to play an important role in connecting individuals to social tasks and promoting valued goals. That is to say, one identifies with and emulates the practices of those to whom one is, or might desire, to be attached.

Moreover, Ryan (1991) lends support to this discussion in that satisfaction of belonging supports the development of important psychological processes including intrinsic motivation, internalisation, and autonomy. An intrinsically motivated person actively engages in behaviours out of personal choice rather than external requirement. These behaviours reflect an internal drive to seek out challenges and opportunities to expand knowledge and experience, both of which are important to academic success.

Early adolescence is an important developmental period in which school belonging, psychological membership, and the socioemotional support of teachers and other students are likely to have especially significant influence on motivation and the ability to be engaged in learning (Goodenow, 1992).

Battistich et al. (1995) suggest that participation in a caring school community provides an impetus for students who might otherwise be alienated from school to adopt and work toward the school’s norms and values. Even in circumstances where students come from homes where parental support is minimal along with goal setting, the support commitment, and goal clarity in a caring school community may serve to
compensate for the relative lack of such qualities in the lives of students outside of school and allow those students to develop the motivation and direction they otherwise might not have.

2.4.4 Belonging and teachers

In general, it is widely accepted that adolescents greatly benefit from positive relationships with adults both in and outside of school (Thor, 1998). Much of the research surrounding a student’s sense of belonging has to do with the teachers’ views of the students. Teachers play a major role in determining whether students feel that they are cared for and that they are a welcome part of the school community (Osterman, 2000). Taylor (1989) suggested that the quality of a student’s relationship with a teacher might parallel that of his / her classmates. In fact, the author found that teachers tend to dislike and reject students who are also disliked by their peers. This is important because students who are rejected by teachers tend to receive less help and more criticism from teachers and perhaps earn lower grades than those who are not disliked by teachers.

Larrivee (2000) suggests that schools must be caring communities where caring is a goal in itself, not a means to an end. Furthermore, the author suggests that schools function as a surrogate family, based on the underlying assumption that students today have fragmented home lives and require greater nurturance in the school. In addition, a fundamental need common to all models for healthy psychological development is the need to belong. Students need to develop a sense of belonging as a member of their school community (Larrivee, 2000). Edwards (1995) suggests that until teachers themselves feel that they have a place and a strong sense of belonging in the school, they will not be able to foster this same feeling in the students.

Apparently, students desire more than academic instruction from their teachers; rather, students are longing for a sense of community and bonding in their classroom (Phelan et al., 1992). Teachers in schools where students gather a sense of belonging tend to express greater warmth and supportiveness toward students and spend much more time listening to and talking with students about personal and social
issues (Solomon et al, 1997). These relationships help children derive a sense of belonging and engage in meaningful academic work (Pianta & Walsh, 1996).

Researchers have identified school communities as important concepts for developing a sense of belonging in students. Community can be defined as the relational bonds between individuals that allow them to forge shared values and ideals in pursuit of a meaningful common goal, both of which are cornerstones of belonging. When schools function as formal organizations, they assume the societal tasks of education and socialization by inventing structures and role relationships to fulfil the mission of creating schools with a sense of belonging. Community-oriented schools reflect the primary group relationships of family and neighbourhood more than the formal, artificial ones of institutions. The individual is valued as an integral part of the community where a sense of purpose is encouraged. This results in individuals who derive meaning and significance from the relationships (Sergiovanni, 1994).

Battistich et al. (1991) stated that discussion in a supportive classroom environment where students have the opportunity to express personal opinions gave children the opportunity to discover that others care about them. Gamoran & Nystrand (1992: 40) supported this hypothesis stating, ‘regardless of the activity in which students participate, discourse is a critical indicator of the extent to which school offers membership’.

Although teachers play a major role in fostering an environment in which students feel they belong, not all students experience teacher support (Osterman, 2000). Research consistently shows that students receive differential treatment from teachers on basis of characteristics such as race, gender, class, ability, and appearance. This differentiation begins as early as kindergarten and lasts throughout high school.

Children who value learning and who feel confident in approaching achievement-relevant tasks will also tend to exhibit measurably better achievement. Ryan & Powelson (1991: 63) close with the statement that: Schools teach a great deal more than the curriculum. They are a primary context for cultural socialization wherein children’s behaviours are regulated, and they acquire values for learning and attitudes about themselves as learners. During the years that children are in school, they receive affective lessons that will affect their aspirations, perceived competence, motivational style, and relationships with authorities, long after they leave school.

It is important to note that the sense of belonging that is created in schools can have as much effect on the teachers as it does on the students. Moss (1991) suggests
that the social organization of a high school, especially the extent to which it provides a sense of community, can influence the work climate for teachers as well as the climate for learning and student outcomes. Teachers who work in a communal school organization are more likely to be satisfied with their work, to be seen by students as enjoying their teaching, and to share a high level of staff morale. This high level of school community in the teachers was associated with better outcomes for the students.

Furthermore, Battistich et al. (1995) conducted a study of school communities and their effect on sense of belonging. In particular, they focused on students’ sense of school community, poverty level, and students’ attitudes, motives, beliefs, and behaviour among a diverse sample of elementary schools. Their findings indicate that students who experience the school as a caring and supportive environment, in which they actively participate and have opportunities to influence, will feel attached to the school community and will, therefore, come to accept its norms and values.

Cook-Sather (2002) state that authorizing student perspectives can directly improve educational practice because when teachers listen to and learn from students, they can begin to see the world from the perspective of the students. When students are taken seriously and attended to as knowledgeable persons in important conversations, they feel empowered and will in turn participate in the education created as an outcome. Students not only feel more engaged but are also inclined to take more responsibility for their education because it is no longer something being done to them but rather something they do.

2.4.5 Belonging and peer groups

The peer group may be another source of the variance in students’ feeling of belonging to school. A peer relationship has long been established as an important contributor to child development and adjustment (Prinstein & La Greca, 2004). According to Berndt (1996), the quality and functions of peer relationships may vary at each stage of development, but still the peer group remains an important source of socialisation. In addition to providing social norms and models for behaviour, peers may also bestow or withhold social reinforcement and therefore influence an individual’s behaviour as well as attitudes.
Peer group acceptance has been described as a construct that encompasses the view of the group towards the individual and reflects the level to which a child is generally liked by the peers (Berndt, 1996). However, the individual’s perception of his / her acceptance from the group may be a crucial construct that has been overlooked. Students who do not perceive themselves as accepted by their classmates may not perceive available opportunities or rewards for involvement in interactions with the others.

Both students’ health and educational outcomes are influenced by the characteristics of their peers, such as how socially competent peer group members are and whether the peer group supports social behaviour (e.g. engaging in school activities or helping others). Moreover, according to Pelegrini & Bartini (2000), being part of a stable peer network protects students from being victimized or bullied. However, if the norms in the peer group support socially irresponsible behaviour (e.g. bullying, graffiti), students are less likely to be involved in school activities, and their sense of connectedness to school, achievement levels, and health behaviours can suffer.

Furthermore, according to Blum, McNeely & Rinehart (2002), strong interpersonal skills enable students to maintain healthy relationships. Students who report feeling most connected to school also report having the most friends at school and having friends from several different social groups that are integrated by race and gender. Conversely, those students who report feeling less connected to school have more friends from outside school than inside or are socially isolated, reporting few friends either inside or outside of school.

Peer influences and interactions are likely candidates for factors that are important in adolescents’ academic achievement. Previous research has found evidence for the importance of peer relations in a variety of areas of adolescent functioning. Allen et al. (2005: 747) report that adolescents who were well-liked by many peers displayed higher levels of ego development and secure attachment, as well as better interactions with their mothers and best friends. Furthermore, adolescents’ susceptibility to peer pressure from their close friends predicted future responses to negative peer pressure, decreases in popularity, and increased depressive symptoms. Susceptible teens also rated themselves as less competent in their close friendships (Allen, Porter & McFarland, 2006).
2.4.6 The feeling of belonging for teachers

There is no doubt that the centrality of positive, affirming, mutually respectful relationships is as crucial to an effective workplace as it is to children’s learning. A sense of community, of belonging, applies as much to adults as it does to children. Affirmation of each educator’s being, that is who they are, what is unique about them, the skills and talents they bring and what they find challenging is also crucial. The concept of becoming reminds us of the need for all educators to continue to reflect, learn and grow professionally, regardless of qualifications and experience. Moreover, good workplaces are ones where everyone is valued and feels valued, where everyone is both a learner and a teacher. Consciously and actively looking for progress, talents and strengths in colleagues is a first step. Highlighting them and acknowledging the contribution they make to the service and to children’s learning is equally important. Teachers are often professionally dedicated; however they may face motivational difficulties largely due to lacking a sense of belonging both inside and outside the classroom. Belonging is important because it's a fundamental psychological need that keeps people living and working at their best. Furthermore, according to Baumeister & Leary (1995), the need to belong is a fundamental human motivation (Deci & Ryan, 2000).

Unfortunately, to our knowledge, teachers’ feeling of belonging to the school where they are teaching has not been systematically studied in research on teachers, whereas students’ sense of belonging to the school has been shown to be positively related to both motivation (Furrer & Skinner, 2003; Goodenow & Grady, 1993), satisfaction, and positive affect (McMahon et al., 2008; Shochet, Dadds et al., 2006).

Skaalvik & Skaalvik (2011), conducting a research which examined the relations between school context variables and teachers’ feeling of belonging, came to the conclusion that in order to increase the feeling of belonging and job satisfaction and decrease emotional exhaustion, it seems important to create a supportive school environment, to clarify and develop mutual goals and values, to reduce time pressure on teachers, and to establish school-based directions for student behaviour. Furthermore, they also stated that this stronger feeling of belonging in turn results in higher job satisfaction, whereas it is negatively related to their motivation to leave the teaching profession.
According to the previous research, feeling valued, having a good report with school leaders, and strong relationships with colleagues combine to strongly affect a teacher's sense of belonging. The sense of belonging is shown to have a significant correlation with job satisfaction. Meanwhile, time pressures and discipline problems combine for a strong relationship to emotional exhaustion among teachers, which in turn is strongly correlated to the motivation to leave. There are also negative correlations between emotional exhaustion and belonging, emotional exhaustion and job satisfaction, and motivation to leave and job satisfaction. Negative correlations simply indicate as one factor increases the other decreases. For example, as the sense of belonging increases, feeling of emotional exhaustion decreases, or as job satisfaction increases the motivation to leave decreases. What's interesting here is how some of the factors are seemingly unrelated, but have significant consequences on teacher motivation. The feeling of belonging has little to do with the mental and physical strains of teaching that lead to exhaustion, yet if a teacher feels like they belong within their school district and feel like they are part of the team, they are less likely to feel exhausted, even if job factors are overwhelming.

2.4.7 Job stress and burnout among teachers

As already mentioned before the Maslach Burnout Inventory (MBI) of Maslach, C., Jackson, S.E. & Leiter, translated in the Greek language, was used in this research so as to study the phenomenon of teachers’ burnout in Greek schools.

Research in different cultures indicates that schoolteachers are among those professionals with the highest level of job stress (Stoeber & Rennert, 2008). As a result, many teachers experience burnout, decreased job satisfaction, and choose early retirement (e.g. Hakanen, Baker & Scaufeli, 2006; Cano Garcia, Padila Munoz & Carasco Ortiz, 2005). The causes of stress may include increased workload, students with behavioural problems, problem in the parent–teacher relationship, conflicts in cooperating with colleagues, lack of support from the school leadership, and lack of autonomy (Skaalvik & Skaalvik, 2007). Alternatively, supervisory support, autonomy and positive relations with colleges and parents may be regarded as job resources that may increase job satisfaction and reduce the risk of experiencing burnout.

The most widely accepted conceptualisation of burnout in the work of Maslach & Jackson (1986), who consider burnout as a symptom of emotional
exhaustion, depersonalisation and reduced personal accomplishment. Emotional
exhaustion is characterised by psychological depletion caused by the constant
demands of caring for others. This factor can include physiological illness, chronic
fatigue, and decreased stress resistance. Teachers exhibit emotional exhaustion when
they feel they can no longer extend themselves to students as they once did (Schwab
& Iwakini, 1982). Depersonalisation refers to negative disassociation, indifference to
students as individuals and a detached attitude toward individual student needs
(Maslach & Jackson, 1986). Satisfaction with Personal Accomplishment, a third
indicator of teacher burnout, is evidenced by self-evaluation relative to job
performance and expectations of future goal attainment. Teacher burnout factors are
associated with isolation from colleagues and disassociation from students and other
aspects of teacher work. In some cases, burnout factors are related to working harder
but with desensitised automaticity. These variables impact selection and
implementation of intervention strategies (Farber, 1991; Maslach & Jackson, 1986).

Schaufeli & Enzmann (1998) describe the development of burnout in three
stages. The first stage is characterized by stress, which is a result of an imbalance
between resources and demands. In the second stage, the individual experiences
emotional tension, fatigue and exhaustion, often accompanied by a number of
additional problems such as sleeping problems, headache, and forgetfulness. The third
stage consists of a number of changes in attitudes and behaviour (Pines & Aronson,
1988).

Teachers experiencing the symptoms of burnout are likely to associate their
perceived lack of control over problem behaviour with the need for alternative
placement (Gutkin & Hickman, 1988). For example, emotional exhaustion and
depersonalisation have been linked to the likelihood of inappropriate placement
recommendations (Maslach, 1999). When teachers experience infrequent success in
the management of students’ problem behaviours or academic growth, teacher
predictions of student success tend to diminish and can result in precipitous referral
and inappropriate placement decisions (Egyed & Short, 2006).

In a review of the literature conducted by Byrne (1999), several variables are
empirically related to the construct of burnout with origins stemming from both
organizational and personal levels. Organizational variables include role conflict, role
ambiguity, work overload, decision-making, and social support. Personal variables
include gender, age, years of experience, marital / family status, grade level taught,
and type of student taught, in addition to personality factors that include locus of control and self esteem.

According to Leiter and Maslach (1998), burnout is characterized by:

- emotional exhaustion, which usually refers to a state of emotional drain and deprivation and often have physical manifestations, such as energy loss,
- depersonalisation, which is described as cynicism, lack of idealism and negative or inappropriate attitudes towards other people and
- decreased individual achievement, which usually coincides with decreased professional efficacy, productivity or ability, low morale and inability to meet the work demands

Therefore, if we take into consideration this definition, we could draw the conclusion that teachers who experience burnout are more negative towards the behaviour of their students.

The profession of the teacher is extremely demanding, leading thus to a substantial amount of teachers who experience increased work-related burnout (Evers, Brouwers & Tomic, 2002) and cannot therefore perform adequately in their jobs. Several relevant studies have shown that many teachers have experienced feelings of burnout during their professional life (Friedman 1996; Burke et al. 1995). In the United States teacher burnout has become a major issue, since it is estimated that 15-20% of teachers will experience some form of burnout sometime in their career (Farber 1991). Similar findings have been reported also in other countries (Evers et al. 2002).

Although the issue of teachers’ burnout is of great importance, research studying this phenomenon in Greece is rare. Leontari, Kriidis & Gialamas (1996) conducted a research on 370 teachers and found that almost 1/4 of them was not at all happy with their work, while only a small percentage, 13%, was satisfied with their work. According to Kantas & Vassilaki (1997), who researched almost double the number of teachers, Greek teachers experience less burnout in comparison to their colleagues from other European countries. Regarding the differences that were observed in relation to other countries, the researchers concluded that there may be due to the fact that primary schoolteachers in Greece work less hours, are not formally evaluated, have a permanent job for life, and the curriculum that they teach is determined to a great extent by the Ministry of Education and Religious Affairs.
Another research which was conducted by Koustelios & Kouseteliou (1998) included 100 primary and secondary schoolteachers, who mentioned that they were quite satisfied with their work but not with their salaries and their work prospects.

Kokkinos et al. (2005) have also pointed out that teachers who experience burnout perceive the behaviours of their students as more undesirable. Moreover, female teachers may be more positive towards the undesirable behaviours of their students because they are the ones who are responsible for the upbringing of children in the traditional Greek society and thus are more tolerant of or used to such behaviours (Kataki, 1998). Therefore, the creation of a healthy and refreshing work environment seems to be a prerequisite for the best possible work performance of the teachers and should be part of every educational policy or reform.

Another quite recent study that was conducted in Greece with 384 primary schoolteachers (Avramidis & Kalyva, 2007) revealed that male teachers, who experience the feeling of exhaustion, express more negative attitudes towards the undesirable behaviours of their students. This finding is important given the fact that teachers' observations and estimations are taken under serious consideration when referring a student with problematic behaviour for assessment by the appropriate educational service (Prawat, 1992).
CHAPTER 3

3. Methodological and epistemological background to studying schools as organisations

3.1 Studying schools as organisations through interviews

The first part of the analysis of the schools as organisations will include interviews on what people remember from their experiences of school. This is a retrospective method, with all the biases inherent in such an approach, which will provide us with important reflections of individuals upon their school as an organisation. Such an indirect approach is preferable to a more direct approach whereby one could ask teachers to reflect upon their organisational experiences in school. As has been well documented in the first chapter, there is significant resistance to viewing school as an organisation and the use of interviews that tap memories have the potential to reveal that way in which the organisation imprinted itself upon individuals. The organisational climate of a school fosters environmental understanding, competence and control as well as academic learning (Uline, Moran & Wolsey, 2009). There is no doubt that it is important to analyse schools as organisations as while we are learning how the school as an organization works we are also learning how to take roles there - a way of relating to the school as a system (Calvert, 1975). The roles we find play a major part in defining not only our sense of self, but also particularly our sense of agency and self esteem as adults.

The current study consisted of twenty teachers. At the time of data collection all of the participants were teachers working in Primary and Secondary schools in major cities all over Greece. The participating teachers were between 25-56 years old. Fourteen of the participants were permanently appointed teachers whereas six of them were temporarily appointed only for this particular school year. Seven of the participants were male and the other thirteen were female. Except from the temporarily appointed teachers who had been working for the last four years in Primary and Secondary Education, all the other teachers had been working for more than ten years in Primary schools the time the interview took place. Three of the
participants being interviewed had completed their postgraduate studies, holding MA and MBA degrees whereas one of them was a PhD titleholder. Our aim was to study and analyse the teachers’ memories about their own school experiences, as they can be avenues to understanding and insight. According to Rothenberg (1994), in the case of memories about schooling, things are very thick and richly informative. More particularly, being in ‘the thick of things’, encapsulates the inescapability of the presence of memory in everyday life, as something we are always stirring up and moving through. This is an appropriate approach for teachers in classrooms, with a background of thousands of hours of memories, and a multitude of classrooms, teachers, and peers from which to draw. These memories constitute a vast and varied landscape of personal knowledge, beliefs, and understandings.

Some researchers argue that much of who we are is developed during childhood (Caffarella & Olson, 1993; Hennig & Jardim, 1977). Childhood relationships and developmental activities, opportunities, and experiences (including hardships and times of pain) come together to create each human being (Cooke, 2004). Personal events, values and commitments, special circumstances or historical influences that motivate and define people’s actions in the future occur during childhood and that is why this period is critical for the development of every human being.

‘In the case of memory, we are always in the thick of things’ (Casey, 1987: 2). Memories of schooling have much to do with the network of beliefs that one brings to teaching and to learning about teaching. What people remember about schooling becomes a core of their beliefs. In one such use of evidence Holt-Reynolds (1992) defined the belief system as theories that are basically based on untutored interpretations of personal lived experiences.

Another evidence for the substantial role of school experience in adult learning can be found in the research of Pillemer (2000) who asked adult subjects about their recollections from college. Most of the remembered episodes were connected to rather intense emotions and the subjects assigned long-term consequences to single episodes. Thus, lasting impressions made by class situations or teachers can be momentous and influence people’s further life course. These results might lead to the conclusion that school experience may have a lasting effect on adults’ educational decisions.
The role of motivation theory is important when considering and understanding school memories. In several cases people refer to appreciating the areas of school over which they could have some control, such as choices they could make. These examples were mindful of the work on internal motivation of achievement (Brophy, 1983). On another level of motivation theory some of the students ascribed failures or difficult situations to a teacher’s personal feeling or to their placement in a particular group (Weiner, 1980).

As far as memories are concerned the most characteristic phrase is the one that Neinhardt (1961) points out ‘I did not have to remember these things; they have remembered themselves all these years.’ Memories of all types as well as school memories wait to emerge within each one of us, they are there to be recalled and reconstructed. They may come to mind unbidden at any moment when an incident triggers something from an earlier time, whether it would be yesterday or twenty years ago.

According to Loftus (2011), without memory, life would consist of momentary experiences that have little relation to one another. Without memory we could not communicate with other people for we could not remember the ideas we wished to express. Without memory, we would not have the sense of continuity even to know who we are. Memory is central to being human; thus it will come as no surprise that philosophers and scientists have been interested in the subject as far back as recorded history goes.

In this research the subjects were asked to frame their school memories and were encouraged to report both positive and negative aspects of their experience as individual memories can be a route to insight about what we bring to everyday life. There is no doubt that the teaching impact of the occasion of asking teachers to remember their past schooling memories is in itself an avenue for exploration. That is because not only does asking people to remember lead to more introspection but also teachers begin to embed newly learned material in their experience, possibly with insight. All of our school memories enable us to look into the landscape of experience and it is that experience and knowledge that will allow us to teach with intelligent adaptability and flexibility.

3.2 The purpose of the interview and the research questions
In order to investigate the teachers’ perceptions about their school memories, we used a semi-structured interview in which five open questions were presented to the participants. Our main priority was to create a cosy and trustworthy atmosphere with the respondents so as to be able to investigate their opinions as well as their experiences. The main purpose of the investigator was to ask the questions and let the respondents answer freely without interfering or leading them.

It is very important in this point to stress the fact that the teachers being interviewed had no knowledge at all of what they were going to be asked about. The only thing they were informed about was that they were going to be asked some questions relative to their personal experience concerning school and their profession. Before being interviewed the participants taking part were given a consent form to study carefully and then they were asked to sign it so as for the researcher to have their consent (Appendix 2, consent form for interviews for teachers).

The interview was framed around five main questions and the interviewer added relevant follow-up questions where appropriate. Our aim was to employ a personal narrative-based research methodology, thus giving a voice to participants in the study. The following were the questions used:

1. What do you remember from your time in school?
2. Looking back on your time in school, what do you think you learnt?
3. Looking back on your time in school, which are the characteristics of successful or ‘good’ students?
4. Looking back on your time in school, which are the characteristics of unsuccessful or ‘bad’ students?
5. How many people compose your school?

After completing the interview all the participating teachers with no exception expressed their desire to be informed about the results of the interview as they stated that they found the topic of the interview quite interesting and innovating. In fact, more than half of the participants stressed the fact that they have taken part in many interviews before but almost all of them included questions only about the curriculum or the analytical programmes being used in school classrooms and none of them aimed at finding what we actually learn at school and how our association with the whole school environment affects our performance at school in general.
3.3 Studying schools as organisations through questionnaires

The second part of our research concerning the relationship between psychological belonging, student performance and organisational culture in Greek Primary Education included the use of four different questionnaires, which were addressed both to students and teachers. Through the use of these questionnaires we aimed at studying the feeling of ‘belonging’ among students and their inclusion in the environment of a school organisation as an important factor both for the achievement of effective learning and the improvement of their performance.

The questionnaires employed were as follows:


Psychological Sense of School Membership (PSSM) by C. Goodenow translated in the Greek language by the researcher.

Feeling of belonging Questionnaire for teachers by Einar Skaalvik & Sidsel Skaalvik, translated in the Greek language by the researcher.

Maslach Burnout Inventory (MBI) by Maslach, C., Jackson, S.E, & Leiter, translated in the Greek language by the researcher.

The Greek Ministry of Education approved the research procedure with the use of the previous questionnaires (Appendix 1, Approval for conducting the research from the Ministry of Education), whereas for reasons of ethics since the questionnaires were applied to children a consent form was given to the parents so as to complete it. The consent form was in Greek and explained thoroughly the purpose of the research and provided all the necessary information so that the parents of the children could give their permission for their children to fill in the questionnaires (Appendix 2, consent form for the parents of the students). The children who finally took part in the research procedure had all handed in the consent form signed by their parents whereas the students who did not return the consent form signed by their parents were excluded from taking part in the research.

3.4 Studying schools as organisations through drawings
Images are central to our social world. As Pink (2001: 17), a visual anthropologist, puts it: ‘Images are 'everywhere'. They permeate our academic work, everyday lives, conversations and dreams’. From mass-produced advertising to subtle body language, we make sense of the world, in large part, through our eyes. A number of educational researchers have found it important to collect visual data, which in practice, meant photography and video, though some researchers have used other visual documentation methods such as drawing (Ramos, 2004).

There has been a growing fascination over the past century with the emotional and psychological aspects of children’s art expressions, particularly from the fields of psychology, psychiatry and art therapy. Drawing has been undeniably recognised as one of the most important ways that children express themselves and has been repeatedly linked to the expression of personality and emotions. Children’s drawings are thought to reflect their inner worlds depicting various feelings and relating information concerning both psychological and interpersonal status (Malchioti, 1988).

Eisner (1976) made a strong case for the relationship between art and thinking, learning and academic performance. Art reflects what a child knows about the world. Children who have directly experienced a wide variety of people, places and objects will have an array of things to chose from when doing art or making drawings. Moreover, according to Schrirmacher (2001), translating ideas, concepts and experiences into art involves many thinking skills, as one must decide what to present and how to execute it. When drawing pictures one must plan, organise and make choices. Art involves concentration, staying with a task, seeing it through into completion as well as problem solving- all important skills and habits. Art serves as an index of a child’s thinking. We can look at a child’s artwork, particularly painting and drawing and find out what they know about the world, what they consider important and how they chose to represent it.

Yet, research using visual imagery as prompts of evidence in research is in the early stages of development. As Prosser (1988) argues, qualitative research is about ‘words or occasionally numbers and only very rarely images except as representations of words and numbers’. Analysing pictures and drawings constitutes a participatory approach to research as many people enjoy drawing pictures rather than being asked to respond to interview questions (Anning & Ring, 2004).

Children engage in art activities for multiple reasons. Many of them will engage in art activities, such as drawings, just for their own personal pleasure
These activities can help children engage many of their senses especially those of sight and touch. In addition to the heightening of their senses art makes children more aware of the physical environment in which they live (Day & Hurwitz, 2001: 49). Moreover, such kinds of artistic activities can help further children’s creative, social and emotional selves (Day, 2001: 64).

Kaplan & Main (1985) were the first to suggest that children’s drawings might be a fruitful way of capturing attachment representation. The non-verbal nature of drawings may free the child to express emotions and attitudes that are otherwise difficult to assess. According to an old Chinese proverb, a picture tells a thousand of words and drawing is in the same field of expression as play and speech. Children who draw are happy children. They express their fears, joys, dreams, pain etc through drawings, and also give you leads about their relationships to the world and to other things. Drawing is an outlet for communication and children's artwork represents a view of their personalities. According to Bhaqwagar (2010), pictures provide a window through which one can observe a child’s innermost thoughts and feelings, as before children have mastered the use of spoken language, it is natural that the only form of expression they have are spontaneous images. But even after children start speaking, feelings that they are unable to put in words can often be expressed more easily through drawings and paintings. For young children, pencil, brush and paper are the best means of conveying their fondest hopes and most profound fears. When children believe important elements are missing from their lives or feel deprived of love and attention; if they have failed, are angry or anxious, then these sentiments are most likely to be expressed -directly or in disguise- in the pictures they create.

Drawing, painting and other artwork are very useful communication techniques for expressing thoughts, feelings and perceptions. Artwork is a particularly means of expression for children. As children draw or paint their mental perceptions of school experiences, family experiences or themselves, they draw what they feel and know, rather than what they see (Page, 2003). Drawings can be a useful tool for self-expression and a means for teachers to see what their students are thinking and feeling. By having knowledge of this practice, teachers can learn three very important things. First of all they will gain knowledge of the social and cultural context in which their students live in. Second, teachers can learn about the strings, interests, and needs of each individual child. Third, teachers can acquire knowledge about child development and learning (Cushner, 2003: 320). Therefore, when teachers have
access to these skills and bodies of knowledge they have the opportunity to prepare for the needs of their children.

3.5 Using pictures to analyse organisations

Researchers and scholars have used a variety of different methodologies while studying organisations as well as organisation structure. According to Swanson (2009), specific disciplines and individual scholars tend to rely on favoured research methods such as surveys, questionnaires and interviews in order to study the nature of organisations. Alternatively there are other non-traditional inquiry methods that will allow scholars to investigate a wider range of phenomena and to ask a wider range of important questions. Recently researchers use qualitative methods of research to analyse image data such as journals or pictures and story telling so as to get at the more unconscious aspects of culture. This therefore means allowing research participants greater involvement in creating and interpreting the drawings and images used in the study. These freehand drawing procedures are of crucial importance as participants are asked to generate images that represent some facet of their experience (Swanson, 2009).

Unfortunately, however, very little research has been reported that actually used any of these non-traditional methodologies but there are some cases in which organisational researchers used drawings to conduct researches on adults. Fairfield-Sonn (1987), for example, asked managers from two different organisations to draw their own personal perceptions of their organisation's organisation chart.

Fairfield-Sonn called these drawings ‘cognitive maps’, and argued that they are useful tools for studying how organisations function. Nossiter & Biberman (1993), on the other hand, used both drawings and interviews in a pilot study so as to examine the organisational structure of two organisations located in the North-eastern United States. More particularly, the respondents were asked to close their eyes and get an image, which to them represents the total organisation in which they work. Then, they were asked to open their eyes and draw whatever image they had just seen. Respondents were next asked to name an animal which to them represented their organisation and to give a brief explanation of their drawing and animal choice. According to the previous researchers, there appear to be many advantages to using
this non-conventional methodology so as to study an organisation. This is because the request for a drawing focuses a person's response on a single most salient feature or perception of the organisation or department, leading to both respondent honesty and parsimony. Despite the discipline of this approach, the willingness of respondents to answer the questions and their expression of enjoyment in completing the questionnaire suggests that this rather unusual request for creativity may be quite motivational in getting respondents to analyse their organisation.

According to Lieberman & Hom (1998), as a part of a larger assessment, drawing analysis is one of the elective techniques employed in child psychiatry as such techniques could help professionals to understand the emotional distress of abused children. Information gained from drawings may be useful in the overall assessment process of a distressed child (physically, sexually abused children). Moreover, both psychoanalysis and developmental psychology regard drawing as the channel that allows the child to express his/her discomfort, anguish and the self-defensive mechanism against pain. Drawings are often called upon by professionals as a method of allowing a child to communicate more freely, no language being necessarily involved, as well as a way of ‘breaking the ice’ between the child and the professional (Veltman & Browne, 2002).

Furthermore, according to a research conducted by Piperno, Biasi & Levi (2007), drawing techniques are largely concerned with evaluation of emotional states of children, because drawings are useful for the identification of emotional problems in children. Their use is all the more valid when one considers that children are able to convey in their drawings thoughts and feelings they cannot express in speech or writing. This may be particularly true of abused children (physically and sexually abused children) who feel fear to talk about the abuse. The previous researchers also concluded that children who have suffered any form of abuse (either physical or sexual) tend to project their inner drama in their drawings. It is quite characteristic that their past experiences of loneliness, exclusion, anxiety, and inadequacy emerge both in the graphic and in the contextual analysis.

However, there are some cases in which researchers used drawing methodologies so as to study organisational processes that take in schools. Yurtal & Artut (2010) conducted a research in Turkish schools so as to investigate how children perceive the element of violence at schools through the use of drawings. The participants for this study were children recruited from the middle socio-economic
status elementary school. The final sample consisted of 66 children volunteers between the ages of 12 and 13 years whose parents agreed to let them participate in the study. To determine the children’s perceptions of violence in school, they were asked to draw a picture showing a violent incident that they had already seen, witnessed, heard, or experienced. According to the conclusion of the specific research, violence has been observed among peers in school and also, whereas both the teachers and the director may behave violently with a student in the school environment. Children have been affected by these violent incidents and their drawings depicting violence scenes in the school environment can be regarded as a useful method of understanding children’s ideas related to school violence.

Moreover, there was a similar research, which was conducted in Greek schools and more particularly in ten primary schools of Central Greece (Andreou & Bonoti, 2010). The present study aimed to investigate the phenomenon of bullying and victimization inside the school community through the use of two complementary assessment tools, namely self-reported questionnaires and children’s drawings. The sample consisted of 448 boys and girls from the fourth to sixth grade classroom of ten primary schools in Central Greece. The children were asked to draw a scene of victimization taking place in their schools and the results reveal some interesting associations primarily related to gender differences. More particularly, boys tended to depict themselves in more physical aggression scenes than girls, while girls tended to draw themselves in more verbal victimization scenes than boys.

Another research in which scientists used pictures and drawings to study the organisational processes that take place inside the school environment was conducted in primary schools in England and in Mexico. More particularly according to Barraza (1999), drawings by English and Mexican school children (7-9 years old of primary education) were analysed to evaluate their environmental perceptions as well as their major expectations and concerns for the future. A total of 741 pictures were collected from three schools in England and five in Mexico. The results show that the school children manifest a deep environmental concern in their pictures. Children in Mexican schools gave significantly greater importance to drawing rural places, whereas there was no strong evidence to suggest that children from schools with environmental policies developed a higher concern for environmental issues. The most impressing finding from this research however was the fact that although children from the two
countries had significant structural and cultural differences, they manifested more similarities in their drawings than differences.

3.6 Conclusion

As already mentioned in the previous chapters, our aim was to understand the experience and phenomenon of school through different methodologies that tapped into different levels of the school. Therefore, we decided to use three different methodological approaches, interviews, children’s drawings and a self-report survey of belonging among teachers and students. As our intention was to view the phenomenon from different angles we considered more suitable to use a multi-strategy or quasi triangulation approach consistent with researchers who advocate the use of different research methodologies and different data sources to study a specific phenomena. The following table 9 that follows gives a short description of the methodological approaches used:

Table 9: *Methodological approaches of the thesis*

<table>
<thead>
<tr>
<th>1st Approach</th>
<th>Interviews on teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Approach</td>
<td>Self-report survey for psychological belonging on students and teachers</td>
</tr>
<tr>
<td>3rd Approach</td>
<td>Drawings of children</td>
</tr>
</tbody>
</table>
CHAPTER 4

4. Interviews: what people remember from school?

Before starting to describe and analyze the data of the particular interview I feel obliged to thank all the participants who so willingly took part in the interview and offered their help in order to find answers to the vital question on what people remember they have learned at school. Memories of schooling are salient to the development and practice of both of students and teachers and can be avenues to understanding and insight with regard to the organisational experience of schooling.

4.1.1 The interview participants

The interviews were conducted from January 2011 until April 2011. At the time of data collection all of the participants were teachers working in Primary and Secondary schools in major cities all over Greece as the sample population comprised participants according to geographical diversity. The twenty participating teachers were between 25-56 years old. Fourteen of the participants were permanently appointed teachers whereas six of them were temporarily appointed for this particular school year. The majority of the participants were female (n=13). The temporarily appointed teachers were actively working for the last four years while the tenure of experienced teachers exceeded 10 years. Table 10 presents the demographic data of the participants:

Table 10: Statistic data about the profile of the teachers who participated in the interview

<table>
<thead>
<tr>
<th>Sex</th>
<th>Absolute Frequency</th>
<th>Relative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Absolute Frequency</th>
<th>Relative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>MA, MBA</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>
### Years of teaching experience

<table>
<thead>
<tr>
<th>Years of teaching experience</th>
<th>Absolute Frequency</th>
<th>Relative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10 years</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>10-20 years</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>20-30 years</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

#### 4.1.2 The purpose of the interview and the research questions

The researcher made clear that the interview would be absolutely confidential and it would only be available to the members of the research team. Additionally, participants were informed that parts or extracts of their interviews could be included in the final research report. However, participants were assured that their identity would be protected. The research team kept one copy of the interview while the other was given to each participating teacher.

As already mentioned before, the interview included five questions. These five questions were supported by follow-up questions, which were intended to prompt the participants to share more information and/or clarify ideas that were expressed. By employing a personal narrative-based research methodology, we provided a voice for the participants of this study. The following were the five initial questions used:

1. What do you remember from your time in school?
2. Looking back on your time in school, what do you think you learnt?
3. Looking back on your time in school, which are the characteristics of successful or ‘good’ students?
4. Looking back on your time in school, which are the characteristics of unsuccessful or ‘bad’ students?
5. How many people compose your school?

All the interviews are included in Appendix 3.

The research questions as far as interviews are concerned are the following:

- Does the organisational process a young person experience have a greater impact on them than the content they learn?
• Do the psychological and organisational experiences of belonging and inclusion help students understand their organisational norms as well as their role and value in the organisational life of the school?
• Are the models of success and failure in the school related to non-academic factors?
• Do the teachers perceive all the social counterparts of the school environment (students, teachers, headmasters, helping staff, parents, wider community) as equal members of the school as an organisation?

4.1.3 Using thematic analysis in the interviews

Thematic analysis is a poorly demarcated and rarely acknowledged, yet widely used analytic method within and beyond psychology (Roulston, 2001). It is a method for identifying, analysing and reporting patterns within data. It minimally organises and describes the data set in rich detail, but it also often goes further than this, and interprets various aspects of the research topic (Voyiatzis, 1998).

Thematic analysis can be an essentialist or realist method, which reports experiences, meanings and the reality of participants, whereas it also examines the ways in which events, realities, meanings, experiences and so on are the effects of a range of discourses operating within society (Braun & Clarke, 2006).

Therefore, we decided to analyze the data by using thematic analysis as it allows the organisation of data in themes and categories. The six-phase process of analysis as described by Braun & Clarke (2006) was followed: First of all the analysis involved repeated readings of the interview transcripts so as to produce an initial coding. After that all relevant codes were collated into themes and then themes were identified between our categorizations in order to create the thematic map of our data. Specific extracts of the transcripts were coded for the readers to make our arguments about the research questions and verify our interpretations, whereas the participants’ names were not mentioned in order to maintain the anonymity of research.

4.1.4 Memories from the school years- Experience and Motivation
In this part of the analysis we are going to present some data and information concerning the first question of the interview about what people generally remember from their school years and their experiences, both positive and negative they had in school. Schools and education in general should have as a first priority to prepare young children for the future and provide them with those tools as well as recourses so as to live successfully beyond the school gates. But ‘before schools can genuinely begin to meet the needs of young people we need to understand what those needs are’ (Claxton, 2008: 1). There is no doubt that in order to understand the needs of our students we must first try to understand the way they view the world, the school they attend and themselves.

4.2.1 What do you remember from your time at school?

In this section we take a closer look at the stories of what people remember about school and their positive or negative memories told by the teachers who participated in our study themselves, focusing our first analysis around the essential point of school memories which was raised by our study. Eight teachers, 40% stated that they have only positive memories from their school years and their whole experience as students, whereas 4 (20%) reported having extremely positive and less negative school memories. On the contrary, 3 of the teachers, (15%) being interviewed remember having equally both positive and negative memories whereas only 2 (10 %) reported having a few positive memories and a lot more negative ones. Only 3 of the teachers (15%) being interviewed had only negative things about school and their school days to remember. The memories of the subjects being questioned are presented in table 11 and figure 4.

Table 11: Statistic data about the memories of the teachers who participated in the interview

<table>
<thead>
<tr>
<th>SCHOOL MEMORIES IN GENERAL</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ONLY POSITIVE MEMORIES</td>
<td>8</td>
<td>40%</td>
</tr>
</tbody>
</table>
| VERY POSITIVE AND LESS NEGATIVE MEMORIES | 4 | 20%
### Figure 4: Statistic data about the memories of the teachers who participated in the interview

<table>
<thead>
<tr>
<th>Memories Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive and Negative Memories</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Less Positive and More Negative Memories</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Only Negative Memories</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### 4.2.2 Success and enjoyment from learning- gifted teachers

The theme of success and enjoyment from learning is pervasive among discussions of teachers who present themselves as cheerful and happy students. According to their own narration school time was for many reasons the happiest period of their life. Overall, there was strong emotional content in nearly every teacher being interviewed and most of the positive experiences being mentioned were directly related to specific academic activities. In general enjoying learning was a common theme of the best experiences, usually attributed to a teacher or sometimes to person’s own abilities.
‘I have many memories from school and I can by no doubt say that my school years were the happiest years I have had so far. I strongly believe that all the things I learned and experienced during my school years helped me to reach so far in my life and become who I am by achieving so many goals in my life’.

Another teacher points out ‘I really liked going to school, I used to take good marks, I was a very good student, I did very well in all my exams and everything was perfect for me at school. I only have positive things to remember and I basically believe that I owe everything I know today to the knowledge and the experience I had in school. I think that the school was the source of all the basic skills and qualifications I have had so far including language, expression, history, mathematics.

As already mentioned, these people relish their schooldays having positive memories from school because they were good enough at specific things the school valued and felt they had a reasonable chance of doing well enough in their exams (Claxton, 2008). Another category of teachers points out that the feelings of happiness and enjoyment they have from school are strongly interrelated with some other aspects of the school environment such as the teachers, their schoolmates, the schoolyard.

‘I remember my school years as being the happiest days of my life. I remember all my teachers, my schoolmates, my school building and especially my schoolyard. The school was a place to play and meet my friends, a place to socialise and take part in sportily activities. I remember the amphitheatre where we used to present our theatrical performances, the gym and the football and basketball courts like it was yesterday’. Another one recalls ‘Most of all I remember the outings we used to go with our teachers and the jokes we made either during the lessons or outside in the schoolyard. These were happy, careless days with the school being a place where we used to laugh and have fun’.

Interestingly enough, many of these feelings of success focus on the issues of developing competency and identity inside the school environment. According to Erikson (1968) who analyses the tasks that individuals must accomplish, children of elementary school age must feel competent in their work in order to develop a firm sense of their identity in adolescence.
4.2.3 Challenge and stimulus in teaching procedure

Another pervasive theme among the discussions of the teachers is the theme of challenge and stimulus in the teaching procedure. Many of the teachers’ positive experiences are strongly associated with challenging and stimulating classes in which teachers brought interesting and helpful material to students.

The most important thing though, is the fact that the students took part in many extracurricular activities with their teachers’ guidance and support. These were the teachers who took seriously the student’s initiative and helped them prepare and plan their everyday schedule.

More specifically, one of them reports ‘I graduated from a school in a small village where there was only one teacher for all the students. Although a lot of years have passed I remember all my teachers and especially the ones that helped in organising specific activities, which were related to the school life. Through their help and support we prepared meals in school, we build toilets and helped in carrying building tools so as to finish building the schoolyard. Our teachers were the source of all of our knowledge and sometimes their advice and guidance saved our lives. In this point I feel obliged to thank one of my old teachers, as I owe my life to his instructions on how to act when beaten by a snake’.

Another teacher belonging to the same category as the previous one being questioned remembers things connected to the organisational aspect of school as well as extra curriculum activities which also enhanced the feeling of understanding school as an organisation. ‘I remember playing in the schoolyard with my friends for many many hours during the school breaks which seemed endless. I also recall an exceptional teacher who taught us a lot of things besides the actual curriculum and the standard school lessons, such as how to organise and act in a theatrical play. I specifically recall this teacher as he also helped us in taking part in athletic activities as well as organising our studying so as to be prepared for the national school exams’.

4.2.4 Excitement versus horror and physical abuse
Three of the teachers who took part in the interview reported having equally positive and negative memories from their school life and their whole experience as students. The most impressive thing in their narrative is the intensifying power of feelings that overwhelms them for both the positive and the negative school memories. On the one hand, school comes as the centre of their universe whereas on the other hand it constitutes a place of horror and misery.

‘When I think about school all the wonderful and exciting things come into my mind. For me who grew up in a small mountainous village with only one teacher for all the students, school worked as a bridge in order to experience all the things we could not actually live. This is how I became mature in the school community. Through school I imagined the sea, which I did not have the chance to see until I was 17 years old. I also imagined some other things, such as the train, the aeroplane, the big city and the block of flats through the eyes of my teachers who were, what can I say, the centre of everything. They were the source of knowledge and they taught you a number of things that no one else, not even your own parents could teach you in the small society of the secluded village where I used to live’.

Despite the fact that the best memories were enjoyable, challenging or even mildly good, a number of the negative memories were of devastating scenes of humiliation. Most common were scenes of being beaten in front of one’s peers. The narration of the previous teacher depicts this devastating feeling of humiliation ‘On the other hand I will never forget as long as I live that I was one of the students that were being beaten for a number of reasons as the Greek Ministry of Education when I used to go to school had not forbidden beating as well as physical abuse of students in the Greek schools. This feeling of humiliation is something that always comes into my mind whenever I think about school as well as all the practical difficulties I had to face in order to attend to my school. Just think that we had to walk through frozen roads during winter and we also had to bring our own sticks so as to light a fire inside the classroom in order to get warm’.

To be honest, I was quite overwhelmed by the narration of some of my colleague teachers as I grew up in a big city, attending a modern, comfortable and well-organised school. By no means could I ever have imagined that for some people school might at the same time be a place of joy and happiness as well as a source of ultimate humiliation and a struggle for surviving. This physical abuse included acts in which physical force was used and intended to cause discomfort or pain. It also
included forcing others (physically or verbally) to engage in actions that cause physical injury or discomfort. This physical abuse involved hitting, smacking, slapping, or spanking children, with the hand or with an implement. The most surprising thing for me was the fact that all these took place in the Greek schools of the twentieth century. Unfortunately, however, corporal punishment is widely tolerated around the world as the way adults instil discipline in and exercise control over children inside the school environment. The corporal punishment for control or discipline or even for correcting or changing behaviour, or for educating children is a degrading form of violence that has negative physical and psychological effects on students, including pain, injury, humiliation, helplessness, anxiety, and low self-esteem (Harber, 2004; Halford et al., 2004).

But apart from the physical and corporal abuse the specific teachers also faced psychological abuse that involves threats, belittling statements, bullying, and emotional manipulation. This form of violence may also have devastating, life-long consequences for victims. Psychological abuse includes the verbal abuse directed at individual children and the fear generated by watching the physical punishment of other children (Ennew & Plateau, 2004). As we will see in the next interview teachers felt worried and frightened when they were themselves abuse but additionally when they witnessed the physical and psychological abuse to their fellow classmates. According to Lueders (2010), emotional abuse tears at a person's self-esteem and can greatly impair psychological development and social interaction. In children, emotional abuse can hinder attention, intelligence, memory and the ability to feel and express emotions appropriately. For both children and adults, emotional abuse can manifest itself in social withdrawal, severe anxiety, fearfulness, depression, physical complaints, avoidance of eye contact, self-blame and substance abuse. Emotionally abused seniors may feel extreme guilt, inadequacy, depression or even powerlessness.

The theme of enjoyment versus horror and physical abuse is also prevalent in the narration of the following participant: ‘The positive things that I remember about school are highly connected with the fact that it gave me the opportunity to learn a number of new things, general knowledge but also specified knowledge through the various lessons of the curriculum. The school was the place where I used to play with my classmates for endless hours and hours feeling free and careless. At the same time I feel obliged to share with you some negative things about school that come into my mind. At that time the teacher had the power to punish us and even beat us whenever
he decided to. I remember all the students being worried and frightened about being beaten or physically abused and I have to say that most of the times we were unwilling to be victims of physical abuse but unfortunately we had no other choice’.

For the teachers belonging to this category schools were very stressful places as they experienced a strong sense of negativity not because of the intensifying pressure and the competition that took place in their schools but due to the fact that schools were a place of torture for them which is something that does not confirm with the values and the culture of the schools in the twenty first century. After all children deserve a school environment that is safe and nurturing, one that will allow them to grow and maximise their full potential. Yet many students face a different daily reality experiencing physical and psychological abuse and violence in school. This reality compromises their ability to realise the benefits of education and it impacts whether children attend school, whether they are motivated or able to concentrate and learn inside the school environment.

4.2.5 Sense of negativity and powerlessness in the school

The issue of powerlessness and negativity in the school environment also prevails in the narration of some of the participants since they mostly recall negative things, which are connected with their experience as students in class. These teachers start their narration by recalling the negative aspects of their school life in the beginning and by the end of their narration they only add a few pleasant experiences from their school years. In this part of the analysis I feel obliged to point out that the teachers who reported mostly negative school experiences felt a little unease and uncomfortable during that part of the interview. To be honest, I strongly believe that they were quite relieved when we moved to the next question of the interview talking about the successful student of their time, a question that did not bring unpleasant experiences to their minds.

More specifically, one of them reports ‘I will start my narration by listing you all the negative things about school that come into my mind. I remember some teachers who I think are responsible for the fact that I hated specific lessons, such as mathematics. Those days there was no cooperation between the teacher and the student. The only thing I can remember is a sense of distance between the strict
teacher and the student and a total lack of communication. The teacher had the power
to do whatever he wanted and you just had to follow his rules. Otherwise you were the
black sheep of the class who was punished all the time. Fortunately, even back at
those days there were exceptions to the rules and I would not be fair if I did not
mention my favourite teacher who taught us Modern Greek and had the charisma to
make us like his lesson. But I have to point out that by no means my experiences from
school were mostly negative, especially for the reasons I have already mentioned’.

The previous teacher seemed to understand from his / her early school years
that the subjects being taught and the content itself were in fact less important than
what you do with the content. The truth is that you cannot teach any kind of
knowledge without influencing the exact way in which young learners engage with it
(Handy & Aitken, 1986).

Another one reports a traumatic experience from his school years that were
responsible for the strong sense of negativity about his school life. ‘I mainly
remember the strict teachers I used to have when I was a student and the fact that we
were being beaten all the time, practically without any reason. But I specifically
remember a traumatic incident that stigmatised me for the rest of my life as one of my
teachers who got angry with another kid threw all the things from my desk and me ,
just because I happened to be near her. From that day on I hated that specific lesson
and I disliked school even more as my fear grew bigger. The only positive experiences
about school have to do with the outings we used to go and the new places we visited.
But unfortunately, besides that I cannot say that school was a place I remember with
nostalgia’.

It is very important to this point of the analysis to draw our attention to the fact
that the negative experiences of the teachers being interviewed derive from the
personality and the hostile behaviour of the teachers they used to have when they
were students themselves. These teachers as young learners wanted to ‘learn’ and not
just sit back and do what they were told. In fact many of them wanted a form of
learning in which they would decide what should be learnt and how it should be
learnt. At the same time they yearned to learn by researching and also feel that the
learning they were doing was preparing them for the challenges of life. There is no
doubt that the role of the teacher has completely changed in the schools today, but still
we as teachers and cultivators of young souls should always bare in mind that our
main priority is to be equitable, sensitive, respectful, unbiased, honest, and ethical in
our relationships with our students. Besides that the role of the teacher needs to be changed to more that of the agent than expert. The new teacher should be a counselor, a facilitator, a manager of learning situations, a co-coordinator of projects and a team leader (Handy & Aitken, 1986).

The last teacher belonging to this category reports that she does not remember learning a lot of things at school due to the intense negative feelings she experienced in the school community. ‘I do not think that I learned all the things I should have learned at school and I believe that my teachers were responsible for that. They were very strict and they kept a distance from us, which made us feel quite uncomfortable. We did not even dare to tell our parents that we had not studied or that the teacher punished us for that. Another thing is that we all worked alone, they did not permit us to work in teams and the competition was quite harsh. But the most disturbing thing for me was the fact that our teachers worked only with the good students and left all the other kids who faced learning difficulties totally helpless’.

This comment from the previous teacher being interviewed raises the problem of individual differences in learning as she points out that a number of her classmates were not guided nor even challenged to participate in the procedure of learning as their teachers did not take into consideration their learning difficulties and the fact that there are major developmental differences in learning. According to the Developmental psychologist Howard Gardner (1991), as children develop, they form new ways of representing the world and they also change the processes and strategies they use to manipulate these representations. Gardner has also argued that there are many dimensions of human intelligence other than the logical and linguistic skills that should be valued in the school environments. Some children are gifted in music; others have exceptional spatial skills (required, for example, by architect and artists), or bodily / kinaesthetic abilities (required by athletes). Schools must create the best environment for the development of children taking into consideration such individual differences.

Vosniadou (2001) proposes some recommendations so as teachers could create the best environment for the development of children, while recognizing their individual differences. Her recommendations are the following:

- Learn how to assess children’s knowledge, strategies and modes of learning adequately.
• Introduce children to a wide range of materials, activities and learning tasks that include language, mathematics, natural sciences, social sciences, art, music, movement, social understanding, etc.
• Identify students’ areas of strength, paying particular attention to the interest, persistence and confidence they demonstrate in different kinds of activities.
• Support students’ areas of strength and utilize these areas to improve overall academic performance.
• Guide and challenge students’ thinking and learning.
• Ask children thought provoking questions and give them problems to solve. Urge children to test hypotheses in a variety of ways.
• Create connections to the real world by introducing problems and materials drawn from everyday situations.
• Show children how they can use their unique profiles of intelligence to solve real-world problems.
• Create circumstances for students to interact with people in the community, and particularly with adults who are knowledgeable and enthusiastic about the kinds of things that are and enthusiastic about the kinds of things that are of interest to the students.

At this point it is very important to notice that the previous teachers taking part in the interview mention that their negative memories and feelings they have from their school days are closely connected to the fact that there was a lack of collaboration not only between themselves and their teachers but also between themselves and their classmates. These teachers desired collaboration, they wanted to have the ability to get together and work together with other people. They wished to think, argue and finally learn together. But unfortunately this was something inconceivable for their teachers and the whole Greek educational system of that time. Another interesting thing to point out is that the previous teachers also kept repeating the pattern of not making any choice or contribution to their learning. More specifically, they stress the fact that they had no choice as to how, when and what they were learning whereas at the same time they made no contribution the tasks they were going to be working on or to have an understanding of what it is required.
In each of the previous examples the problem does not appear to be the fact that a teacher was strict or that he criticized a student. After all this could be a positive approach to teaching. The teachers have perceived and remembered the element of their teacher’s conscious desire to hurt and humiliate rather than the element of constructive criticism. Naturally, this calls for a restructuring of the way we think about learning and teaching. And this is where the role of the school as an organisation should become a significant management task, as each and every teacher has to be a manager. He or she needs to have the task of setting goals and targets for a group and for organising that group as well as providing the sources for it (Handy & Aitken, 1986).

It is one of the most vital responsibilities of every teacher to find ways to excite and stimulate each student in the class, what style of behaviour to adapt, how to reward and punish and how to handle the arguments and differences inside the school classroom. All these management functions should be taken under serious consideration as knowledge in one particular subject counts only for little. There is no doubt that it is our duty to organise schools in such a way so that everyone will feel that they are there to improve something useful and not that they are being reminded how bright or weak students they are. We should move towards schools in which all students are valued, where the goal is to recognize the right of all men and women to an education and to fully fledged participation in that education, schools where the processes and practices holding up the walls of exclusion are brought to a halt.

The truth is that through the narration of the previous teachers the pattern of respect, honesty and ethos prevails and the sense of justice and belonging in the school community appear to be central issues for the whole teaching as well as learning procedure.

4.2.6 Depression, beating and physical abuse

As already being mentioned only 3 of the teachers that is 15% of the whole sample being interviewed had only negative things about school and their school days to remember. These people felt very nervous during the whole time of the interview and they gave me the impression that they wanted to end their narration quite quickly. It is not a coincidence that the interviews of these 3 teachers lasted less time
compared to all the others as I can assume that the intensity of their negative feelings was such overwhelming that forced them to desire to give an end to their unpleasant thoughts.

In the narration of the teachers who belong to this category the pattern of beating and physical abuse is also prevalent.

‘I remember having a very strict teacher who used to beat the children all the time and I myself felt so frightened every time he came near so I tried to follow his rules so as not to be beaten. And thank God I was not. Another teacher also reports having negative memories which are connected with the role and the behaviour of the teacher ‘My memories from school are not pleasant ones. To tell you the truth there is nothing good I can think about school ... I only remember feeling depressed when going to school because of the pressure I had to face during my school years. We had so many lessons to do, so many things to study and the worst of it is that our teachers were not there for us to give us a credit or even say a positive comment for our efforts. And to be honest we really wanted that all the time, we needed to be praised for our efforts but unfortunately we cannot turn the clock back’.

4.3.1 What do teachers think they learned at school?

The second question of the interview aimed at shedding light to what the teachers being questioned think that they have learnt when they themselves were students. Overall the general impression I received from this part of the interview enhanced my initial argument that schools do not only teach through the content of the curriculum but also through the organisational processes people experience. This not only has significant implications for the way schools are designed, but also for social justice in schooling as it implies that schools are socially constructing young people’s understanding of how organisations work. This reality can be evidenced firstly in the fact that as adults all our memories of school relate to the process we experienced, not the content we learnt - indeed one could argue that the process is what we learnt, that the experiences we had in school taught us a lot more than the curriculum (Aronson, 1999). The idea that the process we experience has more of an impact on us than the content is also reflected in the widely accepted idea that school
culture affects school effectiveness, *i.e.*, that young people’s academic attainment is highly affected by how they experience a school’s organisational structure.

4.3.2 Looking back on your time at school what do you think you learned at school?

In this section of the interview we are interested in finding out what the teachers being questioned think that they have learnt at school when they were students themselves. Obviously this part of the interview is of crucial importance as the subjects taking part are teachers and their narrations will enlighten us about how the school environment contributed to their learning not only in cognitive basis but also as a social activity and participation through which learning occurs. By taking a closer look at the stories of what people think they have learnt at school we are going to search in depth if their teachers helped them become active and goal oriented students by building their desire to explore, to understand new things and to master them or if their teachers failed in creating interesting and challenging environments that would encourage their active involvement in the procedure of learning. The question that lies behind this analysis is what kind of activity ‘learning’ is and how it could be successfully achieved.

There is no doubt that kids are not sent to school just to learn facts and gain knowledge of the world. Learning how to read and count is just one aspect of the whole learning experience but there are also other basic skills children need to learn so they grow well armed to face the challenges of life. Gaining knowledge is not the only prerequisite to living a full and successful life. Positive self-esteem and the ability to handle emotions like frustration and failure are necessary to maintaining healthy relationships in life. Undoubtedly, teaching kids these basic skills early on will surely help them grow up well rounded and grounded. Values like honesty, integrity, responsibility, compassion, self respect, true friendship, kindness and love must be modelled and taught. The character of a child will be crucial on how he / she will live his / her life in the coming years.

For many researchers learning is primarily a social activity and the participation in the social life of the school is central for learning to occur. According to Vygotsky (1978), the way children learn is by internalising the activities, habits,
vocabulary and ideas of the members of the community in which they grow up. The establishment of collaborative and cooperative atmosphere seems to be an essential part of school learning as it can boost student achievement since students work harder when they know in advance that their products will be shared with other students.

According to our analysis, the vast majority that is 80% of the teachers being interviewed reported that school was a place where they learnt many other things connected to the organisational processes people experience besides the content of the curriculum. On the contrary only two of the teachers that is 10% of the people being questioned stated that they think that their learning was connected only to the school subjects whereas another 10% answered that no kind of learning occurred during their school years. The following table and figure present in detail what people stated that they have learnt from their school years as students.

Table 12: *What people think they learned at school*

<table>
<thead>
<tr>
<th>WHAT PEOPLE THINK THEY LEARNT AT SCHOOL</th>
<th>20</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONLY THE LESSONS</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>THE LESSONS AND OTHER THINGS</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>ONLY A FEW THINGS ABOUT THE LESSONS AND SOCIALISATION</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>NOT THE LESSONS BUT OTHER THINGS</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>NOTHING AT ALL</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure 5: What people think they learned at school

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>People remembering only the lessons</td>
<td>20%</td>
</tr>
<tr>
<td>People remembering the lessons and other things</td>
<td>30%</td>
</tr>
<tr>
<td>People remembering only a few things about the lessons - socialisation</td>
<td>30%</td>
</tr>
<tr>
<td>People not remembering the lessons but other things</td>
<td>10%</td>
</tr>
<tr>
<td>People not remembering anything</td>
<td>10%</td>
</tr>
</tbody>
</table>

4.3.3 Learning only through the curriculum

As already mentioned only two of the teachers being interviewed stated that the things they remember they have learnt at school are closely connected to the school lessons and subjects from their weekly timetable. The teachers belonging to this category also expressed a high level of disappointment from the way the whole educational system worked in their days as the term of learning was equivalent to that of parroting. These people desired to ‘learn how to learn’, to take responsibility for their learning and they also wished to be listened, to be taken seriously and most of all to be treated with respect. Characteristically, one of them points out:

‘I think that the only thing we learnt was how to be successful parrots and not learn by our own effort and judgement. The way teaching is done only leads to this direction. To be honest, I only remember some of the school subjects, such as my first English at school and some basic knowledge in Maths and Greek language. Another very important thing I learnt at school was to read literature books that were not taught to the school timetable and I owe that to one exceptional teacher who tried to make us brighten our horizons by increasing our love for reading and analysing texts’.

The second teacher belonging to this category shares similar memories with the first one. More specifically, he / she recalls things from the Primary school and the Greek ‘Lyceum’.

‘When I was a Primary school student I learnt how to spell the new words and how to have a good personal handwriting. I also remember my efforts to learn the
Greek language, something which continued during ‘Lyceum’ but this time I concentrated on the learning of difficult Ancient Greek language. Of course, I remember studying some other lessons too, such as Maths and Physics, which were considered to be practical lessons of the school curriculum. During high school though I remember that we had a charismatic teacher who showed us how to analyse literature texts and think freely and this was something that I enjoyed very much.’

Interestingly enough, the common thing shared between the previous teachers is closely connected with the theme of challenge. These teachers mention learning memories and experiences deriving directly from challenges and stimulating classes, which by no doubt represent a good pedagogical practice. In each of the previous interviews teachers described having curiosity stimulated by a teacher bringing interesting materials to the class or having the student’s initiative taken seriously by having them work on an assignment they really liked and enjoyed. Through this experience the students realised that being around these types of teachers was a creative experience but at the same time these memories also point to the student’s capabilities in identifying expert teaching.

In contrast with the first teacher who shared memories only about the school subjects of the school curriculum, the second teacher goes deeper in his / her analysis and makes some more comments about his / her learning experience in school in general. In one point of the narration he / she mentions:

‘Unfortunately, if you ask me whether I have learnt something else at school besides the curriculum and the school subjects, the answer would be definitely NO. Honestly, I cannot say that I learnt how to belong to a group or work as a part of a team. No, no I definitely not have that feeling, neither have I learnt how to be a responsible person and I do not think that any of my teachers helped me to learn how to learn by myself.’

Once again the central theme of learning is brought up by these teachers who point out that parroting is not enough and by no means will it breed better learners. They belonged to what we call ‘unmotivated learners’ who did not want to learn what their teachers wanted them to learn, when to learn it or in the way they wanted them to learn it. The question that lies behind all these is what stops or puts people of learning. Therefore, our aim should be to make people get interested in how they might get better by talking about the process of learning as well as the feelings and trials of learning. The truth is that if what is called for in schools is simply careful
attention to the words of the teacher and accurate retention of facts and ideas, then we should not be surprised if young students complain that they are not being sufficiently prepared for real life (Claxton, 2008). Our first priority as teachers and educators is to find ways so as to narrow the gap between the learning that is done in the school environment, and the way it is done in the outside world. Students often cannot apply what they have learned at schools to solve real-life situations but the ability to transfer what they have learned is very important. After all who will want to go to school if what is learned there cannot be used outside in the world?

According to Vosniadou (2001), teachers can improve students’ ability to transfer what they have learned at school by:

1. Insisting on mastery of subject matter since without an adequate degree of understanding, transfer cannot take place.
2. Helping students see the transfer implications of the information they have learned.
3. Applying what has been learned in one subject-matter area to other areas to which it may be related.
4. Showing students how to abstract general principles from concrete examples.
5. Helping students learn how to monitor their learning and how to seek and use feedback about their progress.
6. Teaching for understanding rather than for memorization.

Learning is better when it is organised around general principles and explanations, rather than when it is based on the memorisation of isolated facts and procedures (Vosniadou, 2001). There is no doubt that all teachers want their students to understand what they are learning and not just simply memorise facts in a superficial way since when information is superficially organised it is easily forgotten. On the contrary, when a piece of information is understood, it is not easily forgotten and it can be transferred to other situations. In order to understand what they are being taught, students must be given the opportunity to think about what they are doing, to talk about it with other students and teachers, to clarify and to understand how it applies to other situations (Perkins, 1992). Helping students acquire and integrate new knowledge is another important aspect of learning. When students are learning new information, they must be guided in relating the new knowledge to what they already know, organizing that information, and then making it part of their long-term memory. When students are acquiring new skills and processes, they must learn a
model (or set of steps), and then shape the skill or process to make it efficient and effective for them, and, finally, internalise or practice the skill or process so they can perform it easily.

Another very interesting point that attracted my attention is the fact that although the teachers who belonged to this category clearly stated that they think their school learning was limited only to the school curriculum and school subjects, they also note that there were some exceptional and charismatic teachers who helped them brighten their horizons by increasing their love for reading and analysing texts. Therefore, unconsciously these people DID learn more than stylised written exercises, multiplication tables, and ancient Greek History as they took some responsibility about their learning through exploration. There is no doubt that they were still guided and controlled by their teachers but the noticeable thing in this point is that the previous people took part in extra-curriculum activities proving once more that Primary school can actually be a significant management task as each member of the staff, teachers of Greek language in our case, managed their own cases by setting goals and targets for their students.

At this point of the analysis it is necessary to think about the aims of the school curriculum and of education in general. In recent years a number of countries around the world have tried to recast the aims of their curriculum in terms of desirable skills and traits. More particularly, in England, the new National Curriculum for Secondary Schools (2008) begins by declaring that the new curriculum will enable all young people to become:

1. *successful learners*, who enjoy learning, make progress and achieve
2. *confident individuals*, who are able to live a safe, healthy and fulfilling life
3. *active and responsible citizens*, who make a positive contribution to the well being of present and future generations (Claxton, 2008).

At the same time the ‘Scottish Curriculum for Excellence’ (2010), points out that the curriculum:

1. Should enable all young people to benefit from their education, supporting them in different ways to achieve their potential
2. Must value the learning and achievements of all young people and promote high aspirations and ambition
3. Should help young people to understand diverse cultures and beliefs
4. Must enable young people to build a strong foundation of knowledge and understanding and promote a commitment to considered judgement and ethical action.

Here is where the teachers as paragons of learning should roll up their sleeves and take action, as they are the adult models that students see around them every day. In a traditional school, teachers usually model knowledgeability and they are above all knowers. But today students need to become good learners and not simply secure knowers, so their teachers need to model learning in order to turn their students into committed, creative and lifelong learners.

4.3.4 Learning through the curriculum and the organisational process we experience

30% of the teachers being interviewed, that is 6 people overall stated that their school learning included some knowledge from the school subjects and curriculum but it also included a number of other ‘general’ knowledge which did not derive from the school curriculum itself. It is interesting to observe at this point that these people have reported experiencing positive memories from their school days in the first question of the interview. More specifically, the previous subjects of the interview strongly believe that all the things they learned and experienced during their school years helped them to become who they are by achieving many goals in their lives. The important thing to observe is that when they talk about knowledge they do not only refer to the subjects of the curriculum.

The issue of knowledge which derives from the way school is organised or through extracurricular activities is also central to the narration of some of the teachers:

One of them characteristically points out: ‘Basically I believe that everything I know up until today I owe it to the knowledge and the things I have learned at school. I cannot say that I have read many books or articles and scientific studies but I strongly believe that all my basic knowledge and the qualifications I have so far derive from my school years as a student. To be more specific, I think that what I have learned at school also helped me a lot during my university studies as I built my knowledge upon these basic values I acquired at school’. 
Aiming at clarifying more things about what the teacher meant by ‘general knowledge’ I asked my next question: ‘What exactly do you mean by saying general knowledge and qualifications? The answer was the following:

‘When I talk about general knowledge I include the learning of how to express myself, to use the language so as to communicate with other people, to learn the human History etc’.

Another teacher also repeats the pattern of general knowledge and the school subjects but at the same time he expands his school knowledge on other things as shown in his narration:

‘If I could turn back the time in my school years, I think that I have learned quite a lot of staff about various things and general knowledge about the school subjects you are taught during your high school years. I also recall that when I was a school student I started taking part in working teams, as some of my teachers then tried to use some more pedagogical methods besides the traditional styles of teaching. Of course the idea of working in teams and groups was in its beginning but there were some teachers who did a good job towards this direction and I was one of the luckiest students who lived this experience’.

In my effort to explore more about what people think they learned when they were students I insisted on asking if the specific teacher remembers any other things being learned besides the school curriculum and the subjects. The previous teacher went on by saying:

‘Undoubtedly, I do remember that school life did not only concentrate on the school classrooms with the everyday programme and the school subjects. What I do remember is that I learned quite a lot things about sports as my school had a separate room for gymnastics and also open space courts, such as basketball, volleyball and football courts where I learned how to work in a team. I also remember that I learned how to organise and take part in school celebrations as our school had a separate amphitheatre where we organised our school celebrations’.

Considering the above we could argue that school life did not only include the sometimes boring lessons but also other extracurricular activities that enhanced the procedure of learning and helped students create connections to the real world by introducing problems and materials drawn from everyday situations. Another teacher from this category also points out:
‘I learned quite a lot of interesting and useful things when I was a student myself, although the subjects being taught at that time are different from the school curriculum and the subjects we have today. To be honest, I was a good student and I remember a lot of things from the school subjects but I also recall some of the visits we did and some of the outings in new places which basically broaden our horizons and provided us with another type of knowledge’.

The fourth teacher in this category reports the same pattern again that his / her school learning included some knowledge from the school subjects and curriculum but it also included a number of other ‘general’ knowledge which did not derive from the school curriculum itself. More particularly the previous teacher recalls:

‘I believe that I am what I am because of all the things I have learned while I was a student in Primary and Secondary school and when I say all the things I have learned I do not only mean the school subjects. Of course, I learned things that were related to the school curriculum such as how to spell the words correctly, how to write neatly or how to able to solve my Maths exercises. Apart from that I could say that school days were very happy days for me because we played a lot during the break time and I had a lot of fun. Another important thing I learned at school was how to respect other people and especially my teachers although some of them were very strict. I really respected and loved these people who put their mark on me all these years, not only by offering strict knowledge but also psychognostically’.

The next teacher in this category gives us another perspective about the things he / she learned at school as he includes other aspects of learning, which go far beyond the content of the curriculum, which is not the only thing we learn at school, as it is clearly evidenced that we also learn from the organisational process we experience. This reality can be evidenced firstly in the fact that as adults all our memories of school relate to the process we experienced, not the content we learnt - indeed one could argue that the process is what we learnt, that the experiences we had in school taught us a lot more than the curriculum (Aronson, 1999).

The narration of the following teacher and the elements he / she includes are closely connected to our aforementioned argument:

‘Going back to my school years I could say that I have learned quite a lot of things, not only as far as the subjects and the curriculum is concerned. Most of all I learned how to behave and react in particular situations through the help of my beloved teachers. To tell you the truth now that I go back to my school years I do not
think that I was quite mature to really understand all the subjects being taught with the only exception of some techniques in Maths and Language. What I do strongly believe is that my teachers helped me learn a lot of other things besides the school curriculum. They taught me how to have the right behaviour and attitude towards all the other people, how to love and respect nature and most of all how to keep myself happy with simple and everyday things’.

As the analysis of the interviews proceeds a lot of new things and ideas about learning come into light with teachers giving a new dimension on their lived and perceived experiences from school learning. The last teacher belonging to this category strongly believes that she learned more things when she was a student herself than what the children learn today as she notes that the school climate was quite different then and people learned more things because their values were different. Characteristically, she recalls:

‘I really think that those days I learned more things than the children learn today although we are supposed to have new teaching and pedagogic methods today. Honestly, I believe that the essence is lost, I don’t know ... maybe it was the way our teachers transformed the notion of knowledge then or that we were more willing and receptive to learn. Of course, there was quite a lot of different climate back then, we respected our teachers, we respected the other children and we were not noisy at all. I remember being happy while our teachers taught us the subjects from the school curriculum as well as the extracurricular activities and the outings we used to go which aimed at completing our general knowledge’.

Considering the above it could be argued again that we actually learn at school include other aspects of learning, which go far beyond the content of the curriculum. Moreover, according to the previous statements of the teacher taking part in the interview, the idea that the process we experience has more of an impact on us than the content is also reflected in the widely accepted idea that school culture affects school effectiveness. Although we are still analysing the category of people who believe that their school learning included both the lessons and other things the basic conclusion is that the experience of the school as an organisation with its values and culture dominates in the minds of the interviewees as the basic factor and source of knowledge.
4.3.5 Learning through socialisation processes inside the school community

The theme of learning through socialisation processes is pervasive among the discussions of the teachers who state that their school learning was highly related to the socialisation process they experienced in the school environment. Approximately one third of the teachers taking part in the interview that is six out of the twenty teachers, clearly state that the lessons being taught in the school curriculum offered them a very small amount of knowledge during their school years. All these teachers have quite vague memories of their school lessons and the common experience they all share is that their school environment was the most crucial factor that contributed to what they call their ‘socialisation’. Through our further analysis we will clarify what they actually mean by using the term ‘socialisation’, although some of them are aware of what the specific term includes and they strongly present their own opinion and idea of how the school environment enhanced their ‘socialisation’ progress.

As already mentioned above, social participation is the main activity through which learning occurs and teachers can indeed do many things to encourage social participation in ways that facilitate learning. According to Vosniadou (2001), teachers could:

1. Assign students to work in groups and assume the role of a coach or a coordinator who provides guidance and support to the groups.
2. Create a classroom environment that includes group workspaces where resources are shared.
3. Teach students how to cooperate with each other through modelling and coaching.
4. Create circumstances for students to interact with each other, to express their opinions and to evaluate other students’ arguments.

But above all the most important aspect of social learning is to link the school to the community at large as in this way students’ opportunities for social participation are enlarged.

At this point of our analysis we need to distinguish between the terms of schooling and education. We know that schooling and education are not the same. Education pursues values that may not be realized in actual schools. And neither is
socialization and education the same. As children learn to adapt themselves to the social situations they must cope with, they may not reach the goals their community aspires to. In studying the organization of the schools we learn how different organizational structures influence the socialization of children in ways, which may undermine as well as support educational goals (Clabaugh & Rozycki, 1990).

According to Maslovaty (2002), in the last decade there has been a shift in paradigms, from the transmission approach to teaching to more constructivistic ways of thinking about the formation of knowledge and the development of understanding. Constructivism is a theory of learning or meaning making which holds that learners create their own new understandings based upon the interaction of their prior knowledge and beliefs, and the phenomena or ideas with which they come into contact. Richardson (1997: 3) claims that the ‘traditional approach to teaching – the transmission model – promotes neither the interaction between prior and new knowledge nor the conversations that are necessary for internalisation and deep understanding’.

The Vygotskian constructivist approach takes two directions: the first, socio-cultural constructivism tends to focus on a micro level analysis of social interaction within the zone of proximal development. This conception holds that situated and cultural meanings are shared within a group, and then internalized by the individual (Richardson, 1997: 7). Thus the school environment affects actions taken by students, and the learning that occurs is affected by these actions and by organizational learning. The second, emancipatory constructivism broadens the learning context to the macro level. Thus, in addition to the social milieu, the broader historical, cultural, and religious contexts are included. Because of these new required competencies, teachers and students are exposed in the learning environment to a more comprehensive, multi-content and multi-ordered structured inventory of traits.

As already mentioned, six of the participants in the interview refer to their ‘socialisation’ in the school environment as the main and most important factor of their school knowledge. More specifically one of them points out: ‘What did I learn at school? Initially, I acquired some basic knowledge especially from some lessons that I found interesting but the most important thing that I believe I have learned is what I call socialisation as well as the ability to adapt to different kinds of situations’.
The next question aimed at clarifying the term socialisation as the interviewees themselves perceived it. ‘What exactly do you mean by the term socialisation?’ The answer was quite representative:

‘I came in contact with different kinds of people and I managed to communicate and live harmonically with them. I also learned how to behave myself and how to follow specific rules and regulations’.

The same pattern with the school environment being a place where socialisation process takes place and people learn how to be active members following the rules, the regulations and generally the culture of the organisation is also repeated by the next teacher being interviewed:

‘There is no doubt that I do remember some things from the school curriculum and I recall them at specific times. But the most important thing that I could remember is that I learned how to work in groups and how to be a member of a working group so as to carry out some specific tasks. Apart from that I feel obliged to say that school was the place where I learned to have discipline and obey to certain rules and regulations.

‘Quite representative and at the same direction is the narration of the next interviewee who gives a very vivid tone to his / her clarification about his / her socialisation process and to be honest I was quite astonished when I heard all these information about his school life.

‘I truly believe that primary school was the source of my basic knowledge and I learned what Greek people call ‘grammata’. Honestly, school helped us so as to move forward in our lives. And I have to admit that although I grew up in a small mountainous village the school policy and culture as well as the policy of our parents contributed towards this direction, that is to teach us how to be able to use our own knowledge so as to move on. Undoubtedly, the reason behind all these was the fact that at school I socialised myself doing a number of activities that enhanced this procedure. At school I learned how to brush my teeth, although this may seem quite strange to you and a number of other things such as how to protect myself from extreme weather conditions. Just imagine that I had to carry my own wood from home to school and we also had to light the fire inside the classroom so as to be kept warm. Once again I have to say that school worked as a bridge so as to imagine all the things I could not see, live or experience. Through my socialisation process I learned how to work with other people for a common goal and most of all I learned to respect
my teachers who tried to do their best so as to give us all the necessary skills and qualifications that would eventually change our lives and enable us to open our wings and fly far away from our small, mountainous and secluded village’.

The next teacher taking part in the interview characteristically reports some of his / her experiences about the school life and it gives an idea of how school as an organisation can divides up the work and defines the responsibilities and duties that each one has to follow so as to fulfil the desired aims and goals. As Handy & Aitken (1986) point out there is that human dimension that is part of the fascination of working in a school, the opportunity to be involved in the daily experiences of the people and not only that but also their frailties and joys, their values and their growth. Through this narration we could easily understand exactly what the previous authors meant:

‘What can I first remember about the things I learned at school? My socialisation process included so many dimensions. First of all I learned how to help the other students, especially the younger ones, whereas the older ones offered their help to me. In the rural and secluded village where I grew up we had no help from our parents, therefore we were in away forced to both give and get help and that really helped me a lot as a person. Let me think some other things that I learned when I was a student ... I learned how to be a construction builder as I contributed to the building of some corridors of my school as well as the toilets because we did not have any. People taught us how to work together, how to carry stones and breaks and how to put them in the right position.

I also took part in the organisation and preparation of some meals that we distributed at school and I will never forget that I used to give milk to the younger students of the school. As I come from a small rural school a lot of other things that I learned were relevant to the rural activities of my parents and my grandparents. Now that I think about it we did learn all these activities at school, we planted our own school garden and we were responsible for the growth of our plants. Besides that we learned how to make kites and how to draw beautiful things inspired by the fantastic nature that surrounded us. But to tell you the truth, no matter how strange it might seem, the most important thing that I learned at school was how to protect myself and save my life in the case of snake biting’.

All the three previous teachers taking part in the interview share the same images and experiences as far as their socialisation process is concerned. The term
socialisation is used by sociologists, social psychologists and educationalists to refer to the process of learning one’s culture and how to live within that culture. In short, socialisation is the instilling of the language, values, rules, customs, traditions, skills, knowledge, understanding of others, and understanding of oneself as a social being or a “social self”. During this process, individuals learn who they are and how they go about forming their social identity. Socialisation occurs through several agencies of social control, however, one common thread is that they teach people, normally at a young age how society functions and what it expects and values in an individual. Socialisation provides the individual with the knowledge and skills necessary when participating in society. On the other hand, society uses socialisation as the means of maintaining cultural continuity. As students spend most of their time in school, their schoolmates, their teachers and the environment itself may have lasting impacts on a child’s socialisation and his / her inclusion or exclusion in the school organisation. Therefore, the role of the school as an organisation becomes very important as it is in this environment that children learn to interact with their peers, to cooperate, to respect authority and many other valuable things. And it is this inclusion in the school organisation that the previous teacher mentions, as according to them their schooling enlarged their social world and included people with social backgrounds different from their own.

When the previous teachers talk about their socialisation they are referring to what some scientists call the ‘Hidden Curriculum’ that is a term to used to describe the unwritten social rules and expectations of behaviour that we all seem to know, but were never taught (Bieber, 1994). For example, children just seem to know that if you smack your classmate, you will get into trouble. Similarly, students quickly learn which teachers are more insistent than others about conforming to classroom rules, or more adept at catching them cheating and who are more gullible about accepting homework excuses. Although no one ever explains these things to them, yet students readily adjust their behaviour according to those expectations, knowing what the consequences are likely to be. The hidden curriculum may include daily features such as queuing, doing class exercises independently, following instructions made by the teacher, doing group work and keeping the classroom clean and neat. At times it could be through messages conveyed verbally or nonverbally by teachers such as expectations, attitudes towards others and power relations through interaction between students or pupils and the teacher.
According to Handy & Aitken (1986), each one of us has a ‘psychological contract’ with the school as an organisation. It is an unwritten and unspoken contract that balances what you expect to give to a group in return for what you can expect to get. In fact, you cannot be a child in classroom or a teacher in the school without carrying with you a psychological contract, which is a blend of your view of what motivates you in your role in the group and your estimate of what the other side expects.

According to Akos (2000), it is possible for children to unlearn inappropriate behaviours and learn new ways of relating more easily through interaction and feedback in a safe practice with their peers. Personal and social needs form a large part of self-concept and provide the initial developmental path for adolescents. Children in the school as an organisation get engaged in several social situations such as cooperation, assistance, helping each other or solving problems.

Talking about organisations and how people work and realise who they are and how they should acquire roles and responsibilities, the next teacher mentions another very interesting dimension of schools as organisations, that of time management. His / her narration refers to that aforementioned dimension:

‘What I do strongly remember about school is that it taught me how to organise my own personal time as a person and as a student because to tell you the truth I was not a very organised person. School made me wake up on time so as to be present before the ringing of the bell and it also taught me how to be able to carry out all my obligations and responsibilities in the school community. I learned what people commonly say how to be responsible as well as how to organise my time for studying. And this believe me was something very important for me because it is the first and most meaningful thing I learned at school. I do not remember many things from the school subjects going back at those days but I do remember that at school I had the opportunity to turn myself into an organised person and determine my priorities’.

The specific teacher acknowledges the fact that school helped him / her become aware of how to use his / her time as one resource in organising and succeeding in his / her studies. Moreover, it is of crucial importance to notice that this art of arranging, organizing, scheduling, and budgeting one’s time for the purpose of generating more effective work was done inside the school environment. It is extremely essential to know and understand how to manage your time so that you can be more efficient and get things done on time. Undoubtedly, school as an organisation
helps students learn how to use their time wisely and strike a balance between their schoolwork and extra-curricular activities. In the previous occasion school taught that successful students do not procrastinate. They have learned that time control is life control and have consciously chosen to be in control of their life.

The last teacher belonging to this category mentions some other aspects and values that the school as an organised society promotes, that of personal growth and maturity as well as friendship and emotional bonds acquired in the school environment. More characteristically, he/she recalls:

‘The knowledge we acquired back then was strongly associated with our own effort to learn and succeed and it was up to how mature we were, because that maturity helped us in realising our own goals. And I have to admit that our success to the university was due to that fact of maturity. But I have to say that there was a very good relationship between the classmates, something that still continues after 25 years. In school I definitely learned how to communicate with people and made friends for a lifetime. Don’t forget that those days we did not do many extra-curricular activities so we were very close to our fellow classmates and our teachers as well. There is no doubt that in an interpersonal level the relationship between my classmates and my teachers was excellent. As I mentioned before, we still meet and have reunions after 25 years’.

According to the narration of the previous teacher, school was that organisation which contributed to his/her maturity and helped him/her so as to become responsible for his/her personal learning. After all this is the core of education, to enable all young students to benefit from their own education and promote high aspirations and ambition. The previous teacher strongly believes that his/her success both in university and life has its roots to the competencies acquired in the school environment.

Another thing, which is mentioned and is also contributed to the school environment, is the fact that learners become powerful and successful due to the virtue of sociability. Supportive teacher and peer relationships are a major factor in student satisfaction and school effectiveness. This relates to helping students feel safe and comfortable with other students, as well having teachers who are available and promote a positive attitude and there is no doubt that having a school culture that works to actively engage students and promotes student strengths will be more effective than one that focuses on problematic behaviour and purely academic scores.
School can cultivate values that last for a lifetime and strong emotional bonds, relationships and skills that are never forgotten.

To conclude this part of our analysis once again we have to stress the fact that the curriculum and the subjects from the weekly timetable do not constitute the only source of learning on the school environment. There is indeed, as mentioned above, another kind of learning occurring in schools as young people are not only learning the curriculum in the classroom but also learning from the organizational process they are experiencing in the whole school.

This organisational process they experience is also part of the pedagogy of schooling. The school is an organisation; indeed it is the first organization we have a formal relationship with and remains so during the most formative years of our life. This reality can be clearly evidenced from the interviews we conducted, as it is by no means proved that as adults all our memories of school relate to the process we experienced, not the content we learnt. In fact, it is indeed evidenced as Aronson (1999) has already pointed out that one could argue that the process is what we learnt, that the experiences we had in school taught us a lot more than the curriculum. Schooling has always been about more than academic learning. Even though academics are the prime directive, ‘but schools have major responsibilities for other aspects of students’ development as well, such as helping students develop the attitudes, skills, and orientations needed to lead humane lives and act effectively as citizens to sustain democratic institutions’ (Battistich, Watson, Solomon, Lewis, & Schaps, 1999).

### 4.3.6 Learning values, team working and time management

Once again the theme of learning through the organisational process people experience at school is quite prevalent in the narration of the following participants. This category includes teachers who claim that they do not remember that they have learned anything from the school subjects and the weekly programme but they think that other activities which took place inside the school as an organisation promoted their ‘learning’ in the school community. At this point it is very important to notice that the teachers belonging to this specific category reported having more negative or only negative experiences and memories in the first question of the interview about
what they remember from their time at school when they were students themselves. For these people, school failed in providing the traditional specified bodies of knowledge taught but there is no doubt that education was more than an ‘epistemic apprenticeship’ for them as they were effectively and systematically coached so as to meet their demands and needs.

More particularly, one of them mentions that he / she does not remember having learned a lot of things from the school curriculum and the only thing that was worth mentioning was the fact that through school activities he / she fulfilled the dream of becoming a teacher of Physical Education.

‘What do I think that I learned at school? Mmm ... not many things I am afraid. Good question. Let me think about it. As I said before I do not have positive school memories. The way things were taught that way was totally wrong. I did not realise that I was learning something but now through my course of life I do understand that the most important thing that school taught me was the love and admiration for athletics. I learned about all the sport activities and I took part in many of them, something that became very crucial for my future career as I finally became a teacher of Physical Education. Yes, it is truth; school taught me how to be strong, how to be competitive and how to believe in my potential and myself. I learned what it needed to take part in competitions and win as well as achieve my goals and ambitions’.

The second teacher of this category also mentions that the knowledge he / she acquired at school was quite limited as far as the curriculum was concerned and it is by no means interesting to notice that he / she had his / her mother done some of the schoolwork.

‘To tell you the truth as far as knowledge and subjects are concerned I cannot say that I remember a lot of things from my school years. I have to say that now as a teacher I learn things through the school curriculum as well as through my own experience, especially in subjects such as grammar or maths. What I do remember is that there were some things like drawing maps and other similar activities that were the mother’s duties. You know what I mean .... But apart from the school subjects, from which I do not remember many things, I learned some other important issues at school, I learned how to cooperate with other people and how to belong to a specific group. Another very important thing that I learned at school was how to obey to certain rules and how to follow the instructions of our teachers’.
The third teacher in this category shares similar experiences stressing again the fact that the school curriculum did not really contribute to his / her acquisition of knowledge during the school years. It is of great interest to observe that although I asked specifically if the particular teacher twice if he / she remembers something about the lessons or the school curriculum the answer was negative.

‘Do you remember any of your lessons from school? Is there something that now comes into your mind?’

‘No, the only thing that I remember is that I had a great difficulty in understanding maths and to tell you the truth I still don’t understand anything at all. But I do remember that I really enjoyed Greek history as I had read some things about Greek mythology’.

‘So if you could go back to those years when you were a student what do you think you learned at school?’

‘The basic thing that I learned was how to cooperate with other people and how to be a member of a team. And I do not only mean a working team for a subject but an active member of an actual team. Yes, I have to say that there was a spirit of collectivity and teamwork in my school’.

The fourth teacher shares the same negative experiences about school but at the same time she points out that his / her learning and knowledge from the school environment had nothing to do with the curriculum. The interesting point to observe from this particular interview is that the teacher goes far beyond the actual question and begins analysing some important bodies of knowledge that he / she acquired at school –connected with the school as an organisation and a source of pedagogical practice. Besides the issue of time management, which we have already, mention, the specific teacher talks about values and beliefs that he / she believes that all people should acquire at school. The most impressive thing to notice is that he / she recognises the importance of learning how to put yourself in the position of the ‘other’ as a primary factor of school success.

‘As I mentioned before, I basically had negative memories from my school years and the most important thing that comes to my mind as far as learning is concerned is the fact that I learned how to organise my time and be a more organised person in general. But what I think that I really learned was that in order to understand the others you have to put yourself in their own shoes. Practically, what I mean is that we must put ourselves in the position of the students so as to help them
and provide them with all those values, skills, habits, beliefs and qualities necessary for systematic preparation for the future’.

From this part of our analysis, the conclusion we once again draw is that in schools there is another kind of learning that occurs and that is closely connected to the organisational process the people are experiencing at school. The British scientist Richard Dawkins once said: ‘what matters is not the facts but how you discover and think about them: education in the true sense is very different from today’s assessment mad exam culture’. In fact, what pupils instinctively know is that the content itself is less important than what you do with the content (Claxton, 2008). Learning History or Geometry can be a tedious, dull task or it could constitute a useful vehicle for cultivating students’ powers of analysis, synthesis and collaboration. Similarly being forced to copy down notes practices the skills of transcription and retention but perhaps leaves some other more important values and habits unstretched.

Bearing all that in my mind as well as considering what the people have said in this part of the analysis we could easily conclude that conventional education is failing both in its means and its ends, therefore tiring teachers and dull teaching techniques run the risk of cultivating useless skills and creating young people who are unimaginative, uncritical and highly dependent. Most of all we should always bear in mind that all the students are not cut out for academic success, but by no means can they all get better at learning. Learning to be a powerful learner, learning to cope with real life and preparing young people for ‘lifelong learning’, that is what the education is meant to supplement, those values, skills, attitudes and beliefs that the young people will need to succeed in the twenty first century.

4.3.7 No learning at all

The most impressive thing that attracted my attention when I started to analyse this part of the interview was the fact that two of the teachers, that is 10% of the sample taking part in the interview reported that they think they have not learnt anything at school. Moreover, it is no surprising to underline that the two teachers belonging to this category had only negative memories from their school years to remember and as mentioned in the previous part of the analysis felt very
uncomfortable and nervous during the whole time of the interview. More particularly, they stated that school was a waste of time for them and although they tried hard, they cannot recall in what ways the school environment contributed to their own personal learning.

‘I do not remember anything from school ... no, not from Elementary school, not even from Secondary school. I think that what I learnt was a result of my own effort later during the years when I was a University student and after that. No, I do not remember learning anything from school...’.

‘You do not remember anything at all, something from the subjects or anything else?’

‘No, unfortunately not’.

The other teacher shares the same negative thoughts about school learning but at the same time he / she goes into deeper analysis of the whole educational system in Greece comparing it with other systems abroad. Moreover, he / she criticises the lack of motivation as well as the fact that the particular educational system did not offer anything to his / her personal growth or fulfilment as a person. It is of great interest to notice that when the particular teacher is asked to note down what he / she remembers about school learning, he / she starts his / her narration by stating a list of things he / she did not but should have learnt during the school period. Furthermore the most noticeable thing that attracted my attention during the time of the interview and further analysis is that the specific teacher reported that he / she did not learn anything from school, not even ‘parroting’ or being able to succeed in a test.

‘Basically, what I did not learn at school was how to make something different from the conventional learning. I also did not learn to lead and evaluate or assess my own skills or abilities. Sad eh...

‘Do you remember anything else... from the subjects maybe?’

‘To tell you the truth I do not remember anything from the school subjects. What I do remember though is that I had to do this and study that so as to succeed, to write well in a test or to pass my exams. History comes little in my mind but even though I generally like History I hated the fact that I had just to be a parrot and simply learn facts. It was something I disliked, something that did not interest me at all’.

‘So, you believe that the only thing you learnt at school was simply parroting?’
‘No, not even that. That is why I chose to continue my studies abroad in England where things were quite different and better in many aspects of course. There I had the opportunity to exploit my own mind, to analyse things, to compare, to contrast, to use the Internet and so on’.

Undoubtedly, all these findings raise a number of questions about learning and education as well as school and its place in the society. First of all the issue of stress and examinations are also raised in this part of the analysis too. People seem not to remember anything about the school subjects but on the contrary they do remember that feeling stressed, insecure and ineffectively prepared as far as exams is concerned. Again the idea that examination performance is the only criterion against which to judge the success in schools is highly questioned. Young people do understand that exams simply reveal the pile of knowledge one displays in a particular day leaving aside all the other interests and capabilities the students may have developed. Taking exams is bound to be stressful because of what's at stake. You may be feeling a weight of expectation from your family, school, university or workplace to succeed. You may be afraid you're not good enough, or haven't worked hard enough. You may be scared of letting yourself down, or that you'll miss out on a job, university place or career move. According to Chiang (1995), stress may come from too much homework, unsatisfactory academic achievement, and preparation of tests, lack of interest in a particular subject and teachers’ punishment. Although Dewey, the educationalist once said that ‘education is a pursuit of a perfect life’, academic achievement is considered to be the sole criterion for evaluating a student’s performance at school. Besides that this criterion may cause double stress on students as the high expectations of teachers, parents and self is usually an agony for students studying at schools (Cheng, 1999).

But besides stress there are also other important issues about learning that are being criticized. People as adults now realise the fact that their school learning had to be more than learning multiplication tables, conquering Geometry or writing an essay. On the contrary, learning and education should ideally include enthusiasm, encouragement, setting goals, offering feedback and showing respect. According to Claxton (1986), when people were asked about the school they liked, they pointed out that this emphasis on passing exams did not make them better equipped to understand and live with their fellow human beings and by no means had their education encouraged them to think creatively and originally.
4.4.1 Looking back on your time at school, which are the characteristics of successful, ‘good’ students?

The third question of our research had the intention to investigate and analyse the characteristics and the qualities of the students who are considered what we call ‘good’ or successful ones. Today’s students may become tomorrow’s leaders. The qualities of the student are of great impact to determine the student's bright future and career. So, who is a good student and what are the qualities of a good student? There are numerous lists including the characteristics of a successful student and in the list below we are going to present some basic qualities:

1. **Attitude**: Basically, a good student possesses the ability and willingness to learn new subjects even if the subjects are not interesting or stimulating.

2. **Academic skills**: Acquiring academic skills is one the most important qualities of a good student. The ability to read comprehensively, to write effectively, to speak fluently, and to communicate clearly constitutes the key areas in which a student must be proficient.

3. **Ability**: A good student has the ability to apply the results of his or her learning into a creative way and achieve all the desired goals.

4. **Perceptiveness**: A good student can interpret and perceive meanings from a conversation and he / she always perceives right meaning from conversations.

5. **Self-Discipline**: Discipline in managing the time is an important factor that every good student must possess. Often delaying the tasks, such as writing assignments or reading textbooks may negatively impact the ability of a student to achieve the goals.

6. **Understanding rather than memorizing concepts**: Resolving any doubts by asking about them on the spot is always a good thing as students must understand the concepts rather than just memorize them. The memorized facts and theories will stay in student's memory until they leave school but once out of school, the students will totally forget the core concepts that they had learnt. Therefore, it is essential for a good student to understand the concepts.

According to Neil & Biscaccianti (2002), the successful students who are interested in learning usually:
• Try to get the necessary means to accomplish a task (place, materials, etc).
• Take care of their own resolution process and not just the outcomes.
• Interpret and analyse the mistakes as a way to improve learning and try to learn with them;
• Search for the necessary information to solve the problems, resorting to all means at their reach;
• Often resort to teachers as a source of aid.
• Would rather carry out somewhat difficult and new tasks, which stimulate their learning process.
• Do not apply success or failure criteria to evaluate their learning, as the success of the task is associated with the task itself.
• Carry out the task with effort and sacrifice, if necessary.

All the above qualities and characteristics may describe the good student in class but unfortunately they only include parts of the strict academic performance of a student, which may enable him / her to be academically sufficient but not necessarily a successful learner. As it is going to be presented through the analysis of this part of the interview there are also many other parameters that should be taken into consideration so as to determine a student as successful or not. Issues of concentration in studies, motivation, behaviour, management and offering help or advice constitute very important issues that enable students to acquire all these skills necessary not only in doing well at school but also in succeeding to many other aspects of life.

4.4.2 Non-academic skills of successful students

Regardless of the intelligence level of each student, it takes time to develop and sharpen the skills and qualities needed to be a good student even if the student finds himself / herself struggling academically. They might not realise it, but some students already possess the qualities a good student needs to succeed. I have been teaching since 1993 and I have to say that after all these years I have reached the conclusion that a good student is not always the student that gets an A. As far as I am concerned, some students can get an A without even trying and they will take any path they need to, to get that A. Then there are those students that work their little hearts out and get a B or even sometimes a C but to me these students are much better
students that the A student talked about above. A good or successful student is someone that wants to learn and study to make himself / herself a better person, so one could easily argue that there are some the ‘non-academic’ features that a student should possess so as to be characterised as successful as seen below:

**Hard working and Persevering:** A good student will be hard working, trying to get the most of each lesson that he / she attends. Perseverance can be found in good students. They will work hard and not give up when it gets tough. They stick to something until it is finished. In other words, they don't give up; they keep trying until they reach their goals.

**Positive and Fun:** A top student will have a positive attitude and will convey this to the other students. At the same time he / she will brighten up the class as he / she will be fully aware when it is the right time to have a little bit of fun. After all ‘All work and no play makes Jack a dull boy’.

**Co-operative:** A top student will co-operate with the lecturer and will be more than happy to help their fellow students to improve. They will be described as being a pleasure to have in the class.

**Listening skills:** Developing listening skills will assist someone in becoming a good student. But it's not as easy as simply listening to the lecture or the lesson plan being presented. A good student should concentrate on the subject matter, not how it is delivered to the class. It is important to pay attention, stay on track by taking notes and developing questions to ask your teacher after so as to clarify things and leave the classroom without having any questions.

**Time management skills:** Between attending class, participating in extracurricular activities and completing homework assignments, students lead hectic lives. So it is important to manage their time well so as to stay on top of their work and to succeed as students. A good student may use lunch hours and breaks to complete his / her assignments. At the same time a good student calls a study partner when he / she needs help, and takes regular breaks and stays on track.

**Leadership and teamwork:** Working with others may be challenging, so a successful student is the one who is willing to be paired with other students to complete a group assignment. As a group requires a leader it is of crucial importance to delegate tasks and split the workload among group members equally and fairly. With collaboration among group members, a successful student develops a time line
when tasks and assignments must be completed. If conflicts arise, he/she needs to listen to what everyone has to say before taking action.

Furthermore, according to Caroline Mackay (2006), there are also some other qualities and characteristics that a successful student should possess:

*Self Discipline* is of the utmost importance. If it is not present then few of the other qualities will be found. Self Discipline means that good students think about their words and actions and then they make choices that are right for themselves and for others.

*Respects for others and for property* are two other qualities that should be present in good students. They will treat others the way they want to be treated. Destroying or taking someone's property and harming it would not be something they would do.

*Citizenship* is found in good students. They obey the rules and work to make the community, which is their school a better place.

*Compassion* is present in good students. They are kind toward others and help them instead of knock them down verbally and physically.

*Integrity* is found in good students. They make choices that help them be the best they can be. They do what they think is right and work at doing their best.

*Responsibility* is always present in good students. They are dependable and make good choices. They take care of things that belong to them and show more responsibility when they take care of themselves and what they do.

*Trustworthiness* is a must. These students can be counted on to do the right thing even if an adult is not present. They return borrowed items and do what they say they'll do.

*Fairness* is another trait present in good students. They will take turns, share and listen to what other say. They take only their share and play by the rules.

*Honesty* is found in good students. They are truthful and sincere. They will do their own work and return borrowed items. They are the ones that will make sure that their score is correct even if it means that they get more wrong.

### 4.4.3 The answers of the teachers about the characteristics of successful, ‘good’ students

The third research question of our interview therefore had that aim that is to investigate which qualities, skills and characteristics should students possess so as to
be considered good or successful inside the school environment. Analysing that part of the interview teachers mentioned a number of qualities that should characterise a student as successful besides simply doing well in tests, studying at home or managing to get high marks. More specifically only three of teachers, that is 15% of our sample in the interview talked about academically good students referring to the strict idea of a student who acquiring academic skills related to the ability to read comprehensively, to write effectively and to speak fluently. All the other participants of the interview mentioned and analysed other elements, besides the academic skills that a successful student acquires. The following table and figure present in detail what the teachers stated about the good and successful students from their school years.

Table 13: The characteristics of the successful, ‘good’ students

<table>
<thead>
<tr>
<th>WHICH ARE THE CHARACTERISTICS OF THE GOOD-SUCCESSFUL STUDENTS</th>
<th>GOOD STUDENTS IN READING AND WRITING</th>
<th>STUDIED HARD-PARROTING-EXTERNAL HELP</th>
<th>STUDIED HARD-OBEDIENT-DISCIPLINED-SHOWED RESPECT</th>
<th>GOOD MARKS-NO PROBLEMS IN BEHAVIOUR</th>
<th>STUDIED HARD-NOT MANY FRIENDS</th>
<th>GOOD STUDENT-POPULAR-LEADERSHIP SKILLS</th>
<th>OFFERED HELP</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 15%</td>
<td>3 15%</td>
<td>5 25%</td>
<td>5 25%</td>
<td>1 5%</td>
<td>2 10%</td>
<td>1 5%</td>
<td></td>
<td>20 100%</td>
</tr>
</tbody>
</table>
4.4.4 ‘Good’ students in reading and writing

According to the analysis of the third research question of the interview only three of the teachers, that is 15% of the whole sample answered that the good or successful student was the one who had high marks both in written and oral examinations and also managed to pass to certain exams that led you from Primary school to secondary school. Although the teachers belonging to this category presented the characteristics of the good student, which refer strictly to their academic performance, they additionally stated their scepticism about the psychological effects the whole procedure had on them. They also expressed a great deal of dissatisfaction and disappointment about the fact that some of their teachers worked only with the ‘traditional’ good students and cared only for the improvement of their academic performance.

More specifically, one of them recalls:

‘We usually had both oral and written exams and the good student was the one that succeeded in both. You should have had high marks in both parts of the examination so as to be characterised successful but I remember that the oral part of the examinations caused us a lot of trouble. We had that fear that overwhelmed us in the oral examinations, we stood by the blackboard, and every other student was...’
watching us .... Maybe we were also afraid of the teachers who were strict, not to make mistakes ...

The second teacher of this category also recalls negative memories and shares with us the belief that the teachers did not try to help the weaker students as far as their academic performance was concerned. This is quite a critical issue for the specific teacher as he/she keeps mentioning that theme of injustice towards the less charismatic and gifted students.

‘The good student was the one who studied a lot and had done all his homework. These were the children whose parents were Primary or Secondary school teachers and therefore had the ability to offer them any help they needed. It is very sad to remember that my own teachers were working only with those children on a regular basis leaving all the rest of us aside. What can I say ... this is something that always comes on my mind when I think about my school days, the fact that my teachers never worked with the weaker students and made no effort to offer any kind of help. I don’t know I feel that for them the weaker students did not exist, they were just sitting in class ...’.

Needless to say that the particular teacher answered that he/she has only negative memories and experiences from the school years to remember in the first question of the interview whereas in the second research question he/she was one of the two teachers that believed that he/she did not learn anything from the school environment. There is no doubt that this fact comes as no surprise as the specific teacher felt totally excluded from the whole school environment, left helpless in an organisation where there was no help and understanding from the teachers. At this point of the analysis it would be of great interest to mention that the particular teacher after finishing the interview confided that the injustice and the feeling of exclusion he/she experienced at school were the reasons why he/she decided to become a teacher so as to help the weakest children and make them feel able, important and confident learners.

Although the last teacher of this category answered that the good student was the one who had high marks in the school subjects he/she also mentions another quality of the successful student, which is irrelevant with the actual academic performance. More specifically, he/she mentions that the good student is the one that expresses his/her opinion freely. This statement is of crucial importance as it presents the student as a human being in an organisation where the freedom in choices
and opinion constitute a skill or a quality highly interrelated with the factor of success. Furthermore, the noticeable issue in this particular interview is the fact that the teacher connects the good student only with factors of pure academic performance but at the same time maybe unconsciously he/she also includes other parameters of a child’s character that lead to success. Last but not least another interesting thing to take into consideration from this particular interview is the fact that the specific teacher while answering the question about who was the good student when he/she was a student mentions that the good student today is like the student of the old days the one who studies hard and gets high marks. From this comment it can be clearly evidenced that this particular teacher finds no differences at all as far as the criteria that characterise the successful teacher is concerned. After all these years the student is perceived as a passive receiver of a pile of knowledge who is only expected to study, do his/her homework and repeat specific facts and information so as to be characterised as successful.

‘The good student of the past was like the student of today, the one who is good at Maths and Arithmetic as well as at language and grammar. Of course, he/she raises his/her hand all the time to answer to questions and freely expresses his/her opinion’.

At this point we need to take into consideration the fact that there is a difference between the terms ‘student’ and ‘pupil’. Being a student means more than merely being a pupil. The definition of ‘student’ once was ‘one who studies something’. Today it can mean merely ‘one who attends a school, college or university’. This modern definition doesn't even suggest that the person does more than ‘attend’. So what distinguishes a student? What makes the student stand out from the rest of the class? According to Simanek (1997), attitude, academic skills, awareness, and accomplishment, certainly are a large part of that distinction and a student who has them may be characterised as successful.

**Attitude** is primarily a genuine desire to learn, and the willingness to do hard intellectual work to achieve understanding. It is also shown by how well you apply yourself even to subjects in which you have little interest, and how much you can achieve even when a professor's style isn't to your liking.

**Academic skills** include ability to read with comprehension, intelligent use of resources (including library resources), logical and mathematical skills, efficient study habits, and the ability to communicate clearly and fluently in speaking and writing.
Awareness of what's going on in the world around you, and the habit of intelligently relating it to your academic courses. For example, when taking a course in political science, you should relate what you are learning in class to what's happening on the national and world political scene. When taking a science course, you should relate scientific principles to phenomena you observe in everyday life, and go out of your way to find applications and examples of science in the real world.

Accomplishment is demonstrated by successful application of understanding. The evidence of that is:

1. Correct and confident application of what you've learned to new problems and challenges,
2. Clear and effective communication of your understanding through speaking and writing, and
3. Possession of a base of information, skills and understanding sufficient to allow you to continue your education outside of the classroom, throughout your life.

4.4.5 ‘Good’ students are the ones that studied hard but also needed external help

In the second category of our analysis about which are the characteristics of the good and successful student, three of the teachers answered that good students were the ones that studied hard and memorised things easily, the ‘parrots’ as they characteristically call them. Furthermore, they point out that the whole educational system was designed in such a way in their days so as the term of learning was equivalent to that of parroting. The system promoted and rewarded all these students who had the ability to memorise things easily and repeat facts and events like a memory machine. More particularly, one of teacher also relates that quality of parroting to the success in the exams and the entrance in a University school. Another important thing that attracted our attention in this category is that the good student was the one that succeeded in the University exams no matter how he / she managed to do that.
‘The good student was the one I call the parrot doing nothing but studying all the time. That was his / her whole life, just to study hard and pass the exams. There was only one goal, one target, and one day to become a University student’.

The second teacher of this part of the interview not only refers to the good student as being a parrot but also at the same time he / she mentions that if you did not follow the teachers’ instructions to memorise things and simply repeat them you ran the risk of being punished.

‘The good student was the one that learnt by heart and had the ability to memorise easily, what we used to call a parrot. Knowledge and learning had nothing to do with the way it is organised today. Unfortunately the student could not organise his / her own knowledge, did not have the ability to assess his / her efforts and moreover he / she had no personal involvement in his / her studies. You had to memorise the facts from the book and just reproduce them. Otherwise, if you could not do that you were punished verbally or even physically.’

Again the particular teacher mentioned that he / she had negative memories as a student facing the punishment of the teachers both verbally and physically. It is quite interesting at this point to notice that the intensity of the negative feelings being mentioned was such overwhelming that made that teacher nervous and unease especially when he / she mentioned the physical abuse they had to suffer. This pattern of beating and physical abuse is also prevalent in the first research question when the teachers reported having negative memories connected with physical abuse, the traditional ‘ξύλο’, as they used to call it in Greek schools. To be honest this fact was again surprising for me as I heard that all these people were criticised, insulted, threatened and ridiculed because they simply refused to memorise things and become ‘parrots’.

Unfortunately, as the teachers themselves point out the well-worn chat ‘Sticks and stones may break my bones, but words can never hurt me’ did not apply to their situation. The emotional damage and the feeling of humiliation comes into their minds years after they have finished school and brings back those terrible memories.

The third teacher besides mentioning again the pure memorisation as a factor of success he / she also criticises the whole educational system by pointing out that the school as well as the knowledge you acquired there was not enough for your success in the exams or University and therefore you also had to attend tuition private centres the ‘φροντιστήρια’ as they called in Greek. Moreover, he / she states the fact that no student could be a good one or a successful one even if he / she tried hard as
his / her effort from the school only was never enough. Characteristically, the previous teacher comments:

‘The good student had the ability to memorise things easily especially in subjects like grammar and maths. At the same time you also needed to dedicate a lot of time and effort at home to study. But the worst thing was your own effort both at school and home was not enough so as to be a good student. It was necessary to attend a private tuition centre in order to achieve your goal to become a University student in the future’.

At this point of the analysis it is very critical to point out the fact that the particular teacher states that there is low quality of state-sponsored education in Greece and therefore it is generally considered impossible for all but the most gifted students to pass university entrance exams without attending a private tuition centre. Although the Greek secondary education is mainly provided by public schools, the contemporary Greek educational system is systematically supported by these private tutoring schools the frontistiria, which in the minds of the students and their parents are necessary so as to attend higher educational institutions. It is true that families with school-age children are paying the price for a system that has virtually made the use of private tutoring centres, known as frontistiria, a mandatory part of the curriculum. The most disappointing thing is that both students and their families do not trust the public educational system whereas at the same time the insufficient government funding and the unstable educational policies enhance that specific phenomenon. According to Verdis (2002), the Greek ‘shadow education’ system of parapaedeia is a reality that can be traced in the Greek educational system.

4.4.6 Obedience, discipline and respect

According to the analysis of the third research question of the interview one quarter of the teachers, a significant percentage (25%) of the whole sample considers that students need to acquire many more qualities and virtues than simply be the ones who study hard so as to be characterised as good and successful ones. These new qualities and characteristics are highly related with some aspects of the students’ behaviour and status inside the school community in general whereas their strict academic performance in the school subjects does not seem to be that important. At
this point it is of great interest to point out the fact that all the teachers who belong to this category, when asked what were the characteristics of the good student, they firstly made comments related to their behaviour as factors of success and only towards the end of their narration they mention the academic performance as being an important issue of success. More particularly, the first teacher recalls:

‘The good student was very obedient in class as well as disciplined. Yes, a very important characteristic of the good student was his / her obedience. The good students were obedient and respected all of their teachers. They also studied at home and had to do their homework.’

The second teacher also repeats the same ideas about the characteristics of the good student focusing once more in discipline and obedience.

‘The obedient student was the good student. The obedient and disciplined students were the successful ones; they were also the ones who never bothered the other students in class. The successful students participated actively in the class activities, whereas at the same time they did their homework and got high marks in the school tests’.

The third teacher expresses similar ideas related to obedience and discipline once again:

‘The good student was the obedient and disciplined student, the one that caused no trouble with his / her behaviour. They were usually children whose parents were teachers or doctors …’

At this point of the analysis it is important to notice that the previous teachers concentrate on matters of obedience and discipline as virtues that lead to students ‘success. Moreover, these qualities are also connected with some other values such as respect and active participation in the activities of the school community.

This part of the analysis once again proves our belief that schools are the first formal organisations every human experiences and where we learn how organisations and their processes actually work. Here the teachers refer to ‘acceptable’ and ‘unacceptable’ behaviours and models of success and failure inside the school as an organisation. Schools, like any other organisations define the place and the status of the students in them and this predicts much of their organisational behaviour and social identity. It is characteristic to point out that the previous teachers present a particular model of behaviour that is being highly valued and is connected to the success of a student inside the school as an organisation. But although the narration of
the teachers refers to the organisational aspect of the school, which verifies our view that schools are indeed organisations, we should also make some comments about the values that are being promoted.

The importance of discipline in educational institutions is well recognized but there should be a proper balance between discipline and the freedom of the students. The educational institutions should have a peaceful and calm atmosphere to enable the students to acquire knowledge. The teachers in the particular interview present a reality in which in most schools and classrooms, so much of what we call ‘discipline’ gives children the message that they will be punished for not doing what they are told. The message seems to be quite clear. Those who follow the school rules are viewed as successful and responsible and are the ones who gain access to classroom rewards and privileges, while non-compliant students face detention, loss of privileges, a phone call home, or even a zero on assigned schoolwork. This negative discipline and punishment approach does not seem to have the desired results. After all we should always bear in mind that, if punishment were effective in reducing inappropriate behaviour, then there would be no discipline problems in schools. Unfortunately, the phenomenon we experience is that discipline in our schools has considerably declined. Students are disrespectful to their teachers. They misbehave in the classrooms or they even organize strikes and take the law into their hands. The irony of punishment is that the more you use it to control your students’ behaviours, the less real influence you have over them. This is because coercion breeds resentment. In addition, if students behave because they are forced to behave, the teacher has not really succeeded. Students should behave because they want to -not because they have to- in order to avoid punishment. So, instead of using obedience-based models we should focus our attention to responsibility-based models which require teaching students the skills of decision making and providing opportunities to see appropriate behaviors in action from good role models. We find that more students actually change their behavior when they are given instruction on how to behave in the future, rather than simply being admonished for behaviors in the past.

Stanley Coopersmith in his work about self-esteem (1967; 1975) provides a good model that educators can use to develop approaches, techniques, and strategies needed in developing responsibility in youth. Coopersmith found that students with high self-esteem had four factors in their family backgrounds that distinguished them from others: warmth, clearly defined limits, a democratic atmosphere, and
opportunities for practice in decision-making and problem-solving skills. The continuous presence of these four characteristics in classrooms and other youth-serving organizations can make a big difference in helping young people make responsible choices (Curwin & Mendler, 1997).

**Warmth:** Good teachers have always done things to make their classrooms welcoming places. Nowadays, these basic human touches have become essential to encouraging acceptable behaviour and setting the tone for responsible learning. Most important is a caring attitude that conveys the message, ‘I want you here; I’m not giving up on you even though I get frustrated with your irresponsible, disruptive, or unmotivated behaviour. Your place is here!’ Simple gestures can get the message across: greet students at the door, share moments of appreciation with them, know who they are by embracing their interests, send a thoughtful note, highlight their effort (even when it has been minimal), use hum or, listen, and welcome their feedback.

**Clearly defined limits:** Students need secure, confident and respectful adults who are appropriately confrontational when student behaviour crosses the line. Within the classroom, each teacher needs to emphatically support values of nonviolence, caring, cooperation, and respect. Classroom rules and consequences for breaking them must support these values. For example, the principle ‘School is a place where all students have a right to learn in an environment that is free from discrimination’ leads to rules regarding proper use of verbal and written actions. The most effective and respected teachers express their beliefs, demands, and expectations within the context of clear values and goals that benefit learning. They hold students accountable by expressing approval and disapproval, and they seek consequences that teach each student a connection between what they have done and what happens as a result of those actions.

**Democratic atmosphere:** Much of our work is based on finding ways to give students a real stake in their learning. We have long advocated involving students in the process of making classroom rules and guidelines. Students may be encouraged to develop expectations for the teacher that they think will help them learn. They can be involved in developing specific rules that will apply to each other. They can be invited to propose consequences or corrective actions that may be explored if rights are violated. Responsibility is learned by practicing it in ways like these-making choices and experiencing consequences.
**Skills in recognizing and resolving conflict:** Every conflict that occurs in our presence gives us an opportunity to reinforce a solution or teach an alternative response. Most of the time a private message works best because it preserves everyone’s dignity. When a power struggle occurs, teachers can use ‘I-messages’ to share information about their perspectives, feelings, and needs. After a blow-up, genuine remorse and empathy can be taught while offering an apology, making restitution, or developing a plan. Letting go of anger firmly yet respectfully is powerful. For example, the day after a power struggle, a teacher could tell a student, ‘You and I had a tough time yesterday. I felt upset and so did you. But I am happy you are back and I want a fresh start. We both can make each other’s day a little better. Welcome’: The best way to show corrective behavior is to model it.

The last two teachers of this category characterise the good students as the ones who study hard but at the same time they also refer to some other elements of the students that contribute to their success:

‘The good student studied hard and always had good marks. The good students were the ones that were beloved by the teachers.’

‘The good student always studied hard and he / she was concentrated on his / her studies. Good students did not have time to take part in any extracurriculum activities. They only focused on their studies and their school subjects’.

It is important to notice that the students that the teachers characterise as good ones are the favourite students on the part of the teachers. The obedient and disciplined students are the ones their teachers like and favor as their behaviour does not create any problems to them. The specific students pay attention, take proper notes, complete their homework and assignments on time, study hard for tests and the most important of all they respect their teachers and do not cause any problems with their behaviour.

At the same time the good students are the ones who are only preoccupied with the activities that are related to the school subjects and curriculum and they spend all of their free time in studying hard, reading and writing revising, studying for tests and completing school assignments. The specific students are presented as lonely and isolated, concentrated only on their studies whereas they do not take part in any extra curriculum activities. The question that lies here is whether we desire our students to acquire all these previous characteristics in order to consider them as good or successful ones. Do we really want our students to be obedient and disciplined, to
study hard and be preoccupied only with things related to their school life? The answer is definitely no. Our aim as educationalists should be to cultivate not only the knowledge but also all those habits, skills, values and beliefs that we think that our young students will need so as to live happily and successfully in their lives in the future. When we say that we desire to produce successful learners, this should probably mean helping our students not only to get good grades but become responsible, confident and powerful real-life learners.

4.4.7 Desired behaviour

Five of the teachers who participated in the interview stated that the good students were the ones who got high marks in the tests and their homework but they were also the ones whose behaviour inside the school environment was paradigmatic as they never caused any problems of disrespect or disobedience. These students were not disrespectful to their teachers, they did not misbehave in class, they did not organise strikes and they did not take part in any actions of violence or vandalism inside the school environment. It is important to notice how the first teacher in this category refers to the strict academic performance of the students but considers their behaviour as most important so as to be characterised as successful or not.

‘Initially the good student was the one that got high marks but the most important thing was not to cause any problems inside the classroom’.

‘What do you mean when you say problems?’

‘When I say problems I talk about the behaviour of the students. I mean that the good students did not get into trouble, did not tease or make fun of the other children and did not belong to groups or teams that created problems.’

Another teacher in this category clarifies the specific characteristics of behaviour that good students should acquire inside the classroom which do not only define a student as a good one but at the same time he / she becomes the teacher’s favourite and beloved student.

‘The good students always had the right behaviour, they did all their homework, they raised their hands before speaking, they were good to the teachers, they answered to all the questions and the most important of all they were quite in class.’
The third teacher in this category again mentions the issue of behaviour as being an important factor that defined students’ success but at the same time he/she points out that the teachers were stricter and showed less tolerance to the students whose academic performance was very good whereas their behaviour was not the appropriate one. The specific teacher in this point implies that the good students were not only the ones who studied hard and did well in tests and assignments but also the ones that showed the appropriate behaviour that was expected from their part. Moreover, in case students were successful as far as their academic performance was concerned but their behaviour was not the expected one, were punished harder and stricter on behalf of their teachers.

‘The good student was the one who studied thoroughly and systematically as well as the one who was quiet and listened to the instructions of the teacher. These were the qualities that the good students had to acquire. But the most important thing was that the teachers were stricter and showed less tolerance to those students who were good ones but caused problems with their behaviour at the same time’.

The truth is that teachers most of the times have high expectations from the students whose academic performance is considered to be successful and they expect that their behaviour will also be the appropriate one. There are cases indeed, in which teachers make comments such as ‘I was disappointed of you and the way you behaved in this occasion’ or ‘I did not expect that kind of behaviour from you, since you are a very good student’. From the things mentioned above it is clear that teachers raise less and criticise more the students for whom their expectations are higher. At the same time they encourage greater responsiveness from those students of whom they expect more by highlighting the fact that their behaviour should be consisted with their academic performance.

This specific characteristic of the style of behaviour being followed by the students as the most basic factor for distinguishing the good student from the bad one is also repeated by the next teacher:

‘I really think that the good student was the one who studied hard but at the same time the one who behaved in an appropriate manner. Basically, I believe that we all studied and tried hard, so the thing that distinguished the good student from the bad one was the issue of the behaviour. For me the difference lied there, in the behaviour.’
The next teacher does not refer to the academic performance of the students at all, whereas he / she mentions only the behaviour as the basic element that distinguished the good student from the bad one inside the school environment. More specifically, he / she recalls:

‘Generally, what I do remember is that the behaviour was the most important factor that defined if a student was considered good or bad. Things were quite simple at that time. The good student was the one that behaved properly according to the specific rules of those days and the bad student caused problems with his / her behaviour.’

As it is clearly seen from this part of the interview the issue of behaviour inside the school environment is a very defining factor that determines if a student is good or bad according to his / her teachers. Undoubtedly, one of the main things that decide a person's or child's future is their behaviour. Learning textbooks, succeeding in tests, writing assignments and achieving 100% is not enough. There are also a number of other values that students should acquire such as respect, self-discipline, generosity, humility and many others that will enable them to face future with security and optimism. As a student myself I will never forget one of my beloved teachers who used to say that we should always try imagining ourselves in the other person's situation, and we'll know how much we hurt them with our actions. Before starting any of his lectures he advised us to be friendly, use good manners in class and raise our hand before speaking. But the epitome of his advice was the following: ‘if my children you don't have a nice thing to say then don't say anything at all.

There is no doubt that students who help their friends are always remembered as one of the best friends at school. Rudeness and the use of discouraging or insulting words should be avoided. It is of utmost importance to remember that behaviour should be first and then comes academics. Even if we aren't good at school, we can be famous for our behaviour, and good friends are truly worth more than gold.

4.4.8 Popularity and leadership skills

Two of the teachers who took part in the interview presented the elements of popularity and leadership abilities as the most important factors of success for the students. The good students were popular among their classmates and had many
friends inside the school environment. They are in a way presented as charismatic personalities who had the ability to finish their homework very quickly and that gave them time to meet their friends, to take part in extra curriculum activities and socialise. It is of great importance to notice that one of the teachers confesses that he envied all those good students who were popular and had many friends who really admired them. These are the things he/she mentions:

‘The good student was the most beloved student in class. Most of the others kids wanted have him/her as a friend although his/her character was not very good. In my opinion this label that they were successful attracted the other students’ attention and therefore they had so many friends. I have to confess that in a way I envied them because I was not as successful as they were. I was not a very good student and I envied them because it was very easy for them to understand things whereas I had to dedicate a lot of time at home and I could be as successful as they were. They finished their lessons very quickly and they had time to socialise and to meet their friends or meet new one’.

The second teacher in this category besides the element of popularity points out the fact that the good students had leadership abilities and took active part in the school councils.

‘I think that the good students were generally very popular in school and went along both with the other kids and the teachers. At the same time they had leadership abilities, they were elected to represent the students’ councils not only in their class but they were also members of the councils and represented the whole school community’.

From this point of the analysis it is clearly understood that leadership skills occur from the very first time the young students attend school and their participation in such kinds of leadership activities place them in a high position in the value system. Moreover, the students with leadership abilities and skills are considered to be successful both by their teachers and their fellow classmates. In fact nourishing leadership skills doesn't have to occur when children are in middle school. Leadership development can be encouraged by the time students enter elementary school when they demonstrate various levels of leadership skills and potential. By providing them various school positions and responsibilities, their leadership abilities can flourish. Students can run for positions such as president, secretary whereas the school can hold an assembly for school officer elections, so students can give campaign
speeches. Through all these activities the young students learn how to be responsible by given the opportunity to organise an event or an activity and therefore they will be able to develop and hone their knowledge and skills in critical areas including group processes, team dynamics, ethics and communication. This procedure will also give them the opportunity to develop a personal leadership philosophy, apply critical thinking skills, and hone their leadership style. Students can learn how to become and how to be good and effective leaders. There can be many kinds of student leaders and at the same time they will be able to better understand different leadership styles that best work for certain situations. Whether students continue on to graduate school, enter the workforce, or choose another path, they will have the knowledge, perspective and skills to make a leadership contribution in their future career.

Once more our research proposal is verified by the analysis of the question about the good and the bad student inside the school environment since schools are indeed the first places where we learn how organisations and their processes actually work. From this part of the analysis it is clearly evidenced that in schools as organisations students learn how to belong to, how to form protective groups, how to lead, how to deal with authority, what are the factors that motivate people and so many others. Furthermore, students learn what social status means in an organization as well as which behaviours are ‘acceptable’ and ‘unacceptable’ and in our case, which are the models of success and failure. In fact what we do learn from this part of the interview is that the classroom is itself a mini-organisation in which motivation, communication and all kinds of relationships apply. We also learn how inclusion and exclusion are used to project values about what roles young people should take in a school, and what kind of student is valued and not valued. Most importantly of all, our understanding of organizational behavioural norms and our sense of our role, and value, in organizational life are developed through this process. Roles and responsibilities are important because they offer security and a place in the organisation for all children.

4.4.9 Helpful students

Although only one of the teachers who took part in the interview answered that the good students were the ones that offered help to their classmates, it is worth
mentioning this parameter of success too as it gives a new dimension to which things are valued and considered important in defining the good and successful student. More specifically, the particular teacher does not refer to the school curriculum or the school subjects at all nor does he relate the good students with hard studying or succeeding in tests and exams. On the contrary he/she has a very concrete and stable thesis about who is successful or not by stating that success means offering help.

‘If you ask me about the characteristics of the good student I would definitely say that the good student was the one who had the ability to help his/her classmates. I used to live in a small, rural village where we had no help from our parents, therefore the good student was the one who helped his/her classmates.’

The specific issue of co-operation mentioned here is highly valued as a virtue, which accompanies the good and successful student. In schools, like in any other organisations co-operation is a crucial factor of success as apart from improving yourself, it is very important to try to spread your skills among others. This is the section that provides you with all the things necessary in sharing your skills. Co-operation is helping each other out so everyone benefits, as it’s the opposite of competing, where everyone wants to win for himself or herself. Most learning is done with the help of others, so learning to cooperate is a valuable skill for anyone. Study partners are a wonderful tool as they save time and they help reinforce what you have learned. Through this procedure students learn how to share things, how to work effectively and systematically in groups and they are able to achieve things by setting targets both for themselves and the other members of the team.

4.5.1 Looking back on your time at school, which are the characteristics of unsuccessful, ‘bad’ students?

The fourth question of the interview is highly connected with the third one, but this time we are aiming at finding out which are those characteristics that define a student as ‘bad’ or unsuccessful’ focusing on the elements and pieces of behaviour that are not valued in the school environment. At this point it would be of great importance to point out as we are going to see in greater detail in our analysis that only one of the teachers who participated in the interview related the bad student only with his/her academic performance as well as the school grades. The most noticeable
thing in this fourth research question is the fact that all the participants besides the exception we have already mentioned characterised students as bad or unsuccessful having in mind their behaviour inside the school classroom as well as their relationship with the other members of the school community. According to our analysis, behaviour is considered to be the most prominent factor that leads to students’ school failure. The most common characteristic of bad or unsuccessful students is the fact that they often shift blame. These students do not take personal responsibility for their failures and instead they shift the blame to others for their shortcomings, such as bad teachers or friends. Therefore, by not taking responsibility for their mistakes, they rarely learn from them and are not empowered to avoid them in the future.

But what makes students bad and what are the personality characteristics of bad or unsuccessful students? The response to these questions could be the naïve ‘bad students are the opposite of the good ones’. This certainly does not actually answer any of our previous questions, as it does not refer to any specific characteristics that could define a student as bad. In fact, one could mention a number of elements that bad students do not acquire, specific characteristics that bad students actually do not have such as the following:

1. Lack of work ethic (lazy, irresponsible students).
2. Lack of motivation (disinterested students, not attentive, more interested in getting good marks than actually learning).
3. Lack of learning curiosity (indifferent, unwilling to learn).
4. Lack of disposition (rude, dishonest, troublemakers).

The truth is that bad students often miss or are late for class. In some cases, they put other priorities (e.g. sleep) above their classes. In other cases, there are also some other reasons such as low level of motivation or lack of time management skills as well as social life and family that prevent them from attending their classes regularly or keeping up with the demands of their classes.

At this point we need to state once more the fact that there is a distinction between having knowledge and learning. To learn you have to actively process the information you received, reflect and make criticisms to what you are assimilating so that this can be applied later. The ‘old’ strategies of secondary education to memorize and forget immediately do not work any longer. Students should consolidate information that will have practical use in their future daily life. Last but not least,
students have to pay careful attention to self-knowledge. The better you know yourself, the better you may eliminate distracting factors that jeopardize the proper academic performance.

According to Neil & Biscaccianti (2002), there are some factors that do jeopardise the school performance and usually characterise the bad or unsuccessful students. These factors include:

1. The lack of establishment of explicit objectives.
2. Monotony.
3. Poor planning.
4. Excessive influence of fear.
5. The lack of interest or procrastination.
6. The lack of study habits.
7. Family, social or interpersonal problems.
9. Anxiety and fatigue.

In short, it only makes sense studying when we are interested in learning because it is then that we become active throughout the whole process and motivated for study. Undoubtedly, to make this happen, effort and concentration are essential requirements, much more than outstanding intellectual aptitudes, which in themselves do not assure academic success.

4.5.2 The answers of the teachers about the characteristics of unsuccessful, ‘bad’ students

The aim of the fourth research question of our interview was to investigate and report which are those qualities and characteristics that would define students so as to be considered bad or successful inside the school environment. Analysing that part of the interview teachers mentioned a number of elements that should characterise a student as a bad one but as already mentioned behavioural traits and characteristics are responsible for defining the bad student. More specifically, only one of the teachers being interviewed stated that the bad student was the one who had poor academic performance and did not get high marks in his / her homework or exams. On the contrary 40% that is eight of the participants in the interview answered that the
bad or unsuccessful students were considered as such not only due to their academic performance but also mostly due to their behavioural habits. Moreover, another 20% of the interviewees stated that bad students were the ones who had bad behaviour inside the school environment without mentioning anything at all about their academic performance or achievement. The fourth category that arises from our analysis includes those students who were characterised by two of the teachers as lazy and unwilling to study. This also refers to specific elements of behaviour which show the unwillingness to take part into the learning procedure and is closely connected with the fifth category that aroused and included those students whose behavioural habits turned them into the laughingstock of the whole school community. The last category of our analysis includes those students who were both poor in their academic performance as well as in their behaviour due to social reasons as two of the teachers stated in the interview.

The following table 14 and figure 7 give us in detail a clear description of which students are considered to be bad and unsuccessful by the interviewees.

Table 14: The characteristics of the unsuccessful, ‘bad’ students

<table>
<thead>
<tr>
<th>WHICH ARE THE CHARACTERISTICS OF THE BAD- UNSUCCESSFUL STUDENTS</th>
<th>1</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAD STUDENTS IN READING AND WRITING</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>BAD STUDENTS DUE TO SOCIAL REASONS</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>LAUGHINGSTOCK OF THE SCHOOL COMMUNITY</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>LAZY AND UNWILLING TO TAKE PART IN THE LEARNING PROCEDURE</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>BAD STUDENTS IN READING AND WRITING AS WELL AS BAD BEHAVIOUR</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>BAD BEHAVIOUR-RUDE TROUBLEMAKER</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>BAD STUDENT - UNPOPULAR- NO FRIENDS</td>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>
From all the things mentioned above it is clearly evidenced that the school is an organisation, indeed it is the first organization we have a formal relationship with and remains so during the most formative years of our life. In fact, the classroom is itself a mini-organisation in which motivation, communication and relationships apply. Moreover, from the third and the fourth research question we also learn how inclusion and exclusion are used to project values about what roles young people should take in a school, and what kind of student is valued and not valued. Most importantly of all, our understanding of organizational behavioural norms and our sense of our role, and value, in organizational life are developed through this process. Roles and responsibilities are important because they offer security and a place in the organisation for all children.

4.5.3 Low academic performance

To begin with, according to the analysis of the fourth research question of the interview, only one of the teachers, that is 5% of the whole sample answered that the bad or unsuccessful student was the one who had bad marks both in written and oral performance and also faced problems in passing to certain examinations. The specific
teacher of this category reports that the bad student was exactly the opposite of the good student as far as his/her academic performance was concerned:

‘The bad student was the opposite of the good student. Bad students had a great difficulty in understanding certain things or solving an exercise. Most of the times bad students did not do any of their assigned homework and came to school without being prepared’.

At this point of the analysis it would be of great interest to point out that in the third research question three of the teachers being interviewed stated that the good or successful students were the ones who got high marks taking into consideration only their academic performance, whereas in this fourth research question only one of the teachers identifies the bad students as the ones who had poor academic performance.

Comparing these two research questions about school failure and success one could easily come to the conclusion that by no means is academic performance a crucial and determining factor for defining failure or success in the school environment. In our case success or failure is not predominately measured in terms of examination performance either on standardised tests or on a specified area of the curriculum. Academic performance may be one aspect of a school’s performance that can be measured but obviously there are other aspects that the community identifies as desired outcomes of ‘successful schools’. There is no doubt from the analysis of the data of our interview that there are other qualities, traits, characteristics and norms of behaviour that lead to students’ success or failure. These outcomes have to do with the role of the schools in promoting social, emotional and physical development and well being of our youth alongside their intellectual development (Silins & Murray-Harvey, 2000).

4.5.4 Failure in academic performance due to social reasons

In this fourth research question about the bad and unsuccessful students two of the participants of the interview stated that students were considered as bad because of their poor academic performance and their inability to cope with the examination system. The most noticeable thing, though, from this category is the fact that the teachers relate the bad school academic performance to social reasons and more
specifically to the family background of the specific students and the lack of help on behalf of their parents or family in general. The first teacher characteristically reports:

‘The bad students had great difficulties both in subjects such as Maths and Grammar. They also faced difficulties in reading and writing exercises and in general they could not cope with the school demands as far as their academic performance was concerned. Now that I think about it I tend to believe that these students had all these difficulties due to their social environment and their family background’.

The second teacher in this category is more specific and as we are going to notice later in his narration is trying in a way to find an excuse for all these weak students stating that it was not their fault but their difficulties and their inability to cope with the demands of the school subjects is due to the fact that were totally without help from their social environment. The specific teacher explains that the fact that their village was a mountainous, secluded one contributed to the poor students’ academic performance as their parents were farmers with very low socio-economic status and could not offer any kind of help.

‘I strongly believe that there were not actually bad students as we say in our days. On the contrary, I would say that there were helpless children, as they had no one to get help from home. What I simply mean is that these kids were poor academically not due to their own choice but due to the fact that no one was there to help them. As I mentioned before, I come from a secluded, small village in which almost all the people were farmers working hard all day. The truth is that older students offered help to the younger ones as there was no one else to do so’.

The narration of the previous teachers raises the question of how the parents and the family background in general constitute determining factors of students’ academic success or failure. According to Diaz (2003), the influence of the family educational climate is defined by the amount and the style of help that the children receive from the family. This is determined by elements of the family context, like the dynamic of communication and affective relationships and attitudes towards values as well as expectations. Along these same lines Marchesi & Martin (2002) tell us that parental expectations have a notable influence on academic results, even when controlling for initial knowledge. Moreover, the parenting style (democratic, authoritarian etc.) is also influential both in the students’ educational process as well as in family-school relations. According to the research conducted by the previous researchers, a positive family climate favours the development of well-adapted,
mature, stable and intergraded subjects, and an unfavourable family climate promotes non-adaptation, immaturity, lack of balance and insecurity.

Furthermore, according to Gonida & Urdan (2007) who conducted a research about students’ perceptions of family influences on their academic motivation, it appears that parents who are willing and able to provide support to their children, but do not become coercive or controlling in their influence, produce academically motivated children. Moreover, most of the research on parental behaviours suggests that parents who are actively involved in their children’s education have children who are more motivated in school and achieve at higher levels (Englund et al., 2004). Involvement can take a variety of forms including supervising homework, actively selecting the school the child attends, and reading with children. In addition, research suggests that when parents adopt an authoritative parenting style (i.e. high demandingness coupled with strong support) (Baumrind, 1991) and are not overly controlling, children tend to respond with more autonomous motivation in school, achieve at higher levels, and have greater feelings of competence (Grolnick, 2003).

As far as the socio-economic status is concerned, several comprehensive reviews of the relationship between socio-economic status and educational outcomes exist (Amato, 1987). These studies that make it clear that children from low socio-economic status families are more likely to exhibit the following patterns in terms of educational outcomes compared to children from high socio-economic status families:

1. Have lower levels of literacy, numeracy and comprehension.
2. Have lower retention rates (children from low socio-economic status families are more likely to leave school early).
3. Have lower higher education participation rates (children from low socio-economic families are less likely to attend university).
4. Exhibit higher levels of problematic school behaviour (for instance truancy).
5. Are less likely to study specialised maths and science subjects.
6. Are more likely to have difficulties with their studies and display negative attitudes to school.
7. Have less successful school-to-labour market transitions.

**4.5.5 Laziness and unwillingness to study**
Two of the teachers being interviewed that is 10% of our sample stated that the bad or unsuccessful students were lazy and unwilling to study or do their homework. The most noticeable thing in this category is that both of the teachers pointed out that the bad students of their age did not have any learning difficulties or weaknesses but they chose not to study or take part in any of the school activities. At this point of the analysis it would be of great interest to stress the fact that the teachers commented that the aforementioned students were not lazy or unwilling to learn only as far as their academic performance was concerned. On the contrary, this characteristic of laziness and unwillingness was also predominant in all the other aspects of their presence in the school environment. Therefore, the disinterest of these students was such that did not participate in any other school activities and did not even take their schoolbooks at school with them. The teachers in this category make it clear by all means that their fellow classmates were responsible for their school failure as for their own reasons decided not to take part in any of the school activities. This is what the first teacher comments:

‘The way I see it today I have to say that children today face more learning difficulties than in the past. I do not think that my classmates faced those kinds of problems, no, definitely not. Most of them could easily cope with the school curriculum or the school subjects but they did not want to study for their own reasons ...’.

The second teacher on the other hand does not only refer to laziness, which may be a common characteristic in many of the students but he / she presents a student which looks like a tourist and not an actual student. More characteristically, he / she reports:

‘To be honest I believe that the bad students were the ones that did not give a damn about anything. Bad students did not even bother to take their books with them, they did not do any of their homework and they did not participate in any of the school activities. What I still remember very vividly is the fact that some of them used to sleep inside the classroom during the lectures’.

The question that is now raised from the previous narrations is why some people are characterised as lazy and which are those traits that define lazy students who are unwilling to take part into the learning procedure. Laziness may or may not be character trait. It might be a medical or psychological condition. It is important to distinguish between laziness, a temporary behaviour, and lazy as a character trait.
Traits are characteristics that define a particular way people act. Laziness can be attributed to numerous medical or emotional conditions or it may be that some people are just plain lazy, lacking in motivation. The truth is that what presents, as laziness may actually be illness. If so, it is important to seek medical help rather than assuming it to be a character flaw.

Working with underachieving students can be made less frustrating if a teacher follows a combination of these strategies:

Accept that underachievers’ shortcomings are not the result of laziness, even though they may see themselves as lazy and worthless. Their anxiety levels often paralyse them. Underachievers need extra motivation. They seldom find the work intrinsically interesting. Successful teachers strive to make assignments so appealing that all students will want to do their work. Often, underachievers do not turn in work even when they have completed it. So teachers need to work out a plan with the student and his or her parents to guarantee that work will be turned in to them on time.

Underachievers need assistance in establishing their priorities so that they can work with a purpose. Teachers need to use a checklist to show students how to accomplish their assignments.

Teachers need to teach study skills, time management, and organization strategies so that the work will not be burdensome for an underachieving student who is easily overwhelmed by school tasks. One of the most effective strategies is to bolster self-esteem in the underachievers. Teachers need to be positive and supportive as they encourage effort and the attempts to work. Most underachievers passively accept criticism from the disappointed adults in their lives. They tend to use the negative labels to excuse themselves from not working.

There is no doubt that we, as educators need to establish a connection with our students. A teacher who makes students feel comfortable and confident creates a safe environment. Students indeed need to feel safe and they also need to know beforehand that it is okay if they give a wrong answer to a specific question. As we have already mentioned, this can be achieved by creating opportunities for student participation and getting them involved in the learning procedure. An energetic lesson that gets students involved is a great way to motivate students and help them learn.
4.5.6 Failure due to bad behaviour

A great percentage that is 40% of the teachers who participated in the interview answered that bad or unsuccessful students were not the ones with low academic performance but especially the ones whose behaviour varied from being inappropriate or even unacceptable inside the school environment. A very common characteristic that almost all of the teachers in this category mentioned when they were asked about the bad students was that of truancy. Moreover, the teachers stated that the bad or unsuccessful students were absent without apparent reason for many days and some of them even characterise them as ‘repeated’ or ‘persistent’ absentees, which means that they were away from school for whole weeks. Characteristically, one of the teachers reports:

‘The most prevalent characteristic of the bad students was the fact that they did not attend school regularly. They were absent for many days every school year and we all knew that they were not sick or faced any serious problem’.

According to Claxton (2008), there are obviously many reasons why young students play truant but surely the most important one is that they do not perceive the relevance and value to their own lives of what is being offered at school. The truth is that without a story that makes sense to them, young children are more likely to disengage from school, some of them quietly and some others disruptively. Fortunately, however, there are cases in which uninterested young people are magically transformed into committed and devoted learners when something engages their interest. The vast majority of students would do their best if they understood how their attendance at school could cumulatively build their capacity to cope with life as they experience it and as they accurately anticipate it will be.

The second most prominent characteristic that the participants of the interview refer to is that of the bad behaviour which accompanied the poor academic performance of the students.

At this point it would be of great importance to point out the fact that the participants of the interview commenting on the traits of the bad behaviour stated that their teachers used to mark not only the academic performance of their classmates but also their behaviour. This simply means that students who were good academically but their behaviour was not the appropriate one, used to get bad marks as a punishment for their behaviour. Some of the teachers in this part of the interview
express their scepticism about this specific behaviour and the feeling that I sensed was that in a way they seem to be relieved today because they are able to change this. One of them comments about that:

‘When I was a student myself unsuccessful was the one who had a high percentage of absenteeism from school. Of course he / she used to get bad marks and talked back to their teachers. But what I really need to point out is that our teachers back then used to grade us for our behaviour ... Thank God nowadays there is improvement and we do judge our students by their behaviour. At least we do not give them lower marks for that’.

Another one also relates the school performance with the general behaviour inside the school environment stating that there was a reciprocating relationship between the academic performance and the behaviour inside the school community. More specifically, the teachers mention that when students got low marks for their behaviour they used to react complaining about that by really showing worse academic performance and that procedure went on creating a vicious circle. This is what one of them states:

‘The bad student had difficulties both in reading and writing and also faced problems in memorising facts, something which was necessary those days. But this was also highly related with their behaviour. Their performance was affected by their behaviour and again their behaviour affected their academic performance. It was a vicious circle with the students as victims’.

The other teachers in this category point out the fact that bad students showed no interest in the school subjects or any of the school or extracurricular activities but they only wished to cause trouble with their behaviour both for their teachers and fellow classmates. To be honest, I was quite impressed by that fact as through my teaching experience I have faced uninterested and unmotivated young people but not many of them who desired to create difficulties to their classmates inside the school classroom.

‘Bad students had low academic performance whereas at the same time their behaviour was not the appropriate one. In general bad students showed no interest at all about the subjects and the school curriculum nor were they willing to take part in any other school activities. I believe that they only came to school to cause troubles to their teachers and their schoolmates’.

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Another teacher gives his / her definition about the bad student by stating the outcomes of the inappropriate behaviour and the fact that it led to specific kinds of punishment.

‘The bad students were characterised as such according to the way they behaved and not only due to their academic performance. Unsuccessful students were the ones who used to forget to do their homework but especially the ones that talked all the time or laughed with the jokes of their fellow students. The bad behaviour was punished from the teachers who threw the students outside from the classroom or forced them to stand on one foot in the corner of the classroom. Of course, bad students often visited the headmaster’s office to be punished by various ways for their unacceptable behaviour’.

Through the analysis of this part of the interview once more our thesis about the role of the school as an organisation is verified as schools constitute places where we learn how organisations and their processes actually work and which are ‘acceptable’ and ‘unacceptable’ behaviours or models of success and failure.

As far as the topic of behaviour is concerned a wise movement would be to set clear and consistent limits or boundaries and to let students know what types of behaviour will be accepted and what types will not. There is no doubt that we, as teachers, should be aware that the list in and of itself is meaningless. The important part is how we deal with the rules and their infractions on an ongoing daily basis. After all, students are the ones who will test the limits but the truth is that when we have meaningful class rules that we fairly and consistently enforce, we are building an emotionally, academically and socially safe learning environment. A classroom that is free from teasing, stimulating, and supportive is the setting in which students can reach their maximum potential. It becomes an environment where students feel it is safe to take educational risks without worrying that others will laugh at their efforts.

While it is very important to set firm and consistent limits it is also important to shape the desired behaviour of the class. Class discussions should highlight the good behaviour rather that the bad by setting clear that the desired behaviour is the good behaviour, which is also considered as more valuable. If we focus on positive behaviours and build a trusting, respectful relationship with our students, we are ensuring a successful school year for our students and for ourselves. We are allowing
them an opportunity to grow and make academic as well as personal success inside the school environment.

**4.5.7 Rudeness and trouble making**

The teachers who belong to this category considered the bad students as the ones who demonstrated bad behaviour, were rude and used bad language towards their teachers whereas at the same time they were the troublemakers inside the school classroom. More specifically, one fifth of the sample population of our interview that is four of the teachers being examined stated that academic performance had nothing to do with bad or unsuccessful students but the factor that determined failure was the one of behaviour. Bad students were characterised by their inappropriate behaviour, demonstrated traits of rudeness and naughtiness and did their best to create troubles and problems to their teachers. The most impressive element of this part of the analysis, as already mentioned, is that the behavioural traits were the only elements that contributed to failure of the students whereas the academic accomplishments of the students were not taken into consideration. Another very interesting point that should be taken into consideration is that teachers wished to clarify that the bad students used to get low marks as a punishment to their behaviour and not because they fell short academically.

‘The bad students of my time were the ones with the most punishments and suspensions. They used to have low marks in almost all of the subjects but that did not mean that they were bad academically or faced learning difficulties. Their bad behaviour led to bad grading’.

The issue of rudeness, insolence, imprudence and that of suspension is constantly repeated in the narration of all the teachers of this category. It is also mentioned that there were special occasions in which the situation got out of control and the specific students reacted in a very bad way and organised sit-ins in the school community. This is what another teacher in this category recalls:

‘The insolent, the imprudent and the rude students were the bad ones, back in the time when I was a student. We also had the system of suspension and the bad behaviour was punished so the bad students used to get suspended for many times.'
There were also times when these students played the leading role and organised sit-ins especially during the high school years.

It is very interesting at this point to notice that some teachers state clearly that there were students who were weak academically but they were not characterised as bad or unsuccessful whereas the bad behaviour of some students was the reason why they considered being bad.

‘The bad student was rude towards the teachers and his / her classmates whereas at the same time they used to make crazy things inside the classroom and always caused trouble. At this point I have to say that the bad students were not the ones who were weak academically since we indeed had students with learning difficulties but their behaviour was good, so we did not stigmatise them as being bad or unsuccessful, not in my memory. The bad behaviour was the reason why some students were considered bad by us, that is the rest of the school community’.

As far as what are the most effective strategies to minimise bad behaviour in the school environment teachers and special educators need to take into consideration the results of recent surveys that have been conducted the last few years. But once again from this part of our analysis it is clearly stated that school is an organisation in which certain types of behaviours are acceptable or unacceptable and schools as organisations need to adopt specific behaviour management strategies so as to prevent the types of behaviour that are not valued inside the organisation.

According to Kaff et al. (2004), sending a student to the principal's office for bad behaviour, giving detention, having a class meeting to discuss problem behaviours or rewarding students with a point system for good behaviour are some of the least effective behaviour management strategies, according to the results of a survey of special educators recently reported in Preventing School Failure. The least effective communication strategies were permitting problem behaviour to occur with the idea that the student will soon return to appropriate behaviour, organizing and administering a group-contingent reward system, and threatening students with loss of privileges.

On the contrary, the most effective behaviour management strategies cited by special educators include:

- Establishing classroom rules and routines.
Accommodating individual instructional needs by individualizing tasks and instruction.

- Praising or encouraging appropriate student behaviour.
- Using verbal cues and prompts.
- Modelling appropriate behaviour.
- Communicating regularly with students through conversations, notes or journals.

Moreover, according to Martin et al. (2009), teachers can use two easy methods to prevent off-task behaviour and promote learning. These are: targeted, meaningful praise for appropriate behaviour and many opportunities for students to respond correctly to content questions. In other words: praise good behaviour instead of punishing bad behaviour and give students a feeling of success. It’s all about feeling good. Praise not only increases good behaviour and decreases bad behaviour, but, when combined with decreasing attention to bad behaviour, it can actually lead to fewer student-teacher power struggles and other disruptions. There is no doubt, of course, that students aren’t widgets and they don’t all respond to praise in the same way. Some might want a quiet word or a nod; some might want a whole class announcement about a successful pencil sharpening, so the authors offer some guidelines for giving praise:

1. Praise must be specific and linked to behaviours that the teacher wants to promote. Praise must be tailored to each student.
2. Praise is meaningless if the teacher has no other positive, personal interactions with a student.

Some students need praise for small acts that other students might take for granted, like sharpening a pencil at an appropriate time. Give into that kid’s need. Praise doesn’t cost anything.

#### 4.5.8 The laughing stock of the whole school community

Two of the teachers being interviewed, that is 10% of our sample stated that the bad or unsuccessful students were the laughing stock not only of the school class which they attended but also of the whole school community. The most noticeable thing in this category is that both of the teachers pointed out that the bad students of
their age were the ‘black sheep’ of the school and they were objects of derision. It is of great importance at this point to mention that the behaviour of the rest of the members of the school community towards the bad students resulted in making them even worse as one of the teacher recalls:

‘The unsuccessful student was a looser, the black sheep of the school and the object of derision, but the worst parameter of this situation is that even when the bad students tried to be better this did not work. The truth is that they got even worse as there was no attention or encouragement on behalf of the teachers and the rest of the kids in class, so in a way their effort was meaningless’.

The other teacher in this category repeats constantly that the bad students were the laughingstock both inside and outside the school community and they were considered as examples to be avoided. More characteristically, he / she remembers:

‘In general, the bad students were the laughingstock not only inside the classroom but also outside the school doors. Most of the times, the bad students were stigmatised as such by both the other students and their parents as well. What I mean is that I remember that my parents and the parents of my classmates used to ask about these bad students and how they behaved in class or if they did something inappropriate. There was a discussion about them and every time the bottom line of the discussion was to avoid being around with these kids as they were examples of behaviour that should be avoided. The idea was that if you hang around with them in the end you will also become like them, which is the laughingstock of the whole neighbourhood’.

The consequences of exercising bad behaviour in this case are not only limited inside the school environment through the use of detention, suspension or through organising class meetings to discuss behaviour problems. In this particular category the bad behaviour is uncontrolled and the students are being mocked and ridiculed all the time by the whole social environment in which they belong.

Moreover, there are also some other scientific researches aiming at shedding light at the outcomes of the students’ behaviour in their adult lives. According to a research conducted by Colmam (2008) aiming at describing long-term outcomes associated with externalising behaviour in adolescence, those who engaged in externalising behaviour according to their schoolteachers had a higher likelihood of poor outcomes in numerous domains across a 40-year period. Adolescents who engaged in severe externalising behaviour had poorer mental health, less successful
family lives, and poorer social and economic outcomes in adulthood. These poor outcomes also extended to those with milder forms of externalising behaviour. The results remained after adjustment for other important predictors of outcomes in adulthood such as sex, father’s social class, adolescent depression and anxiety, and cognitive ability. The researcher also found out that adolescents who engage in either mild or severe externalising behaviour experience multiple impairments that persist throughout adult life.

4.5.9 Unpopular and antisocial students

Although one of the teachers who took part in the interview answered that the bad students were unpopular and had no friends, their statement is considered to be of great importance in our case as it is connected to the feeling of belonging students experience inside the school environment and the way to which they are accepted or not accepted by the rest of the members of the community. It is characteristic to point out that the specific teacher states that the bad students were not only unpopular, but they also faced difficulties in communicating with the other kids in the school. The teacher is very precise in his narration:

‘The bad students were the most unpopular kids in school. They could not communicate with the majority of the other students in school whereas they were not accepted in any team or circle of company’.

Having friends inside the school environment seems to be of great importance as these relations of people enhance the feeling of belonging and form protective groups inside which students feel safe and secure. Moreover, according to Berndt & Keefe (1992), children entering first grade have better school attitudes if they already have friends and are successful in keeping the old friends as well as in making new ones. Similarly teens that have friends experience fewer psychological problems than friendless teens when school changes or transitions occur. It seems quite logical that having friends at school would enhance a child's academic progress and performance as schools can provide a network of rewarding experiences. Friends are there to help each other with class assignments and homework whereas they can also fill in what's missed during absences, and most importantly, friends make school more interesting and stimulating.
Once more from this part of the analysis our belief that schools and even the classrooms are organisations in which children develop emotionally and socially is verified. Schools as organisations provide a training ground for trying out different ways of relating to others. Through interacting with friends, children learn the give and take of social behaviour in general. Inside this environment students learn how to set up rules and obey them, how to weigh alternatives and make decisions. They also experience a number of other positive or negative feelings such as joy, satisfaction or anger, aggression and rejection. Students also learn what's appropriate and what’s not, which kind of behaviours are acceptable or not.

This part of the analysis clearly proves that students who do not experience themselves as valued by a school culture find it difficult to experience belonging in the school and subsequently underperform or display ‘behavioural problems’ as the issue of friendship suggests. Students learn that they're both similar to and different from others and through friendships and belonging to group children improve their sense of self-esteem. The solace and support of friends may help children cope with troubling times, entering adolescence, dealing with family stresses or facing hardships and disappointments.

4.6.1 How many people compose your school?

The fifth question of our interview is of crucial importance as it sheds light to which groups of people teachers consider schools include. To be honest, even before analysing the other questions of the interview I reached the conclusion that the last part about the people who compose the school as an organisation seemed to be of greatest interest.

This is because, as it has already been mentioned, schools as organisations have unique features and characteristics as well as their own set of theories and precepts. The most distinguishing feature that differentiates schools from other organisations is the children as well as the way in which they relate and fit into the organisation. Schools are different because of the children. If we could clarify the position of the children in the school, then we would be able to understand the uniqueness of schools as organisations.
The most important question that is now raised is if and how teachers realise that schools are indeed organisations or not, that is do teachers perceive schools as organisations no matter how different they are from the rest of the organisations or are schools seen as simple institutions? At this point of the analysis one could easily understand that if schools are not seen from the organisational point of view, then there is no sense in talking about collective goals, values, roles and responsibilities. In order for the school to become a successful organisation a collective purpose is necessary (Handy & Aitken, 1986). All members of the organisation should feel that they partners starting from the headmaster, obviously the teachers and the helping staff, the students, their parents and families and the whole community. Their views need to be heard as their participation and confidence in the school is an essential ingredient in its effective functioning.

Considering all the above it is vital to investigate which are the opinions of the teachers themselves about the school and the members that are involved in the learning procedure.

The first and foremost thing that should be mentioned before starting to analyse the actual data from this last question of the interview refers to whether or not the participants understood the specific question or not. At this point of the discussion it would be of great interest to point out that half of the teachers taking part in the interview needed further clarification as far as this fifth question about ‘how many people compose your school’ was concerned. On the contrary, it should be noted that not even one asked for clarification in any of the previous four questions. One can discern behind this that the participants had difficulty in understanding the nature of the question, although it was very clear and specific. The feeling that I received was that they wanted someone to guide them and explain in detail which members to include as they asked questions such as the following:

‘What exactly do you mean by that? Do you refer to the students, the teachers or both?’

‘Do you refer to the teaching staff only?’ or

‘You mean how many students I have …?’

Such comments indicate the teachers’ inability to understand the question and answer right away which in turn raises the question of what teachers perceive as members of the organisation in which themselves belong to. Needless to say that the interviewer gave no clarifications or further explanations to these questions as our aim
was exactly that to find out which groups of people teachers include in their organisation. On the other hand, we also had no intention to lead or suggest any answer to the participants of the interview; therefore we simply repeated the question or provided answers of the kind:

‘Whatever you think or judge’ or
‘It’s up to you to judge’.

The following table, table 15 as well as the figure 8 show the aforementioned data:

Table 15: How many teachers needed more clarifications for the question

<table>
<thead>
<tr>
<th>HOW MANY TEACHERS NEEDED CLARIFICATION</th>
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<tr>
<td>TEACHERS ANSWERING RIGHT AWAY</td>
</tr>
<tr>
<td>TEACHERS NEEDED MORE CLARIFICATIONS</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Figure 8: How many teachers needed more clarifications for the question

There is no doubt that only by referring to these elements of the analysis one could conclude that teachers who are supposed to have a special insight due to their position in the school environment face difficulties in clarifying which members compose their school community. This finding is very important for the further analysis of this part of the interview in which we will examine what the teachers have answered about the people who compose their school community.
4.6.2 The answers of the teachers about how many people compose their school

As already mentioned before the fifth question of the interview aimed at shedding light into the opinions of the teachers about the people who compose the school community in which they themselves belong. Overall, what becomes evident through the analysis is the surprising fact that none of the teachers who took part in the interview included all the members of the people and the social counterparts that compose the school community. If we consider that teachers, the headmaster, the helping staff, the students, their parents and families as well as the wider community compose each school, then it is quite obvious that the teachers in our interview do not seem to share the same beliefs. In fact only one of the teachers who took part in the interview included more than two groups of people as members of the school community. This specific teacher is a holder of a postgraduate degree, which is relevant to the subject of school administration. The results of this part of the interview are presented in the following table and figure:

Table 16: The answers of the teachers about how many people compose their school

<table>
<thead>
<tr>
<th>HOW MANY PEOPLE COMPOSE YOUR SCHOOL</th>
<th>7</th>
<th>35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHERS ONLY</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>STUDENTS ONLY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHERS AND STUDENTS</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>TEACHERS AND HELPING STAFF</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>HEADMASTER—TEACHERS—HELPING STAFF—STUDENTS</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
4.6.3 The school is composed only by teachers

As it is already mentioned a great percentage, that is 35% of the teachers who participated in the interview answered that the school community includes only the teaching staff. The interesting thing to notice is that six of them seemed to have understood the question being asked as they provided their answers right away whereas only one of the teachers had second thoughts about the subject being talked about and asked for further explanation and clarifications.

There is no doubt, of course, that it is very vital for teachers to feel that they belong to the school organisation as this sense of belonging will help them move away from being simple ‘transmitters of knowledge and become ‘mediators in the construction of knowledge’. The role of teachers is indispensible as they are purveyors of knowledge and values and as community leaders they are responsible for the future of the young people. Although the image of the teacher as a specialist in a specific subject who stands alone in front of the class is still a reality today in many contexts, this perception of the role of teachers no longer matches the demands of teaching and the expectations that are made with regard to the education of young people. In the educational level many elements have changed and are continually changing as knowledge and ways to access it, societal demands, and the social environment even the students themselves. Faced with so many changes and with teaching becoming much more demanding and complex today teachers must also
foster the development of social skills and create a learning environment that will encourage young people to learn to live together and to become responsible citizens.

The question that now arises is what constitutes a good teacher. A good teacher can be defined as a teacher who helps the student to learn and they contribute to this in a number of ways. The teacher’s role, by all means, goes well beyond information giving, with the teacher having a range of key roles to play in the education process. According to Biggs (1999), what one sees as good teaching, depends on what conception of teaching one has. Moreover, as Shuell (1986) suggests ‘If students are to learn desired outcomes in a reasonably effective manner, then the teacher’s fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes. It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does’.

According to Harden & Crosby (2000), the six areas of activity of the teacher can be summarised as:

1. The teacher as information provider.
2. The teacher as role model.
3. The teacher as facilitator.
4. The teacher as assessor.
5. The teacher as planner.
6. The teacher as resource developer.

1. The teacher as information provider

Traditionally students expect to be taught. They believe that it is the responsibility of the teacher to pass on to them the information, knowledge and understanding in a topic appropriate at the stage of their studies. This leads to the traditional role of the teacher as one of provider of information in the lecture context. The teacher is seen as an expert who is knowledgeable in his or her field, and who conveys that knowledge to students usually by word of mouth. In transmitting the knowledge, the teacher may also assist the student to interpret it using one of a variety of educational strategies by which the teacher explains the subject matter to the student (Brown & Atkins, 1986).

2. The teacher as role model
The importance of the teacher as a role model is well documented. Walton (1985: 50) concluded ‘Sociological research has demonstrated the extent to which an important component of learning derives from the example given in their own person by teachers’. Role modelling is one of the most powerful means of transmitting values, attitudes and patterns of thoughts and behaviour to students (Bandura, 1986) and in influencing students’ career choice (Campos-Outcalt et al., 1995).

3. The teacher as facilitator

The move to a more student-centred view of learning has required a fundamental shift in the role of the teacher. No longer is the teacher seen predominantly as a dispenser of information but rather as a facilitator or manager of the students’ learning. The more responsibility and freedom given to the student, the greater the shift required in the teachers’ role. The teacher’s role is not to inform the students but to encourage and facilitate them to learn for themselves using the problem as a focus for the learning (Davis & Harden, 1999). This changing role of the teacher is also reflected in the constructivist approach to learning, in which knowledge is ‘constructed’ in the mind of the student and is constantly evolving (Brooks & Brooks, 1993). It is the role of the teacher to facilitate this process rather than to act simply as an information provider.

4. The teacher as assessor

The teacher’s role as an assessor is an important one. Murray et al. (1996) suggested ‘Given the importance of assessment of student performance in university teaching and in students’ lives and careers, instructors are responsible for taking adequate steps to ensure that assessment of students is valid, open, fair, and congruent with course objectives’. The teacher has a responsibility not only to plan and implement educational programmes and to assess the students’ learning, but also to assess the course and curriculum delivered. Monitoring and evaluating the effectiveness of the teaching integral part of the educational process. The quality of the teaching and learning process needs to be assessed through student feedback, peer evaluation and assessment of the product of the educational programme. Curriculum and teacher evaluation is a form of accountability, which emphasises the obligation of those employed in the education system to be answerable to the public, to the profession, to those who fund the education and to the students themselves. In this sense evaluation is an instrument of management and control (Nisbet, 1990).
5. The teacher as planner

Participation in course planning gives the teacher an opportunity to exert a significant influence on the educational process and to design courses, which will achieve the learning outcomes, specified by the institution. Toohey (1999) suggests that ‘much of the creativity and power in teaching lies in the design of the curriculum: the choice of texts and ideas which become the focus of study, the planning of experiences for students and the means by which achievement is assessed. These define the boundaries of the experience for students. Of course, the way in which the curriculum is brought to life is equally important, but the power of good teacher-student interactions is multiplied many times by course design’.

6. The teacher as resource developer.

The role of the teacher as resource creator offers exciting possibilities. Teachers will become, suggests Ravet & Layte (1997) ‘activity builders, creators of new learning environments’. The role of new technologies is of great importance as the new technologies have greatly expanded the formats of learning materials to which the student may have access and make it much easier for the student to take more responsibility for their own education. As developers of resource materials, teachers must keep abreast with changes in technology in order to help their students to fulfil their educational needs.

There is no doubt that the profession of the teacher is a complicated and demanding one due to the interconnectedness of the roles. Joyce et al. (1997: 61) comment: ‘Thinking about just for starters, these roles include helping students grow in understanding, knowledge, self-awareness, moral development and the ability to relate to others. Simultaneously we are mangers of learning, curriculum designers, facilitators, counsellors, evaluators and, reluctantly, disciplinarians. To the best of our ability, we modulate across roles accordingly to individual and group needs as we select and create learning experiences for all our students’.

Considering the above, it is quite obvious that the teachers do constitute a very important and determining factor in the educational procedure but as already mentioned the schools as organisations include many other groupings of people, each coming from a different position, different backgrounds and experiences as well as expectations and values. The truth is that students, parents, families and the
community have expectations of, and influence on the organisation (Handy & Aitken, 1986). All these groupings through their interaction and relationships have to share in and collaborate effectively so as to be truly supportive of the school as an organisation.

4.6.4 The school is composed only by students

Only four of the teachers who participated in the interview when asked how many people compose their school community included only the students as members of the organisation. This fact proves clearly that teachers do not consider the young children as part of the school organisation as only five out of the twenty included them in the organisation whereas fifteen of them gave the number of the staff as the answer to the question about how many people there are in their organisation. The children are not intuitively seen as members of the organisation (Handy & Aitken, 1986) and that specific fact is also proved by our own research. The most distinguishing feature of schools, the children, who they are, what they are and how they fit in the organisation are not even taken into consideration. There is no doubt as we have already mentioned previously that this problem exists because it is not quite clear how the children relate and fit to the school as an organisation. The question now raised is if students are considered workers, clients or products in the school environment. Should we as teachers consider our students clients and should we aspire our students achieving such a relationship with us? The term client is by itself too shallow to characterise the special relationship between the teachers and the students as well as the commitment of a lot of teachers to the wellbeing of their students. Teachers and students are engaged in multiple levels every single day inside the school community and this relationship and interaction is unique.

Above all, though, the fact that still remains is that the majority of teachers do not consider students as parts of the school as an organisation even though all of them insist that students are the reason for their existence and the whole point of the school. That is why schools need to be seen as organisations which are comprised of groups of people who work together in different ways to meet shared goals. And by all means students are one of these groups as there are two clear aspects of schools as organisations:
1. The human dimension that refers to interpersonal relationships
2. The task dimension that refers to task-related activities of the people focusing on a common goal.

Looking at schools as organisations help us to understand how they work and what are the challenges for leading and managing them. After all, as it is already mentioned, the purpose of the school does not refer only to the curriculum.

Schools:
1. Are responsible for passing on knowledge which is important both to its young students and the society.
2. Pass on the values of society
3. Play an important part in the intellectual, personal and social development of young people
4. Are places where people interact, make friends, fight, or play together.

The way in which schools are organised is very important as each school has a different way in which things are done, that is a particular organisational culture which refers to various aspects of life in the school environment. School culture is a vital part of school’s life as it informs us about what people do in their daily lives inside the school community and how they make sense of what they do. Each school has its own culture which has to do with many things such as how things should be in the school environment, how people are expected to act in specific situations, how the people in the organisation speak to each other as well as which are the acceptable or unacceptable values, beliefs and attitudes.

Considering all the above the most important thing that we should stress from this part of the analysis is that we cannot talk about schools as organisations or about effective learning and cooperation in the school environment if we do not include the most vital part of the organisation, our beloved students, in the school environment. Unless we start thinking how our students could exist in the school by fulfilling all their educational as well as personal needs, we should by no means call ourselves successful teachers or educators.

The second most important thing to point out in this specific category is that the teachers do not consider themselves as being part of the school organisation as they only refer to the number of the students when they are asked about how many people compose their school. There is no doubt that if the teachers themselves do not feel part of the school organisation, then the whole structure and management of the
school is in stake. Teachers need to acquire this feeling a belonging, so as to be able to provide and transmit all the necessary knowledge to their students. By no means, of course, when we talk about knowledge, as it has already been discussed, we do not only refer to the curriculum but also to all the other pieces of knowledge, norms, values and attitudes that students ‘learn at school’.

Teachers should be playing their role actively feeling confident and responsible about their important mission to cultivate the souls of young people. Their role is complex and demanding as they need to organise student learning opportunities, to manage student learning progression, to deal with student heterogeneity as well as to develop student commitment to working and learning. At the same time they must also participate in the school curriculum and organisation development and promote parent and community commitment to school.

4.6.5 The school is composed both by students and teachers

Only about one third of the sample in the interview, that is seven out of the twenty teachers, answered that their school community consisted both of the students as well as the teaching staff. The teachers of this category at least consider young students as part of the organisation, although they do not mention at all the other participants, such as the helping staff, the parents or the members of the wider community as being equal members of the organisation. It is interesting at this point to notice the fact that only one of the seven teachers in the interview answered this question right away, whereas all the rest asked for further clarification such as:

‘When you say how many people compose our school, do you mean the teachers, the students or both?’

Once again, of course, we did not give any further clarification about which members to include in their answers but this attitude also suggests that teachers do not have a clear picture in their minds about the groups of people that constitute their organisation. It is quite characteristic to notice that when they ask about further clarification, the first group they refer to is the ‘teachers’ and then they mention the ‘students’ or ‘both categories’. Such comments clearly indicate that they consider themselves part of the school organisation but they in some sense have a kind of
confusion about the students being members of the school community or the possibility to include other groups of people in the organisation.

Undoubtedly, this binary relationship between the teachers and the students is a unique one but there are also other groups of people whose action and participation is necessary so as the school becomes a successful organisation which could fulfill its special mission and goals.

4.6.6 The school is composed by the teachers and the helping staff

One of the teachers who participated in the interview when asked about how many people compose his / her school community answered that the school is composed by the teachers and some members of the helping staff. This is what he / she comments:

‘Let me count them … Let’s see. I think that my school community consists of twelve members. We have ten teachers and two ladies who work as cleaners of the school. I may be wrong but yes, I believe that I should include the cleaning staff as part of the organisation’.

Considering the above it is quite surprising to notice that there are teachers who consider the helping staff as part of the school community but they do not include the students, their parents and closer family or the wider community as equal members. The positive thing, though, is that they do include some other members, besides themselves as parts of the school community. But the fact that still remains and I could characterise it as ironical is that the helping staff is part of the school organisation whereas there is no reference at all to the students who are the main cause of the existence of the school community.

To be honest, it was quite disappointing to realise through research data that teachers do not include other groups of people as members of the school community. This issue was generally discussed but the fact that is also proved by our own research raises a number of questions and issues that should be taken into consideration if we aim at creating schools as successful learning organisations.

4.6.7 The school is composed by the headmaster, the teachers, the helping staff and the students
As it has already been mentioned only one of the teachers who took part in the interview included more than two groups of people as belonging to the school community. The specific teacher, though, stated that he / she does not consider parents as members of the organisation and he / she makes no reference to the family of the students or the wider community. The most interesting thing to notice is that he / she mentions the parents in his / her answer but points out that he / she does not consider them as members of the school community.

'My school is composed by the teaching staff, the students, and the helping staff that is the lady who cleans the building ... I assume that the headmaster is part of the teaching staff. As far as the parents are concerned, I do not consider them as part of the school community, no, no. I think that they do not belong to the school community.'

The second most important thing from this part of the analysis is the fact that the specific teacher is the only one that makes a reference to the school headmaster but he / she does not think that the headmaster has a particular and distinct role to the organisation and administration of the school. On the contrary, the headmaster is considered to be a member of the rest of the teaching staff. Once again the truth that still remains is that Greek teachers have not yet realised the specific role of the headmaster in the school community and therefore they cannot fully understand and recognise their management roles and responsibilities.

The school principal or headmaster is the highest-ranking administrator in an elementary, middle, or high school. Head masters have many responsibilities and they may engage in additional activities such as fund-raising. At the same time they are responsible for the overall operation of a school and for that reason they are often called school leaders. As schools continued to grow, principal teachers became full-time administrators in most schools. Most principals soon stopped teaching because of the many demands their management responsibilities placed on their time. As managers, principals were responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters. The management role included some curriculum and instruction supervision, but overall school management was the primary role principals played until the early 1980s. As the accountability movement gained momentum, the role of the principal changed
from school manager to school instructional leader and then to the school reform leader. With this shift in role focus, principals retained their management roles.

Principals continue to be responsible for the management of their schools and one of their major management responsibilities is school safety. This responsibility includes ensuring that facilities and equipment are safe and in good working order, the development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel.

Principals currently play multiple roles: school manager, instructional leader and leader of school reform. Principals are responsible for the overall operation of their schools. During the latter part of the twentieth century, as schools began to be held more accountable for the performance of their students on national and state assessments, the duties and responsibilities of principals changed. Principals became more responsible for teaching and learning in their schools. In particular, their duty to monitor instruction increased along with their responsibility to help teachers improve their teaching. With this change in responsibilities, principals discovered the need to more effectively evaluate instruction and assist teachers as they worked to improve their instructional techniques.

With schools facing increased pressure to improve teaching and learning, the duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading reforms to increase student achievement often hinged upon a principal's ability to create a shared vision within the school community and success in implementing new organizational structures that engage teachers in shared decision-making. Principals have discovered that engaging the entire school staff in making decisions results in more commitment to school reform initiatives.
CHAPTER 5

5. Questionnaires

5.1 Introduction

Positive school climate can provide an enriching environment, both for personal growth and academic success as positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behaviour (McEvoy & Welker, 2000). Consequently, as educationalists-active teachers, we have an ethical obligation to create a safe environment for all our students, a secure place to belong to, and an organisation in which not only the content is important but also the completion of the human nature is of crucial significance.

Bearing all that in mind, our intention was to find out if the acquisition of the feeling of belonging is a prerequisite to effective learning and better performance in the school environment that is if young students perform better because they experience school as a safe place to belong to. Therefore, we decided to use four questionnaires (two for the students and two for the teachers), so as to study the relationship between student performance and psychological belonging.

5.2 Methodology

As already mentioned in the Chapter 2 about methodological approaches the second part of our research concerning the relationship between psychological belonging, student performance and organisational culture in Greek Primary Education included the use of four different questionnaires, which were addressed both to students and teachers (Appendix 4, Questionnaires of the research). The following questionnaires were used:


**Psychological Sense of School Membership (PSSM)** by C. Goodenow translated in the Greek language by the researcher.
Feeling of Belonging Questionnaire for teachers by Einar Skaalvik & Sidsel Skaalvik, translated in the Greek language by the researcher.

Maslach Burnout Inventory (MBI) by Maslach, C., Jackson, S.E, & Leiter, translated in the Greek language by the researcher.

To test our arguments about the feeling of belonging we collected data from students and teachers from a Primary public school situated in the suburbs of Eastern Thessaloniki. The first two questionnaires - My Class Inventory (MCI) and Psychological Sense of School Membership (PSSM) - were handed in the students after their parents had signed the consent form. The target group of the research was students of the third, fourth, fifth and sixth class since the particular questionnaires used are suitable for children in the 8 to 12 years age. Furthermore, the particular questioners are well suited for use in elementary schools because the measure and their items are: (a) written at a low reading level, (b) brief, (c) easily administered and hand scored, and (d) simple for children to answer.

The teachers who took part in the research were the ones that taught the previous classes and completed the Feeling of Belonging Questionnaire for teachers by Einar Skaalvik & Sidsel Skaalvik, translated in the Greek language by the researcher as well as the Maslach Burnout Inventory (MBI) by Maslach, C., Jackson, S.E, & Leiter.

5.2.1 1st Questionnaire used (MCI- My Class Inventory)

My Class Inventory (MCI) was simplified from the Learning Environment Inventory (LEI). In 1960s, the LEI was developed and validated in conjunction with the evaluation and research related to Harvard Projects Physics (Fraser, Anderson & Walberg, 1982). MCI is suitable for children in the age of 8 to 12 years age range. Although the MCI was developed originally for use at the elementary school level, it also has been found to be very useful with students at the seventh grade level (i.e. the first year of the high school), especially among students who might experience reading difficulties with the LEI.

The original version of the MCI contained 9 items per scale. Due to the low reliability of several of the original MCI scales, item analysis techniques were applied to improve scale reliability (Fraser, 1977). With further refinement, a new 38-item version of the MCI evolved. It contained 6 items in the Cohesiveness scale, 8 items
each in the Friction and Difficulty scales, 9 items in the Satisfaction scale and 7 items in the Competitiveness scale (Fraser, Anderson & Walberg, 1982).

The newly improved MCI contained 5 of the LEI’s original 15 scales (Cohesiveness, Friction, Satisfaction, Difficulty and Competitiveness). With the young children in mind, MCI offered several advantageous in terms of simple language and direct response to the questionnaire. The final form of the MCI contained 38 items with a 2-point (YES-NO) response format instead of the original 4-point response format. Subsequently, a short version of 5 scales was developed with the intention of minimizing cost and technology accessibility (Fisher & Fraser, 1981).

Numerous studies authored primarily by the instrument's developers and associates have examined the MCI's psychometric properties, including its reliability and, to a lesser extent, its validity. However, although the MCI-SF has been used in research, only a few investigations have reported on its psychometric properties. Fraser (1982) and Fraser & Fisher (1983) reported, using a very large sample (N=2,305) of seventh-grade Australian students, the following internal consistency reliability coefficients (Cronbach alphas) for the longer and shorter MCI versions, respectively: Satisfaction, .88 and .78; Friction, .75 and .71; Competitiveness, .81 and .71; Difficulty, 73 and .65; and, Cohesiveness, .80 and .67. 2.

Two other investigations suggest that the MCI-SF possesses at least some internal consistency. Fraser & O'Brien (1985) reported largely adequate coefficient alphas for class means with an Australian sample of 758 Grade 3 students in 32 classes in eight schools in the Sydney metropolitan area (Satisfaction, .68; Friction, .78; Competitiveness, .70; Difficulty, .58; and Cohesiveness, .81). Using a sample of 1,675 Australian students in grades 7, 9 and 11, Byrne, Hattie & Fraser (1986) found that the shorter version of the MCI yielded more than acceptable alpha coefficients for each of the scales, ranging from .84 to .93.

The questionnaires were handed out to the students after taking the permission from the Elementary school advisor and with the assistance of the teacher of each class. Before filling in the questionnaire I gave specific instructions to the students as far as what the questionnaire was about and what exactly they had to do to fill it in. First of all I explained that this was not a knowledge test and therefore there was no right or wrong answer. I also clarified that this test aimed at finding out how the students feel inside the school classroom and therefore each of the students was encouraged to read the 25 statements and circle ‘agree’ or ‘disagree’, according to his
her opinion. Students who needed help were allowed to ask questions. In some cases, the items were read to the students. Nearly all of the children required no more than 15 minutes to complete the inventory.

There are 25 items arranged in cyclic order and in blocks of five to enable easy calculation. The first item in each block assesses Satisfaction (SA); the second item in each block assesses Friction (FR); the third item assesses Competitiveness (CM); the fourth item assesses Difficulty (DI); and the last item in each block assesses Cohesiveness (CH) or Belonging. Table 17 that follows gives a brief description of the scales being used.

Table 17: The scales of MCI

<table>
<thead>
<tr>
<th>Scale Name</th>
<th>Items Per Scale</th>
<th>Description of Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction (SA)</td>
<td>5</td>
<td>Degree to which students enjoy learning and their class.</td>
</tr>
<tr>
<td>Friction (FR)</td>
<td>5</td>
<td>Degree to which students do not get along and are unfriendly to one another.</td>
</tr>
<tr>
<td>Competitiveness (CM)</td>
<td>5</td>
<td>Degree to which the students compete with classmates.</td>
</tr>
<tr>
<td>Difficulty (DI)</td>
<td>5</td>
<td>Degree to which students experience difficulty in their learning tasks.</td>
</tr>
<tr>
<td>Belonging (BE)</td>
<td>5</td>
<td>Degree to which students feel a sense of belonging.</td>
</tr>
</tbody>
</table>

Table 18 on the other hand explains which item numbers correspond to each scale and also provides a sample item for each scale.
Table 18: *The numbers that correspond to the scales of MCI*

<table>
<thead>
<tr>
<th>Scale Name</th>
<th>Items Per Scale</th>
<th>Item Number</th>
<th>Sample Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction (SA)</td>
<td>5</td>
<td>1,6,10,11,16,21</td>
<td>The students enjoy their project work in my class.</td>
</tr>
<tr>
<td>Friction (FR)</td>
<td>5</td>
<td>2,7,12,17,22</td>
<td>Certain students always want to have their own way.</td>
</tr>
<tr>
<td>Competitiveness (CM)</td>
<td>5</td>
<td>3,8,13,18,23</td>
<td>Students often race to see who can finish first.</td>
</tr>
<tr>
<td>Difficulty (DI)</td>
<td>5</td>
<td>4,9,14,19,24</td>
<td>In my class the project work is hard to do.</td>
</tr>
<tr>
<td>Belonging (BE)</td>
<td>5</td>
<td>5,10,15,20,25</td>
<td>In my class everybody is my friend.</td>
</tr>
</tbody>
</table>

The scoring procedure was straightforward for 20 items of MCI in that 3 is given for the ‘Yes’ response and 1 is given for the ‘No’ response. However, the reverse scoring procedure was used for the remaining five reverse items in that 1 is given for the ‘Yes’ response and 3 is given for the ‘No’ response for questions 6,9,10,16 and 24.

**5.2.2 2nd Questionnaire used (PSSM Psychological Sense of School Membership)**
The PSSM questionnaire was handed out to the same 127 students of the third, fourth, fifth and sixth grade of a Primary school in the suburbs of Thessaloniki, who had also completed the MCI questionnaire.

The two questionnaires were handed out to the students after being given specific instructions on how to complete them. As far as the PSSM is concerned, since questions are answered on a 5-point Likert scale, with choices ranging from not at all true (1) to completely true (5), I explained thoroughly what exactly each scale means, so as to make sure that students would not face any difficulties in providing the right answers. The procedure lasted about 15 minutes and the students were allowed to ask questions for clarification if necessary.

5.2.3 3rd Questionnaire used (Feeling of Belonging Questionnaire for Teachers)

As already mentioned before two of the questionnaires used in this research part were handed out to the teachers of the school in which the whole procedure took place. More particularly, they were the eight teachers, two from C class, two from D class, two from E class and two from ST class, who taught the students who completed the two previous questionnaires. At this point it should be mentioned that all teachers- with no exception- willingly took part in the research procedure, whereas for reasons of ethics, they were also asked to complete a consent form in which they were informed that the questionnaires were anonymous and that if they wished they could have access to the results of the research.

The first questionnaire that the teachers were asked to complete was the ‘Feeling of belonging Questionnaire for teachers by Einar Skaalvik & Sidsel Skaalvik, which for the needs of the research was translated in the Greek language by the researcher. A three-item scale measuring their general feeling of belonging to the school, their feeling of being accepted by their school’s leadership, and their feeling of being trusted by their colleagues measured the teachers’ feeling of belonging.

5.2.4 4th Questionnaire used (MBI Maslach Burnout Inventory)
The MBI Surveys address three general scales:

**Emotional exhaustion** measures feelings of being emotionally overextended and exhausted by one's work.

**Depersonalisation** measures an unfeeling and impersonal response toward recipients of one's service, care treatment, or instruction.

**Personal accomplishment** measures feelings of competence and successful achievement.

### 5.3 Results

#### 5.3.1 1st Questionnaire used (MCI- My Class Inventory)

127 students (71%) out of the 180 took part in the research procedure (Appendix 5.1). More specifically, data were gathered in relatively equal proportions from students in third (n = 42, 33%), fourth (n = 27, 21%), fifth (n = 30, 24%) and sixth (n = 28, 22%) grades (Appendix 5.2). The number of the girls (n= 71, 56%) who filled in the questionnaire was slightly bigger than the number of the boys (n = 56, 44%) as seen in figure 10 that follows:

Figure 10: *The number of boys and girls who took part in the research*

Another information that should be provided as far as the profile of the participants is concerned is that they all specified their gender and also their grade level. The students fully understood the instructions given about filling in their gender
and grade as all of them, without any exception stated their gender as well as their class grade. Finally, it should be mentioned that there were no students with special needs included in the sample. All the information concerning the sample of students who took part in the interview is presented in the Frequency Table 19 ( Appendix 5.2) that follows:

Table 19: The frequency table of the questionnaire for students

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class C1</td>
<td>23</td>
<td>18.1</td>
<td>18.1</td>
<td>18.1</td>
</tr>
<tr>
<td>Class C2</td>
<td>19</td>
<td>15.0</td>
<td>15.0</td>
<td>33.1</td>
</tr>
<tr>
<td>Class D1</td>
<td>10</td>
<td>7.9</td>
<td>7.9</td>
<td>40.9</td>
</tr>
<tr>
<td>Class D2</td>
<td>18</td>
<td>14.2</td>
<td>14.2</td>
<td>55.1</td>
</tr>
<tr>
<td>Class E1</td>
<td>14</td>
<td>11.0</td>
<td>11.0</td>
<td>66.1</td>
</tr>
<tr>
<td>Class E2</td>
<td>16</td>
<td>12.6</td>
<td>12.6</td>
<td>78.7</td>
</tr>
<tr>
<td>Class ST1</td>
<td>5</td>
<td>3.9</td>
<td>3.9</td>
<td>82.7</td>
</tr>
<tr>
<td>Class ST2</td>
<td>22</td>
<td>17.3</td>
<td>17.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The questionnaires were analysed through the use of SPSS (Appendix 5.3) and Table 20 that follows presents the statistics for study variables.

Table 20: The statistics for study variables for MCI

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>5.00</td>
<td>15.00</td>
<td>12.0551</td>
<td>3.09456</td>
</tr>
<tr>
<td>Friction</td>
<td>5.00</td>
<td>15.00</td>
<td>11.1732</td>
<td>3.10681</td>
</tr>
<tr>
<td>Competitiveness</td>
<td>5.00</td>
<td>15.00</td>
<td>11.3622</td>
<td>2.86653</td>
</tr>
<tr>
<td>Difficulty</td>
<td>5.00</td>
<td>15.00</td>
<td>7.0787</td>
<td>2.32859</td>
</tr>
<tr>
<td>Belonging</td>
<td>5.00</td>
<td>15.00</td>
<td>10.1496</td>
<td>3.26131</td>
</tr>
</tbody>
</table>

The internal consistency reliability coefficients (Cronbach alphas) for the variables of the MCI are the following: Satisfaction ($\alpha = .74$), Friction ($\alpha = .66$), Competitiveness ($\alpha = .59$), Difficulty ($\alpha = .50$), Belonging ($\alpha = .70$). Since the
variable of Difficulty had low internal consistency we did not use it for further analysis in our research.

According to the analysis, there were no statistically significant differences regarding the first four scales of the questionnaire, which are Satisfaction, Friction, Competitiveness and Difficulty between classes. On the other hand, there was a significant difference (p= .026) regarding Belonging between class C1= 10.42 and class C2= 13.63. The students of class C2 experience a higher sense of belonging compared to the students of C1 class, whereas there is also a significant difference (p=. 040) regarding Belonging between Class C2= 13.63, SD = 2.84 and Class ST2=9.09, SD = 3.17. Therefore, it seems that the feeling of Belonging is decreasing, as children grow older. This finding is in accordance with the findings of some other relevant researches. More particularly, according to Krohn, Lizotte, & Perez (1997), as students begin school in the early years, they have a different sense of schooling and a different sense of belonging compared to students in the later grade levels. They typically enjoy school, participate, and are generally interested in school. They play, they have fun, and then something alters; their attitude changes as they progress through the educational system. As the gain more experience in school by advancing each grade level, their sense of enjoyment and interest in schooling begins to take a turn; their attitude begins to digress from early school years to secondary school. Other researchers, such as Anderman (2003), began to look at the academic and social perceptions and students’ sense of belonging. Students began to lose the sense of belonging overtime, which is as students’ duration in school increased, their sense of belonging decreased.

Another important thing that should be noted down from this part of the analysis is that there is a significant difference between boys and girls as far as Satisfaction is concerned, with girls experiencing a higher level of Satisfaction than boys (boys = 11.27, SD = 2.66; girls = 12.71, SD = 3.40; p= .023).

In past classroom, several researchers used the MCI to investigate the associations between students’ cognitive learning outcomes and their perceptions of the psychosocial characteristics of their classrooms. Among the significant association studies reported, Fraser & O’Brien (1985) investigated the associations between elementary school classroom environment and student achievement. Strong association between achievement measures and classroom environment dimensions
was found in the MCI when the class mean was used as the unit of analysis. Student perceptions of their classroom environment accounted for 77% of the variance in word knowledge and 72% of the variance in comprehension. Hence, the performance on both word knowledge and comprehension measures was greater in classes perceived by students to have more satisfaction, less friction, less difficulty and less cohesiveness.

Recently, Goh & Fraser (1996) reported that achievement was related to the climate dimensions (MCI) studied and student attitudes for primary school mathematics. In terms of gender differences, boys achieved better results than girls. On the other hand, the girls generally viewed their classroom environment more favourably than the boys did.

As far as researches in Greek elementary schools are concerned, there are very few ones that have used the short MCI form so as to study the ‘psychological climate’ of the school environment. In one of them which was conducted in the Department of Primary Education in the University of Western Macedonia by Kapsalis, Mousiou & Nima (1997), the researchers came to the conclusion that the psychological climate is more pleasant in Elementary schools than in High schools, mainly due to the difficulty that the children experience when they move from elementary school to higher levels of the educational climate.

According to another research, which was conducted by Androutsou (2007) in the prefecture of Kozani, the psychological climate is more pleasant in students of the fourth class compared to the students of the sixth class of the Elementary school. Moreover, the same research revealed that the psychological climate of the school classroom is better in schools that are situated in villages than in the capital cities, whereas many differentiations emerged between the boys and the girls who took part in the research procedure, with boys facing more difficulty and having less cohesiveness than the girls.

Karakitsios (2010) conducting the research in Primary and High schools of the prefecture of Thessaloniki also concluded that the climate is better in Elementary schools than in High schools, whereas once more it was proved that the situation is far more pleasant in the villages compared to the capital city as far as the psychological climate is concerned.
5.3.2 2nd Questionnaire used (PSSM Psychological Sense of School Membership)

The PSSM (Goodenow, 1993) is an 18- item measure of school connectedness. The instrument, developed by Carol Goodenow (1993a), was designed to measure the level of belonging that a student feels at school. Items probe a sense of belonging (e.g. ‘I feel like a real part of this school’), respect (e.g. ‘I am treated with as much respect as other students’), encouragement (e.g. ‘People here know I can do good work’), and acceptance inclusion (e.g. ‘I am included in lots of activities at this school’). Responses to items are scored on a 5-point Likert scale ranging from 1 (not at all true) to 5 (completely true). One third of the items are worded in a negative direction. Goodenow reported that in two studies with suburban students, internal reliabilities (Cronbach’s alpha) was .88 for both studies and means were 3.86 and 3.84 (SD = .72 for both studies).

The Psychological Sense of School Membership includes items that involve perceived liking, personal acceptance, and inclusions but also respect and encouragement for participation. The initial development of the instrument was completed in two related studies by Carol Goodenow (1993a) of Tufts University. According to Goodenow (1993a), the first step in developing a measure of belonging or psychological school membership was to generate a pool of potential questions reflecting issues raised by the research literature. Items were included that involved not only perceived liking, personal acceptance, and inclusion, but also respect and encouragement for participation. As already mentioned before, in order to avoid the development of a ‘response set’ on the part of the students, approximately one third of the items were phrased in a negative direction.

Once again the questionnaires were analysed through the use of SPSS (Appendix 5.3) and Table 21 that follows presents the statistics for study variables.

Table 21: The statistics for study variables for PSSM

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging</td>
<td>1.73</td>
<td>4.68</td>
<td>3.7654</td>
<td>.56481</td>
</tr>
</tbody>
</table>

The internal reliability (Cronbach’s alpha) is .81. The average level of the psychological sense of school membership in all classes is 3.76 on a scale from 1-5. 195
More particularly, 91% scored 3 or over, which in turn indicates that most students feel attached to their school and experience a high level of school belonging. It seems that the young students in this school feel that they are being liked; they are personally accepted and included in the school environment. At the same time they perceive that they are treated with respect both by their teachers and peers, having warm and positive relations with them whereas they are also encouraged to take part in many school activities.

According to our analysis, there are not statistically significant differences between boys and girls as far as the sense of school membership is concerned.

5.3.3 3rd Questionnaire used (Feeling of Belonging Questionnaire for Teachers)

As far as the Feeling of Belonging Questionnaire for Teachers is concerned, it should be noted down that there were four male and four female teachers taking part in the procedure, whereas they were very experienced as the average number of years in the teaching profession was 20.375 (Figure 11).

Figure 11: The male and female teachers who took part in the research

![Male and Female Teachers](image)

The analysis of the relevant data showed that there are not any statistically significant differences between the teachers as far as their perceived feeling of belonging is concerned, whereas all of them perceive a high level of belonging in the school environment. More specifically, 100% rated above 4, in a range from 1-6, which suggests that teachers perceive themselves as being parts of this particular
school whereas they also feel that they are accepted and valued both by their colleagues and the headmaster of the school community.

5.3.4 4th Questionnaire used (MBI Maslach Burnout Inventory)

According to the analysis, the descriptive statistics concerning the MBI are presented in Table 22 that follows:

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td>9.00</td>
<td>17.00</td>
<td>12.4724</td>
<td>3.05200</td>
</tr>
<tr>
<td>Depersonalisation</td>
<td>.00</td>
<td>4.00</td>
<td>1.7402</td>
<td>1.29230</td>
</tr>
</tbody>
</table>

Through the analysis of our data the following results have emerged (Appendix 5.5, 5.6). The participants (teachers), report a moderate degree of emotional exhaustion and a low degree of depersonalisation with students, colleagues and others. Moreover, satisfaction is positively correlated with sex ($r = .23$, $p < .05$), whereas it is negatively correlated with friction ($r = -.38$, $p < .01$). On the other hand, competitiveness is positively correlated with friction ($r = .44$, $p < .01$), and negatively correlated with satisfaction ($r = -.23$, $p < .01$). As far as difficulty is concerned it is negatively correlated with satisfaction ($r = -.19$, $p < .05$).

Belonging of children is positively correlated with emotional exhaustion ($r = .29$, $p < .01$) among teachers as well as satisfaction ($r = .39$, $p < .01$). On the other hand, belonging among children is negatively correlated with friction ($r = -.33$, $p < .01$) and competitiveness ($r = -.26$, $p < .01$).

Tenure is negatively correlated with teacher’s satisfaction ($r = -.43$, $p < .05$). Moreover, depersonalisation is negatively correlated with competitiveness among children ($r = -.20$, $p < .05$).

5.4 Discussion

A sense of belonging, a sense of community, identification and support has long been thought to be important components of education. Indeed, until this need is
satisfied, no true learning will ever occur. Schools should be able to establish in their students a sense of belonging, community and a sense of place, so as to maximise the learning potential of the students. The child is part of the school and the school is part of the child.

Being personally accepted, respected, and supported by his or her peers, teachers, and others has an impact on how well children are socially motivated (Goodenow & Grady, 1993). Therefore, in order to improve the academic performance of all students, a school where students have a strong sense of belonging must exist. The quality of the child’s relationship to others in the school may be especially important, as children who experience school as a place where they have a sense of purpose and community are more motivated academically, and have higher achievement than students who do not have that sense of belonging. When children feel accepted, included, and welcomed, this leads to positive emotions, such as happiness, elation, and tranquillity. On the other hand, being rejected, excluded, or ignored may lead to intense negative feelings of anxiety, depression, grief, and loneliness (Battistich & Hom, 1997).

Moreover, students’ sense of belonging is shown to be positively correlated with school achievement (Goodenow, 1993a, 1993b) and academic efficacy (McMahon, Wernsman, & Rose, 2009), and negatively with delinquency, school dropout (Finn, 1989), and drug use (Fletcher, Bonell, Sorhaindo, & Strange, 2009). Students with a greater sense of school belonging are more motivated to attend school and to put in greater effort (Osterman, 2000). Students’ belongingness is commonly seen as an indicator that schools develop in (better) “communities”; members have to experience feelings of belonging to speak of a community.

All children need to feel that school is a safe place where people will support them, where their needs for respect and friendship will be met, and where they will be able to get all the assistance necessary to work out problems. When these needs particular needs are satisfied children develop a sense of belonging and engagement with the school community.

Furthermore, belonging is very important for the mental health of the children, since when they feel that they belong at school, they are happier, more relaxed and present fewer behaviour problems than others. They also learn better, are more motivated and more successful with schoolwork.
As already mentioned in chapter 2 making friends and having positive relationships with teachers helps children develop a sense of belonging inside the school community. Having older “buddies” to turn to helps younger children feel that school is a place where they can get help every time they need it. Looking after younger children encourages caring and helping in older children and helps to reduce conflicts as well as disruptive kinds of behaviour such as bullying.

In order to enhance and increase this feeling of belonging with the school community so as to build strong positive relationships with the students and their families, several policies may be adapted. A first step would include making the school environment welcoming for all students and families. Moreover, teachers should be encouraged to get to know both their students and their families and to communicate effectively with them by identifying ways of improving communication with the families. On the other hand the school should make sure that its policies on specific rules, regulations and values are clearly communicated.

Additionally, parents can work and co-operate with the school staff so as to help create a bridge between home and school community. When the adults responsible for children take a positive and active interest in what happens at school, this in turn helps children feel at home with school. It also makes it easier to pick up any problems early at a stage which is easiest to resolve.

Parents need to find out about the school and what their child is learning by participating in information sessions, by listening from their children child about what they are doing at school. Moreover, a continuous co-operation with the teachers is necessary so as to inform the teachers if the children are facing difficulties and discuss what kinds of things could be done at home and school.

Furthermore, teachers play a major role in fostering an environment in which students feel they belong. But until teachers themselves feel that they have a place and a strong sense of belonging in the school, they will not be able to foster this same feeling in the students. A sense of community, of belonging, applies as much to adults as it does to children. As Moss (1991) suggests it is important to note that the sense of belonging that is created in schools can have as much effect on the teachers as it does on the students. Teachers who work in a communal school organization are more likely to be satisfied with their work, to be seen by students as enjoying their teaching, and to share a high level of staff morale. This high level of school community among the teachers was associated with better outcomes for the students.
The encouraging thing in our research is that teachers perceive a high level of belonging, feeling accepted and valued by the rest of the members of the school environment.

On the contrary, the findings from our research suggest that the feeling of belonging is decreasing, as children grow older. When students begin school in the early years, they have a different sense of schooling and a different sense of belonging compared to students in the later grade levels. As this sense of belonging in the school community is very essential for the school children, it is important that educators understand what impact students’ sense of belonging may have on their success individually and on the school as a whole. Therefore, those responsible for implementing educational changes should bear in mind that school communities must be organised in such a way so as to become places where people feel safe, secure and experience the feeling of belonging in order to face the challenges of the future.

Concluding, it should be pointed out that we need a new narrative for education that can engage and inspire children to be bold and inquisitive, resilient and resourceful, creative and collaborative. Teaching in the future will have to be tailored more to what students want and need. Student-centred and organisational activities are of crucial importance in providing opportunities for students and all members of a school community to work more effectively and form constructive social relations (Claxton, 2008).
CHAPTER 6

6. Analysing Pictures of School Children

6.1. Introduction

Drawing a picture is one of the effective methods of one’s self-expression since it constitutes a stronger and simpler communication tool than children’s words and expressions, which they have already learned. In general, a child cannot or does not want to share his or her intense feelings or opinions about himself or herself or family and friends. It is, however, probable for the child to reveal his or her feelings, ideas, fears, and disappointments by means of art (Schirrmacher, 1993) because symbols representing children’s emotional responses used during the art activity are artistic-linear depictions of what they have seen, heard, touched, known, perceived and comprehended. Therefore, this specific technique of drawing a picture could be used to elicit more detailed information related to incidents that take part inside the school environment. This is because each picture or drawing may communicate a lot of important information about the children themselves but also about the relationship that the children have with the school. The use of drawing for evaluation purposes is a powerful tool, since most children tend to enjoy drawing without showing any signs of tension (Barazza, 1999).

While many school children dislike answering questions or filling in questionnaires, drawing tests can be completed quickly, easily and in an enjoyable way (Lewis & Greene, 1983). According to Chambers (1983), drawings avoid linguistic barriers and enable comparisons between groups of different languages and abilities. Moreover, Crook (1985) argues that it is widely recognised that children may provide insight into their feelings and thoughts about the world through the content of their drawings.

There is no doubt, however, that the assessment of the images in the drawings should be done in many different levels. It is obvious of course that one of the most important issues that needs to be examined is what is communicated in the drawings and what the children trying to express about their school as an organisation. In this case we need to take into consideration what kind of images are present in the
drawings. For example, if the children draw images of their school building, its yard or if they include objects from their classrooms. It is also of great significance to notice if there are people (students, teachers, and helping staff) present in the pictures.

Another very crucial thing that should be taken into consideration is the relationship that the objects included in the picture have with each other. In our case, studying school as an organisation, it is important to notice what the children or the teachers are doing in the picture and if they interact with each other. Pictures may reveal interesting clues about the relationship that exists between the people inside the school environment as well as the climate and the culture of the school community. Furthermore, there are some cases in which school children include some comments in their pictures and again provide useful information about the school organisation and the activities that take place inside the school environment. Sometimes children do reveal information or even tell a story through their pictures and drawings and these interpretations provided by the students should be taken into consideration in the analysis.

6.2 Sensitive issues in pictures / Overall Impressions of drawings

As already mentioned art activities provide a safe and enjoyable means that encourage children to explore, make decisions, solve problems and provide a way for them to portray their inner world without having to rely on words (Gil, 2006).

Di Leo (1983: 4) points out ‘that drawings are one means of establishing a rapid, easy, pleasant rapport for the child’. Children who are shy, quiet, impulsive, have speech and language difficulties usually respond well to drawing activities (Klepsch & Logie, 1982).

By no means of course analysing the subject of the picture is completely different from the way we approach subject analysis for published materials. When we catalogue a book for example, we provide subject access to what the book tell us it is about, what it purports to be. With images though, we seldom have words that tell us what it is about, we just have the image itself. Therefore when we analyse images and pictures we have to describe what we think the image or picture is.

According to Shatford (1986), there are three levels of meaning when attempting to analyse a picture:
**Description.** What is the picture of? Generic description of the objects and actions represented in the picture and factual description. What is the picture about? Descriptions of the mood of the picture are expressional descriptions.

**Analysis.** What is the content? This requires knowledge of the specific culture. Although we will keep the content in mind, we will often not be capable of providing an analytical description.

**Interpretation.** What is its intrinsic meaning? What feelings and images does it bring to mind?

Besides this classification we also need to ask ourselves some more additional questions such as:


**What?** What are the creatures or objects in the picture doing? What is their condition or state of being? What emotions are conveyed by these actions or conditions? What abstract ideas do these actions or conditions symbolise?

**When?** The concept of when can be both a specific date and a time period. Is the time period significant or is the element of time represented in the picture a manifestation or an abstract idea?

**Where?** Where is the picture in space? Space includes geographic, cosmographic and architectural space, so as to identify the locale, site or place represented in the picture.

Many indicators should be attended to when making hypotheses about the drawing. These indicators pertain to the techniques used and the child’s approach to the drawing. Heavy lines are frequently associated with children who are aggressive, forceful, and have high energy, while light lines are often associated with shyness, inhibitions, insecurity and low energy (Klepsch & Logie, 1982). Boys typically use heavier lines than girls, whereas excessive erasures and shading are related to anxiety (Di Leo, 1983; Klepsch & Logie, 1982).

As far as the size of people presented in the drawings is concerned, children who draw small figures of people (about 1 to 3 inches high) frequently are timid, shy and insecure (Di Leo, 1983; Koppitz, 1968). On the other hand drawings of very large people that take up most of the page may indicate children’s aggressiveness with poor inner controls. Di Leo (1983) asserts that when children draw some people proportionately larger than others, it could connote that the larger drawn person is important to the child in some way. Rezinkoff & Rezinkoff (1956) studied black and
white children’s family drawings and found out that in low-income families, the oldest child was often drawn in a more dominant position than the other siblings.

The placement of the objects and people on the page should also be taken into serious consideration. Placing figures at or near the lower edge of the paper may be indicative of feelings of inadequacy and insecurity. Di Leo (1973) states that drawing figures in the upper half of the paper suggest optimism and fantasy. Moreover, placing the figure of the person who represents the child doing the drawing close to other figures can mean that the child feels or wants to feel close to that person or has a desire to be protected by that person (Burns & Kaufman, 1972).

The omitted elements on the other hand may be quite significant to the individual in representing or symbolising what is possibly absent from the person’s life (Furth, 2002). Omissions of body parts, just like the under emphasis of body parts, tend to suggest under-use and anxiety surrounding that part of the body. More specifically, according to Klepsch & Logie (1982) omitting parts of the faces may reveal problems with relating to others or it may be a sign of anxiety, insecurity, fears and withdrawal.

As far as the use of colours is concerned, it has been stated that colours have profound effects on the emotions, behaviour and body (Clark, 1975). Through the use of colour the children can release various moods and emotions that could not be expressed by words (Withrow, 2004), thus the work in colour becomes a powerful tool for emotional balance (Mahnke, 1993). According to Mahnke, the smearing and playing with bright colours enables the children to experience various aspects of their personalities whereas the overuse of one colour may lead to excessive emotional response, extreme reactions and restlessness. Moreover, children who suffered recent traumas, such as earthquakes chose more red and black colours in their drawings than others (Cotton, 1985). Additionally, Birren (1980) points out that outgoing children often prefer warm colours, such as red and orange, whereas they find cool colours not stimulating enough. Introverts, on the other hand, are more sensitive to cool; calming colours and report the warm colours to be distressing.

Although there is agreement that colour is used to show feelings, mood or tone in a drawing there is lack of agreement on what specific colours represent. For instance, rather than always interpreting red as standing for high emotions or danger and black as representing the unknown of fear or threat, it is more helpful to observe where colour is used, its intensity and quantity, and what it is emphasizing or
diminishing (Peterson & Hardin, 1997). A child might use a great quantity of black and relate that to the sky at night, as when the family went camping and enjoyed sleeping outside.

Psychological and emotional evaluation through art and drawing is a very complex and complicated procedure. As children draw or paint their mental perceptions of school experiences, they draw what they know or feel, rather than what they see. This is why it is useful for teachers to examine their students’ drawings and at the same time search for any indicators delineated. According to Page (2003), there are specific guidelines for interpreting artwork, which include the general characteristics and the feelings indicated. These guidelines are presented are the following:

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>FEELINGS INDICATED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall General Impression</strong></td>
<td></td>
</tr>
<tr>
<td>Lightly or hesitantly drawn</td>
<td>Inadequacy</td>
</tr>
<tr>
<td>Darkly or heavily lined drawing</td>
<td>Unexpressed anger</td>
</tr>
<tr>
<td>Compartmentalised picture</td>
<td>Isolation, Insecurity</td>
</tr>
<tr>
<td>Scribbling over or erasing part of or all of the drawing</td>
<td>Anxiety</td>
</tr>
<tr>
<td>Figures tiny in comparison to paper</td>
<td>Insecurity, Withdrawal</td>
</tr>
<tr>
<td>Figures large</td>
<td>Competence, Security</td>
</tr>
<tr>
<td>Figures oversized</td>
<td>Aggression or overwhelmed</td>
</tr>
<tr>
<td>Name of child added</td>
<td>Recognition</td>
</tr>
<tr>
<td>Name of child not added</td>
<td>Criticism, Inadequacy</td>
</tr>
<tr>
<td><strong>Colours predominately used</strong></td>
<td></td>
</tr>
<tr>
<td>(if child has choice)</td>
<td></td>
</tr>
<tr>
<td>White or purple</td>
<td>Overwhelming object</td>
</tr>
<tr>
<td>Black</td>
<td>Depressed feeling</td>
</tr>
<tr>
<td>Purple</td>
<td>Depressed feeling</td>
</tr>
<tr>
<td>Warm, light colours</td>
<td>Happy mood</td>
</tr>
<tr>
<td>Yellow</td>
<td>Cheerful</td>
</tr>
<tr>
<td>Red, Orange</td>
<td>Excited or anxious</td>
</tr>
<tr>
<td>Green</td>
<td>Refreshed</td>
</tr>
</tbody>
</table>

205
Blue
Darker colours

Significance of figures or parts of drawings
Shaded or omitted parts
Exaggerated or oversized parts
Omitted hands or legs
Stick figure
Slanted figure
Fragmented, scattered, without boundaries
Facial expression of person with whom child identifies
Transparency of body
Gross asymmetry

Calm
Unhappy, sad
Anxiety over function or symbolic importance of parts
Feeling proportional to person or object drawn
Painful or worrisome anxiety
Inadequacy, insecurity
Immaturity, anxiety
Instability
Gross personality disorganisation
Reflection of child’s inner feelings
Acute anxiety, conflict about body image
Confusion, distortion of outlook on life

6.3 Method

6.3.1 Study sites and subjects

The particular study included drawings from Primary school students of the fifth and sixth class. This specific group was selected on purpose because at this stage the child’s mind undergoes a developmental change, both intellectually and socially (Piaget, 1969). This is the realistic or gang stage, which begins around nine-ten years old. Here the child begins to develop more detail in drawing people and in determining perspective (depth or distance) in drawings. Shapes now have form with shadows and shading. The people they draw show varying expressions. Colours are used to accurately depict the environment, and more complex art materials may be introduced.
I was interested in finding out if within this process children developed a concern about the school as being an organisation. Moreover, I also wished to explore the extent to which school and school climate influence the students’ sense of belonging and safety in the school environment.

6.3.2 Data collection

In this particular drawing project we decided to include all the students from the fifth and the sixth class of a Primary school of the suburbs of Thessaloniki. Each drawing has a specific number for practical reasons of analysis, whereas all the pictures are presented in Appendix 6. In order to collect all the drawings I chose to implement the project one day when all the students were present.

There was no discussion before the session, except to introduce the activity. The project was given to the students to complete it in one teaching hour that lasts approximately 45 minutes. The topic of the drawing was ‘Draw your school’. The students were asked to draw a picture of their school using an A4 paper, which was handed to them by me. They were able to use pencils, coloured pencils, crayons, water paint and paint brushes including as many as they like. They were also allowed to ‘fix’ any point with an eraser if they wanted to make changes to their drawings.

Another important thing in the drawing procedure that was made clear to the students before starting their drawings was that they had to be seated in such a way so as no one could see what his / her classmate was drawing. I also explained that there was no sense in trying to see what the other students were drawing as each one has a particular personal drawing style.

Before handing out the papers to the students I also made clear that the students were free to draw anything that came to their mind about their school. Additionally, I did not provide any examples on what to draw or on how to make their drawings and I did not give them any examples by providing drawings on the blackboard. Moreover, I also made clear that there was not any ‘right’ or ‘wrong’ drawing and each student should draw anything that was appealing to his / her liking.

During the drawing period I was sitting in one corner of the classroom without disturbing the students whereas I avoided answering to questions like ‘Miss, do you like my drawing?’ or ‘Is my drawing better than Mary’s?’ Some of the students asked
if they could write any comments on their drawings and at this point I clarified that they were free to make their comments but I did not give them any answers or examples on what to write.

After the procedure was completed I gathered all the drawings and thanked the students for their participation in this research procedure.

6.3.3 Category 1: Drawings with people

Almost half of the students that participated in this research procedure, that is 14 out of the 32, included people in their drawings -both children and teachers- whereas 16 of them drew only the school building or part of the school yard when they were asked to give a description about their school.

It is quite interesting that many of the pictures had very few people or none whereas there are many people missing in the pictures, such as parents, cleaners or administrative staff. It seems that the students do not consider their parents or the members of the helping staff as being parts of the school community. This fact is in accordance with our findings in the teachers’ interviews when they were asked about the people who compose their school. Only one of them included the headmaster and the helping staff as members of the school environment whereas the presence of the parents is missing in both cases.

Obviously, students who included themselves or other children and teachers in their drawings consider that all the above are part of the school community and they present the people involved in specific activities. More particularly, in five out of the twelve pictures with people the presence of the teachers is quite dominant as seen in pictures 1, 2 and 12 that follow:
There is no doubt that the role of the teacher and his / her relationship with the students inside the school as an organisation is very important since the communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. Children spend approximately 1,000 hours with their teacher each school year. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learn. A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom. Of course, a teacher is not going to understand every problem for every child in his or her classroom, but will acquire enough information for those students who are struggling with specific tasks. A significant body of research indicates that academic achievement and student behaviour are influenced by the quality of the teacher and student relationship (Jones et al., 1981). The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly. The interaction between the student and teacher becomes extremely important for a successful relationship through the entire time of a school year.
As far as the three previous pictures is concerned, it would be of great importance to notice that there seems to be a relaxed environment in which the students feel comfortable and welcome and this might open the door for knowledge and even more. The students listen carefully to their teacher who has presented a piece of knowledge on the blackboard and they seem to have committed themselves to following the instructions with utmost discipline. After all the relationship between student and teacher, if it is to be maximally productive, must reflect certain attitudes and commitments of each to the other.

We have already established our thesis about the importance of the role of the teacher inside the school environment but at this point based on the drawings of the children it would be of great interest to mention some things about the levels of responsibility that teachers should have in relation to their students:

The first is getting to know his students individually, to probe the innermost depths of their hearts as well as examining the outer details of their lives. As the teacher's familiarity grows, so the potency of his advice may deepen proportionately (Adebayo, 2012).

Secondly, the teacher needs to express love, care and affection toward his students. Building good relationships with our students may involve amongst other things, showing concern and empathy where and when necessary. We must let our students realize that we are there for them. This helps them to develop confidence in us, themselves, and the work they produce. In order to foster these qualities a good relationship must exist between both parties.

Finally, the teacher must take time to reflect upon his students' progress, refining and adjusting his vision of how best to influence them toward positive change. A change from subject-focused curriculum to a competency-focused one, as well as a change to studies of process-oriented learning and teaching, may lead towards this direction (Prosser, 1999; Barry, 1999). With educators’ attention drawn to the process of students learning, this will eventually foster intellectual improvement, emotional well-being and social responsibility.

Moreover, according to Zhan (2001), the establishment and maintenance of good interpersonal relationship between teachers and students is integral to learning opportunities for each student. Such a trusting interpersonal relationship enriches ‘scaffolding’ opportunities for each individual learner. It makes an easier way for students to seek guidance with their work. Teachers’ respect and high expectation will
affect learners’ attitude, stimulate students’ interest in content of learning and set up a friendly, harmonious and enjoyable environment. In other words, the more intimate the relationship between teachers and students is, the more intense the commitment of the participants to the project of learning is. Conversely, the wider the gap between staff and students, the less chance there will be for the establishment of real commitment to the educational well-being of the other. In an enjoyable learning environment, students learn more because they enjoy what they are doing and this is influenced by the personality (perceived or otherwise) of the teacher.

According to a research conducted by Zhan (2001), which examined the interpersonal relationship between teachers and students, there are indeed ways to build up such good teacher-student relationship as the respondents said that such a good relationship is established and maintained on / through:

1. Mutual personal respect
2. Mutual understanding
3. Co-operation
4. Altruism
5. The knowledge of each other
6. Strong bond of trust
7. Face-to-face interactive process.

As already mentioned in five of the pictures of this category students included their teachers when asked to draw their school, whereas in the other nine they presented themselves or other students.

As far as this subcategory is concerned some of the children decided to include a small number of students, mainly two in their drawings, who are the dominant features in the picture as seen in the pictures 4, 6 and 31 which are presented accordingly. In two of these pictures we assume that we have the students themselves together with their friends who are situated near the football or basketball fields whereas in the third one the two children are near the Greek flag, which is placed inside the schoolyard.

The most important element in the analysis of this part is that none of the students drew only one child in their drawings, which in turn indicates that none of the children felt excluded or isolated in the school environment. On the contrary, even in this case in which only two students are presented, there is evidence that they feel they belong in their school community which offers them safety and protection. If we
take a closer look at the pictures we will find out that there are no arguments or controversies presented in any part of the pictures. Instead the children seem to have a nice relaxing time, taking part in extra curriculum athletic activities, playing together harmoniously or standing proudly next to their national symbol, the Greek flag.

Picture 4

Picture 6
The rest of the children included many students in their drawings taking part in extra curriculum activities, playing outside in the schoolyard or taking part in athletic activities. In this case also there is no evidence on the part of the students that there is tension or any other negative feelings inside the school environment. The children seem to be feeling comfortable and relaxed having a good time at school. At this point it would be of great interest to note down that there are no drawings in which children sit by themselves in a corner of the school, or students fighting with each other or crying. On the contrary, the drawings indicate a positive school ‘climate’. Pictures 28, 29 and 32 that follow are representative of this category.
Picture 28

I LOVE MY SCHOOL

Picture 29

I LIKE MY football

I LOVE MY SCHOOL
Once again we will refer to our initial thesis that schools constitute complex and dynamic organisations with many parts. Students, teachers, administrators, parents, staff, curriculum, policies, the physical environment are just a few of the factors that interact so as to create a general school experience for the students. The term ‘school climate’ has been used to describe the interaction of these variables and has been defined as the quality and frequency of interpersonal interactions that are present within the school system (Kuperminc, Leadbetter & Blatt, 2001). It is important for students to feel that they belong in the school community that is that they are equal members of the school and they are accepted but they also need to sense a feeling of commitment and engagement which refers to the degree to which they invest in relationships with teachers and policies.

6.3.4 Category 2.1: Knowledge (drawings with lessons)

As already mentioned in the analysis of the interviews in which teachers of primary and secondary education took part, school is a place where people learn many things connected to the organisational processes they experience besides the content of the curriculum. Besides that schooling has always been more than academic
learning as schools have major responsibilities for other aspects of students’
development. These include helping students develop the attitudes, skills, and
orientations needed to lead humane lives and act effectively as citizens. Learning to
be a powerful learner, learning to cope with real life and preparing young people for
‘lifelong learning’, that is what the education is meant to supplement, those values,
skills, attitudes and beliefs that the young people will need to succeed in the twenty
first century.

In the analysis of the drawings it would be of great interest to point out that
only 4, that is 13% of the total sample drew pictures in which school lessons are
taught.

As already mentioned before, the children who took part in this research
procedure were asked to draw a picture of their school without being given any
particular instructions on what to draw or which aspect of the school life to present.
Therefore, the students were free to choose anything they liked including school
classrooms. In our case 4 out of the 32 students presented the classroom in which the
learning procedure takes place. In the first two pictures, Picture 1 and 2 that follow,
children have drawn their classroom at the time when the English language lesson is
being taught.

Picture 1
By taking a look at these pictures one could easily assume that these children thought that it would be a good idea to draw me in their pictures, maybe because I was the one who gave them this particular assignment or even as a means to please me. Both of them included me in their drawings whereas one of them, in Picture 2 also stated my name by writing ‘Miss Despina’ above my head. In both drawings the figure of the teacher is presented as having a normal size whereas no parts of the body are omitted or oversized. Having a closer look at the picture it could be assumed that it is an ordinary school day in which some aspects of the English language, the verb ‘to be’ in particular, are being taught and are written on the blackboard.

At this point it would very important to notice that both the students decided to draw a tape recorder on the teacher’s desk, which I brought in class and used most of the times during teaching time as well as a TV set and a computer. This might imply that students prefer some teaching techniques, which arouse their interest and offer differentiation in comparison to traditional styles of teaching. The specific students express their criticism about the way the whole educational system works and the fact that learning should not be equivalent to that of parroting. The students desire to share experiences deriving directly from challenges and stimulating classes, which by no doubt represent a good pedagogical practice. Students need to have their curiosity stimulated by a teacher who will bring interesting materials to the class or
will have the student’s initiative taken seriously by having them work on an assignment they really liked and enjoyed. Through this procedure the students would realise that learning is a creative experience, which will in turn make them better learners.

Another interesting thing that should be noted in these particular pictures is the fact that the children pay attention to detail as they have drawn my clothes and my bag, exactly as they actually were as far as the shape and colours is concerned.

But the most impressive thing for me was the fact that the specific students did not only present a school subject from the school curriculum, English in particular, but they also made sure that anyone who would have access to their drawings, would be informed about the extra curriculum activities that take place in their school community. Once again our thesis as far as what people learn at school is supported, as in this case it is clearly suggested that curriculum is not the only thing learnt at school, but there are also other aspects, maybe more important that fulfil the needs of the learners. In our case both of the above students presented extra curriculum activities, which are closely connected to environmental issues and the specific actions they took so as to help in protecting the environment. The first one drew a flowerpot near the class window and informed us that they take part in an activity in which they plant seeds. The second one decided to draw a poster, which was hanged in their class so as to stress the importance of taking part in recycling programmes. This attitude of the students is a very promising one as they express a desire and a wish to expand their learning horizons and reimagine the school community in general.

Another student in this category chose to present the subject of Maths that took place in their school classroom as seen in Picture 13 that follows:
One could possibly assume that the specific school subject was the child’s most favourite one or that he/she considered it so important so as to decide to include it in the picture. Of course, there might also be another explanation that the particular child faced learning difficulties as far as this subject is considered and that is why he drew it in his/her picture.

The most noticeable thing though, is the fact that in this drawing the child again does not only concentrate his/her attention on the school subject being taught, but he/she presents other aspects of the school life too. The child also includes the football field and the classroom in which the computers are placed. Once again children show that the school community is not identified only with the strict curriculum and the lessons being taught but through their pictures they express their need for a wider variety of pieces of knowledge offered at school.

At this point of the analysis the conclusions drawn are similar to those of the analysis of the interviews. Both for the teachers and the students of today the school building and the schoolyard are places of great importance. It is a place where people get the chance to play together, meet friends and socialise. At the same time it is that place which enables students to take part in sporty activities so as to promote their physical abilities besides their mental abilities.
The most remarkable thing though is the fact that even through a non-traditional research method about school; children find a way to express their inner thoughts and feelings about the whole educational system. They criticize, comment and present their preferences even about how the school subjects should be taught as already mentioned before. It is obvious that they want to take active roles and participate in the procedure of learning by providing suggestions for making the classroom a positive and effective learning environment.

Moreover, besides the need for the use of teaching aids and materials, students also intervene in other aspects of the school life and class organisation as seen in Picture 12 that follows:

Picture 12

At this previous picture the student presents aspects of managing classroom space and materials. One could probably assume that the child represents the actual picture of his / her classroom but this is not the case since I had been teaching in this particular classroom and I know that it was not arranged in the way the child represents it. Actually, here we have the student’s idea of how the classroom should be arranged. According to this child, the students must be able to see and hear instruction and have efficient access to learning materials. The teacher should be able
to easily monitor students and provide feedback and that is why the children are seated in such a way so as to be able to clearly see chalkboards, screens, presentations and displays. Another important detail that should be noticed is that the students face the front of the room and are away from windows so as not to be distracted by noises. Through these classroom arrangements the teachers can see all students at all times whereas at the same time they can easily move among students to monitor their work and behaviour. Moreover, through this classroom design the children are able to work in small groups and that gives the opportunity to the teachers to work with these groups of children while other learning activities are occurring in the classroom. At this point children express their need to work in groups and communicate effectively in the school community. Students desire to work towards both personal and team goals, and they understand that these goals are accomplished best by mutual support. Furthermore, they collaborate together and use their talent or experience to contribute to the success of the team’s objectives. Their own team gives them a sense of identity and encourages them to express their opinions, varying views and questions.

All in all, through the analysis of this part of these drawings one could clearly draw the conclusion that children of Primary school do indeed perceive school as an organisation and moreover they make their own propositions about how this specific organisation could work more effectively and efficiently. Students present their ideas about their preferences as far as the teaching aids and materials as well as about the classroom and seating arrangements. This is a proof that students want to play an active role in the learning procedure and also wish to take responsibility so as to organise a learning environment, which will in turn make them ‘thinking’ learners, being able to ‘learn how to learn’ so as to promote life long learning.

6.3.5 Category 2.2: Knowledge (drawings with extra curriculum activities)

As already mentioned before school is not only about lessons and subjects being taught but also an organisation in which students have the opportunity to take part in many other activities according to their personal preferences. Once again our thesis as far as what people learn at school is verified, as in this case it is clearly proved that curriculum is not the only thing learnt at school, but there are also other
aspects, that fulfil the personal needs of the learners. This is proved by the fact that more than one third of our drawing sample that is 11 out of the 32 students presented some kind of an extra curriculum activity.

I have already presented the extra curriculum activities, which are closely connected to environmental issues and the specific actions the students took so as to help in protecting the environment with the flowerpot near the class window and the planting of the seeds.

As far as extra curriculum activities are concerned though, the most impressive drawing is the one that follows:

Picture 25

In this particular picture the student presents all the kinds of extra curriculum activities that take place in his / her school. As clearly seen the most dominant activities are the ones, which are associated with sporty procedures. There are children playing in a football court, in basketball and volleyball courts whereas some other students are exercising themselves by using a piece of jumping rope.

It is apparent that students come to physical education classes to have fun and enjoy themselves. Carlson (1995a) also found out that students see physical education as a break from their more important academic subjects. Through physical education students learn skills and improve the effectiveness of their physical performances. The value of physical fitness can never be overstated, as physical education is a link to
health. It’s only in physical educational classrooms that students learn the value of taking care of themselves through proper grooming, healthy eating and regular exercise.

Moreover, physical health promotes academic learning as it allows students to function even better in classrooms. But the most important element concerning physical education is that it develops cooperation, teamwork and sportsmanship skill, as most physical education programs are holistic. They allow students to interact together to a common goal and that is to win and excel physically. It brings out the competitive sides of students working both body and mind but also promotes sportsmanship.

The most remarkable thing of this category concerning the extra curriculum activities, however, is the fact that students include to present activities, which develop cooperation and teamwork. In all drawings with no exception students present themselves and the other classmates taking part in activities such as football, basketball or volleyball, which are team sports whereas the most noticeable thing is that they seem to be enjoying themselves and have fun. Moreover, in none of the drawings there are children playing isolated or secluded from the rest of their classmates. Furthermore, there are indeed no pictures which present unpleasant or violent scenes and there is not contradicting or fighting among the students. This undoubtedly reinforces the team spirit and encourages students to work cooperatively. Thus the feeling of belonging is increased as students perceive themselves as being accepted and respected in the school setting and the satisfaction of this need to belong to the school community affects their whole psychological development.

One highly influential study published by Resnick and his colleagues (1997) reported that the sense of school connectedness (another term for school belonging) was associated with lower levels of emotional distress, lower suicidal ideation, lower levels of involvement in violence, and less frequent use of tobacco, alcohol, and marijuana in adolescents. Subsequently, other researchers have found perceived school belonging to be associated with lower levels of depression and general negative school-related affect, along with avoidance of behavioural problems in school. In addition, belonging is associated with increased positive school-related affect, empathy, self-esteem, and higher levels of general optimism (Anderman, 2002). Pictures 28, 29 and 32 that follow are representative of this category as they present students holding hands and working together in a team spirit:
6.3.6 Category 3: Emotions – Use of colours in the drawings

As it has already mentioned before the students were asked to draw a picture of their school using an A4 paper and they were told that they were able to use pencils, coloured pencils, crayons, water paint and paint brushes including as many as they liked. At this point it is necessary to report that when some children asked if they could use only their pencils, the answer was that they were free to choose whatever they wished, colours or not in their drawings as long as their picture represented their idea about their school environment.

According to the analysis, as far as the use of colours is concerned, we can clearly state that the vast majority of the children chose to use colours in their pictures. More particularly, 28 out of the 32 students, that is 87% of the sample handed in colourful drawings whereas only 4, that is 13% of the sample used only black and white colours.

6.3.7 Coloured drawings
The use of colour in children’s drawings plays a very important role as it has the ability to influence their feelings and emotions in a way that few other mediums can. Colours have deep subliminal meanings that affect our thinking and rational. They have symbolic meaning that changes amongst different cultures and countries. The truth is that we are faced with colour choices all the time.

In our case many of the students drew beautiful pictures of their school building or schoolyard using very vivid and bright colours, such as red, blue, green and yellow. In most of these pictures the children drew specific objects which they coloured with their ‘real’ colours (that is the sun was coloured in yellow, the sky was coloured in blue, the trees with green and the roof in red).

**Red** is used quite a lot from the children, as it’s a hot colour that evokes a powerful emotion of passion. Moreover, red is the colour we pay the most attention to, as it is the warmest and most energetic colour in the spectrum. It is also considered to be a symbol of pride and strength. Additionally, it is a sign that people, students in our case are excited and decide to present this through the use of the red colour.

**Blue** is another colour that students included in their drawings and as it has already stated before, when the data about the Greek flag were analysed, blue represents truth, loyalty, peace and justice. Blue is the colour of the sky and the sea and students used it to represent those images. Moreover blue is a cool calming colour that shows creativity and intelligence. It is a popular colour among large corporations, hospitals and airlines. It is also considered to be a colour of strength, wisdom and trust and has a calming effect on the psyche. The use of this colour indicates that the school community consists a place of peace and tranquil for the students as well as a place of stability, trust and security. Students feel that they are part of the school community, which ensures their safety and well-being. This is clearly represented in pictures 9 and 16 that follow:
Green on the other hand is a popular colour in children’s drawings as they use it to represent the football fields or the trees and grass that surround the school. Green is the colour of nature and health. It symbolises nature whereas it represents growth,
money, fertility and safety. Green is a relaxing colour that is easy on the eye and has a healing power to it. Therefore, it is often used to represent anything having to do with health. Many pharmaceutical and nutritional companies use green in their logos and material to advertise safe natural products. It is the easiest colour on the eye and can improve vision. It is a calming, refreshing colour. People waiting to appear on TV sit in ‘green rooms’ to relax. Hospitals often use green because it relaxes patients. Picture 3 clearly represents the students’ desire to present a school environment, which is full of trees and grass, an environment close to nature and the safety that it represents.

Another very important thing that raised my attention about the use of the green colour was the fact that children drew pictures in which the trees and the grass are outside the actual school place, but they are around the territory of the school and in a way they protect the school and provide a sense of safety to the children that spend lot of their time inside this particular school territory. This is represented in the pictures 8 and 31 that follow:
In some other drawings though, the children drew trees inside the school and they also presented themselves or other children running and playing around these trees, which in this case provide a source of pleasure and enjoyment as seen in picture 32. Moreover, the children seem to appreciate the fact that trees provide shade and a place of rest inside the school. In picture 24 that follows children drew trees surrounding the open theatre of the school where they could rest during break hours.

Picture 32
Another thing that is also of great interest is the fact that children do care about nature and activities that are associated with the protection of environment as in some cases they presented pots with seeds that they themselves planted inside their classrooms. The most impressive fact though, is that they wished to make clear that the pots included seeds that they had planted and they were not just part of the classroom’s decoration. Picture 1 that follows is quite characteristic as far as this subject matter is concerned.
Another very crucial information that is revealed from the analysis of the children’s drawings is that children of the fifth and sixth class of primary school, that is 10-12 years old, have some key information of environmental concepts such as pollution and recycling. They are aware of the benefits that arise if they protect the environment and they provide proof of their effort inside their school classrooms as seen in picture 2 that follows.
All in all children showed deep environmental concern in their pictures. They provided valuable information about nature and environment and they also expressed their concern about environmental issues. Furthermore, this implies that the particular school implements environmental policies, which in turn develop a higher concern on environmental issues on behalf of the school children.

There is no doubt that this part of the analysis once again justifies our hypothesis that school serves as an organisation in which students learn more things than the actual curriculum. School is a learning organisation, which offers knowledge not only through the content of the curriculum but also through the organisational processes people experience. Schools are socially constructing young people’s understanding of how organisations work, as process is what children learn at school through their experiences about all kinds of social issues. As already stated in a previous part of the thesis for many researchers learning is primarily a social activity and the participation in the social life of the school is central for learning to occur. According to Vygotsky (1978), the way children learn is by internalising the activities, habits and ideas that will help students become active and goal oriented by building their desire to explore, to understand new things and to master them. Children seem to share the same values and beliefs about specific social issues,
environmental in this case, and their preoccupation with these subjects as well as their participation in similar activities enhance the feeling of belonging in the school organisation and in turn ensures the success of the organisation.

Yellow also constitutes a colour commonly used by the students in their drawings. It is one of the brightest colours to the human eye and it represents youth, fun, happiness, sunshine and other light playful feelings. It is a cheerful energetic colour and it is no coincidence that it is often used for children’s toys and clothes. Yellow also represents joy, optimism, idealism, imagination, hope, sunshine and summer. Moreover, the yellow rose is considered to be a symbol of friendship.

In our case, as already mentioned before, many of the students used the yellow colour to represent the school building as a sign of joy, hope and optimism. There is no doubt of course that throughout our lives, we develop strong connections to the places where we grow up, live, and work. Our emotional and cognitive conceptions of these physical environments inform our understandings of ourselves, both as individuals and members of social groups (Knez, 2005). Outside of the home, students spend the greatest portion of their time in school (Rivlin & Weinstein, 1995; Gump, 1978). Here, they continue to develop a sense of self, take stock of their feelings of competence and of their ability to relate to peers and adults.

Undifferentiated spaces become ‘places’ as we come to understand and value them (Tuan, 1977). Key concepts in the literature on people-place relationships include a sense of place, defined as the experiential process created by the setting itself in combination with what a person brings to it (Buttimer, 1980), whereas place attachment is defined as people's bonds to particular places (Hidalgo & Hernandez, 2001) and place identity, defined as the dimensions of self that develop in relation to the physical environment (Proshansky, 1978). Researchers across disciplines appear to share the common assumption that through attachment to places ‘a person acquires a sense of belonging and purpose which gives meaning to his or her life’ (Proshansky et al., 1995: 90).

Place identity connotes those dimensions of self that develop in relation to the physical environment (Proshansky, 1978). Although we tend to emphasize the role social environment plays in the development of self, ‘the places a child grows up in, comes to know, prefer, seek out or avoid also contribute significantly to self-identity’ (Proshansky et al., 1995: 104). To the degree that certain places are familiar, useful, and malleable, these places help children maintain a sense of self, including the
definition of that self (Proshansky & Fabian, 1987). As these places have provided a sense of security, opportunities for social affiliation, and a context for creative expression and exploration, youth continue to seek similar places to foster their ongoing self-development. In pictures 10 and 23 that follow the students present their school building where they express all the aforementioned feelings.

Picture 10
Another very important thing that should be noticed in this part of the analysis is the fact that many children also decided to include the yellow sun in their drawings probably as a symbol of the summer, especially in countries like Greece. Children might feel that the power of the sun is there to protect them or that they get this feeling of warmth and relaxation because of the abundance of natural light which was highly prized. It is no coincidence that various forms of light, have been linked to behaviour and learning, with daylight offering a more positive effect on student outcomes potentially due to its biological effects on the human body (Heschong Mahone Group, 1999), whereas it also contributes to necessary visual rest and relief (Kuller & Lindsten, 1992). In the pictures 9 and 11 children desire to provide that yellow light of the sun as the source of life and protection and more particularly in picture 13 it would be of great interest to point out the fact that the sun seems to be throwing away some black clouds that are above the school territory.
Concluding the analysis about the colours it is important to point out that basically children used the four aforementioned colours (red, blue green and yellow), which are considered to be bright, vivid and powerful colours. More particularly, the students included two more colours in their drawings. The brown colour which was used to represent the trunk of the trees and the purple one, which was used to represent the curtains of the classrooms as, seen in pictures 12 and 14.

Picture 12

![Picture 12](image)

Picture 14

![Picture 14](image)
6.3.8 Black and white drawings

As it has already been mentioned before the vast majority of the children chose to draw colourful pictures using very bright and vivid colours. On the other hand, very few children, only 4, in particular, that is 12.5% of the total sample, used only black and white colours in their pictures.

**Black** is a colour often used to portray something evil, depressing, or scary in western civilization. It has negative imagery with it at times such as ‘black mail’, ‘black list’, ‘black hole’ etc. Black is also a very powerful colour that portrays one of class elegance. Moreover, the black colour represents mystery, sadness and unhappiness. Literally black is the absence of light and therefore, of colour. In speech we say, ‘Don't let a black cat cross your path’, ‘Black Market’ or ‘Black Monday’.

**White** symbolizes innocence and purity. White reflects light and is considered to be a summer colour. However, white shows dirt and is therefore more difficult to keep clean than other colours. Doctors and nurses wear white to imply sterility. White is what we see when all colours come together in perfect balance. It represents purity, simplicity, cleanliness, peace, humility, precision and innocence and we use white in figures of speech like ‘pure’ as the driven snow.

As far as the drawings of the specific children is concerned one could draw the conclusion that the students who drew these pictures were sad or unhappy or even depressed and that is why they presented their school through the absence of colour.
The school might be an unpleasant place for them, a place in which they do not feel comfortable or a place they do not belong. At this point though, it should be mentioned once more that as far as the use of colour is concerned, there is lack of agreement on what specific colours represent (Peterson & Hardin, 1997). Therefore, it is more helpful to observe where colour is used, its intensity and quantity, and what it is emphasizing or diminishing (Peterson & Hardin, 1997).

Consequently, in this case it is imperative that we take a closer look at these particular pictures so as to notice if there are indeed other signs that could verify the impression of sadness and unhappiness, as mentioned before. Therefore, the content of the drawings will provide us with all the useful information about the children’s feelings and it should be examined thoroughly. The first impression that we get is that the children do not seem to feel uncomfortable or sad inside the school environment. On the contrary, as seen in picture 5, the children take part in a very amusing activity, a theatrical performance in particular, and they seem to be having a great time. The activity is pleasant and enjoyable not only for the students who take part in the performance but also for the students who are spectators as they shout ‘Bravo’ and cheer their classmates.

Picture 5
The same pattern seems to be repeated in the other drawings of this category, as in these cases too, children seem to be very happy, relaxed and comfortable in their school environment. In picture 25 for example, the particular student presents the children playing in the schoolyard or taking part in athletic activities. More particularly, some of them are playing football; basketball and volleyball while some others are preoccupied with gardening.

All in all the general impression that we get from the analysis of the pictures as far as the use of colours is concerned, is that children have not presented intense negative or very unpleasant feelings about their school environment. It is characteristic that they did not choose to use pale or dark colours such as grey, dark brown or beige that are considered to be cold, depressing, sad or wistful.
On the contrary, the vast majority of the children used very vivid, strong and bright colours to suggest that the school environment constitutes a place in which they feel they belong to, they fulfil their goals and expectations and they become independent thinkers and confident individuals.

### 6.3.9 Negative feelings about school

Although, as already mentioned, the pictures of the children do not indicate intense negative feelings about the school environment, as there are no violent scenes or pictures which involve bullying, still there are some pictures which indicate that there may some negative feelings about school involved.

For example, there are pictures in which only the building or the school yard is presented without the presence of any people. This may mean that the children do not perceive themselves as being parts of the school community or that school does not constitute a place where knowledge is transferred. On the contrary, these pictures provide no evidence of knowledge or learning happening whereas the purpose of the school is supposed to be to teach children things. The following pictures provide examples of the aforementioned discussion:

**Picture 9**
6.3.10 Category 5 Drawings with the names of the students

Taking a closer look at the pictures of the children I realised that some of them, three in particular, wrote their first names in the drawings. The percentage of course, that is 9%, is very small since the whole sample included thirty-two drawings but it’s worth mentioning it since students thought that somehow it was important for them to state their identity.

Most of the students did not choose to write their names in the drawings. One may conclude that they wished to keep their anonymity or that they did not feel the need to state who they were. On the contrary, the three students who decided to write their names expressed an inner need to present themselves to anyone who would have access to their drawings. The most characteristic thing that the three pictures have in common is that the names of the children are written with big or capital letters in the upper half of the paper, in a prominent place, to ensure that they will not be unnoticed, as seen in Pictures 5, 6 and 13 that follow.
According to Page (2003) who provided guidelines for interpreting artwork, the children who write their names in their drawings express an inner desire for recognition. The particular children seek for attention and wish to be praised by their parents or teachers for the work they have created. Being noticed and accepted is a strong human need, and both parents and teachers can positively impact their children by meeting that need on a regular basis. In our case the students seek for the recognition of what is being done - the activity itself that is the drawing and the child's involvement in it. The children want to know that we are observing very carefully what they are doing as the added attention to the feeling or mood communicates deeper attentiveness and caring on our part, as well as understanding. In this case the child feels both noticed and accepted.

As far as the theme of attention and recognition is concerned, scientists argue that teachers and parents may need practical help on how to respond to the attention-seeking children. Mellor (1997) argued that some children might even seek punishment because it is at least one way of gaining attention. Of course, attention seeking can arise for many reasons, abuse, neglect, learning difficulties and it is vital that these conditions are recognised and when possible addressed.

6.3.11 Category 6: Drawings with comments
Some of the students who took part in this procedure included a number of comments in their drawings as they probably wished to explain particular things or express inner thoughts and share feelings. More particularly, approximately one third of the students, that is 11 out of the 32 made a comment about their drawing.

As already analysed before some of the students provided information about the extra curriculum activities that take place in their school community which proves that curriculum is not the only thing learnt at school. Apart from that they make comments about the lessons being taught or the activities they have to perform at home.

Another category of the children though, thought that it would be helpful to explain some things that relate to the way the school building and teaching classrooms are organised. Most probably the specific children want to make sure that if someone decides to visit their school he / she will face no difficulty in finding where the teaching classrooms or the computer and theatre classrooms are located. Pictures 3, 10 and 26 that follow are representative of this category. More specifically, in Picture 3 the interesting thing to notice is the fact that the student is using different colours to present the classrooms in his / her school so as to attract our attention, although the rest of the picture is black and white.

Picture 3
The most important element at this point of the analysis is the fact that some students, 5 in particular included comments in which they express their feelings about the school environment. More specifically, they use comments such as ‘I like my school’ or ‘I love my school’, which prove that their psychological bond with their school is a very strong one. The particular students not only feel safe and secure in this environment but they also wish to state it in public and make sure that people will be informed about their thoughts and feelings concerning the school environment. Pictures 28, 29, 30 and 31 that follow are quite characteristic.
The term *school belonging* refers to students' subjective perception of being accepted and respected in their particular school setting. Some researchers have also examined the parallel perception in relation to specific classes; typically using the term *class belonging*. Baumeister & Leary (1995) have proposed that all people have an innate need to belong to social groups and to form positive interpersonal relationships with others. Given the amount of time children and adolescents spend in educational settings and the societal importance attached to school-related activities, students' sense of belonging in those settings is particularly important for their healthy development. Carol Goodenow (1993: 80) defined students' sense of belonging as the sense of ‘psychological membership in the school or classroom, that is, the extent to which students feel personally accepted, respected, included, and supported by others in the school environment’.

According to Blum (2004), increased student connection to school decreases absenteeism, fighting, bullying and vandalism while promoting educational motivation, classroom engagement, academic performance, school attendance and completion rates. In order to succeed, students need to feel they ‘belong’ in their school.

In the healthy development of children and youth, a sense of belonging and effective relationships with teachers and students are important in feeling connected
to school and connected students do better. School should not only focus on the acquisition of knowledge but also on other non-academic factors which are significant contributors to both school and student success.

According to Osterman (2000), current work in psychology tells us that the sense of community, this experience of belonging, is an important factor in understanding student behaviour and performance. According to some motivational researchers, relatedness is one of three basic psychological needs that are essential to human growth and development, along with autonomy and competence (Ryan, 1995; Connell & Wellborn, 1991). The need for relatedness involves the need to feel securely connected with others in the environment and to experience oneself as worthy of love and respect. In essence, then, this need for relatedness is the need to experience belongingness or the sense of community. The satisfaction of each of these needs affects psychological development and the overall experience of well-being and health, even if one is not aware of them (Ryan, 1995). When student needs are not satisfied in educational settings, Deci et al. (1991) predict diminished motivation, impaired development, alienation and poor performance.

Being part of a supportive network reduces stress, whereas being deprived of stable and supportive relationships has far-reaching negative consequences. On the basis of their analysis, Baumeister & Leary (1995: 511) voice the opinion that ‘the weight of evidence suggests that lack of belongingness is a primary cause of a wide range of psychological and behavioural problems. From their perspective, the desire for interpersonal attachment may well be one of the most far-reaching and integrative constructs currently available to understand human nature. If psychology has erred with regard to the need to belong, in our view, the error has not been to deny the existence of such a motive so much as to under-appreciate it.

6.3.12 Category 7: Identity (drawings with the Greek flag)

The most striking thing that attracted my attention when I first started analysing the children’s drawings was the fact that in many of them the Greek flag was included in the drawings. Trying to construct thematic categories I realised that almost half of the students had drawn the Greek flag, no matter if their drawings were coloured or not and included only the school building and yard or they also included
people. To be more specific, 44% of the children that is 14 out of the 32 children who took part in this research procedure included the Greek flag as a dominant object in their drawings. It is quite characteristic that in some pictures children include the flag and the school yard in their drawings whereas there are not any people in the pictures. In many drawings the children presented the flag in a predominant place as being the symbol of their school and they used very vivid and bright colours in their drawing, which indicates that they were in a happy and relaxed mood, feeling proud about their country, as seen in the pictures 8 and 17 that follow.

Picture 8
Another very important thing which needs to be into consideration as far as the flag is concerned is the fact that some children placed themselves or other children next to the Greek flag. In a particular picture that I am going to present we have the image of child who pulls the string so as to raise the flag high above (picture 32) whereas in another one some children are gathered near the flag watching it waving (picture 10). Once more in both of these pictures the children seem to be very proud of their national symbol and they present a sense of happiness and relaxation deriving from their relationship with the flag.
The most impressive thing, however, was the fact that although some children did not use any colours at all in their drawings and their pictures could be considered as ‘poor’ as far as the content is concerned (black and white pictures, not many colours used, not many objects or activities included), they still presented the Greek flag in a predominant place as being a very important element of their school community (picture 3 & picture 6).
Through the use of these pictures the self-esteem and national pride is increased and it could also be assumed that the students within the school community would derive pride from associating themselves with symbols of national identity that is their individual sense of belonging to a nation. In the eyes of the students this particular symbol enhances a sense of place, trust and community within the organisation.

In a period of crisis, when Greece is highly criticized about its political and economic situation, Greek students find peace and comfort through their connection with their national symbol. The flag serves not only as a means of identity but also as a symbol of the country’s history and ideals. Obviously, for the Greek students the flag represents more than mere signage. The two colours blue and white are also of great significance as blue represents the sea, which is so important to Greece and such a major portion of its economy. The white on the other hand represents the waves on the ocean. The most important thing though is the fact that blue has also always been a colour of protection, seen in the blue eye amulets used to ward off evil, and white is seen as the colour of purity. Moreover, according to ancient traditions much
symbolism is associated with colours. White colour represents peace and honesty whereas blue stands for vigilance, truth and loyalty, peace and justice.

Analysing this part of the children’s drawings one could obviously assume the importance of the school as an organisation in which students sense their personal identity and their feeling of belonging. Primary school children fulfil their need to be a part of an organisation that uses its own symbols that represent the peoples, ideals, identity, values and history.

6.4 Conclusion

After analysing the categories of the drawings that emerged, there is strong evidence that most students perceive their school as a friendly, safe place, a place in which they belong and not a hostile or terrifying environment. It is quite characteristic that the children do not present themselves as victims of physical or verbal abuse from their teachers or their peers. Moreover, there is no evidence of violence or hostile behaviour taking place in the school environment. There are no pictures with children fighting or sitting in the corner alone or crying, a fact which in turn may indicate the presence of feelings of abuse or total isolation. The children have not presented intense negative or very unpleasant feelings about their school, where as on the contrary, many of them seem to enjoy themselves in a happy and relaxed atmosphere taking part in extra curriculum athletic activities, playing together harmoniously or standing proudly next to their national symbol, the Greek flag.

Even in the pictures in which not very positive feelings are presented, still the students do not include signs of violence whereas no arguments or controversies are presented in any part of the pictures. Some students may feel lonely or even isolated but in no case do they perceive themselves as victims of a violent incident.

Another very important conclusion drawn from the analysis of the drawings is that the vast majority of the students do not perceive school as a place in which traditional knowledge deriving from the lessons of the curriculum is taking place. Characteristically, only 4, that is 13% of the total sample drew pictures in which school lessons are taught. This conclusion is in accordance with the one drawn from the interviews to the teachers of Primary and Secondary schools. In this case only 2 of
the teachers, that is 10% of the sample, stated that their learning at school derived from the lessons being taught.

On the contrary, students’ drawings suggest that school is not only about lessons and subjects being taught but it also constitutes an organisation in which students have the opportunity to take part in many other activities according to their personal preferences and enhance their social learning. Children present themselves taking part in sporty activities or in activities which promote environmental issues. In most cases children present activities, which develop cooperation and teamwork playing together or working together for a common goal. In all of the drawings with children taking part in activities there are not any children playing isolated or secluded from the rest of their classmates. It seems that young children work cooperatively appreciating the team spirit. Through this procedure the feeling of belonging is increased as students perceive themselves as being accepted and respected in the school setting especially by their peers.

This finding about lessons and subjects not being the only source of school knowledge is also found in the analysis of teachers’ interviews about their perceptions on what they believe they have learned at school. Once again the vast majority of them stated that their learning had more to do with socialising processes, values, rules, customs, traditions, skills, knowledge, understanding of others, and understanding of oneself as a social being or a ‘social self’. Teachers remember children learning to interact with their peers, to cooperate, to respect authority or to manage time and learn how to be responsible.

The conclusion that mostly drew my attention as a teacher was the one related to the use of names in the children’s drawings as these children who write their names express an inner desire for recognition. The particular children seek for attention and wish to be praised by their parents or teachers for the work they have created. In our case the students seek for the recognition of what is being done - the activity itself, and their own involvement in it. The children want to ensure that we are observing what they are doing as our attention in turn is highly interrelated with deeper attentiveness, caring and understanding on our part.

Another impressive thing that drew my attention was that even in a non-traditional research method, such as drawing is, children do find a way to communicate and express their thoughts as well as inner feelings about the whole educational system. They criticize, comment and present their preferences even about
how the school subjects should be taught, which teaching aids and materials should be used or how a classroom should be organised so as to promote a positive and effective learning environment. Furthermore, they desire to inform the people who have access to their drawings that they like attending their school or that they enjoy participating in some activities taking place inside the school environment. The drawings with comments such as ‘I like my school’, or ‘I love my school’ are quite indicative and verify the fact that young children experience a sense of bondage and feelings of safety and security in the particular school community, which in turn might indicate that they also experience a feeling of belonging inside this school environment.

Last but not least, this part of the analysis reveals how important it is for young children to sense their personal identity and their feeling of belonging inside school as an organisation that uses its own symbols that represent the children’s ideals, their identity, their values and their history. All the drawings with the Greek flag indicate that students are filled with national pride since they associate themselves with symbols of national identity that is their individual sense of belonging to a nation. It seems that young children find peace and comfort as their flag serves as a means of identity but also as a symbol of their country’s history and ideals. This in turn, enhances a sense of place, trust and community within the organisation, especially in a period when Greece is highly criticized about its political and economic situation.
CHAPTER 7

7. Conclusions

7.1 Findings, recommendations and implications

The purpose of this PhD was to examine the relationship between psychological belonging, school performance and organisational culture in Primary Education in Greek schools. Our aim was to explore whether the school as an organisation in which students feel they belong, constitutes an important factor for how students experience school, and its impact of what they learn.

Few scientists have studied schools from an organisational point of view in Greece and these attempts have tended to constitute theoretical analysis of the organisation and / or analysis of the administration system. Thus, the main purpose of this PhD was to examine the phenomenon through different methodologies, and take a wider view of school. Therefore, we decided to employ four methodological approaches in order to chart the organisational processes people experience inside the school environment as part of the pedagogy of schooling. More particularly, the three research instruments were the following:

1. Interviews with teachers about what they remember they have learned at school so as to investigate the organisational experience of the school, and what people learn from that experience.

2. A survey on Primary school students and their teachers so as to study the relationship between psychological belonging, student performance and organisational culture in Greek Primary Education as well as the teachers’ feeling of belonging and teachers’ professional burnout.

3. Drawings of Primary school students about the school they attend, so as to generate images that represent students’ overall experiences inside the school environment.

The objective of this chapter is to (a) discuss the findings of the content analysis, (b) present the conclusions drawn from the study, (c) discuss the implications, and (d) present recommendations for further research.
7.2 Discussion of the findings

The findings of the research are based on the analysis of the four methodological approaches employed:

1. An in depth analysis of the organizational process that occurs in schools and evidence as to how it effects the educational outcomes for young people.
2. An analysis of belonging as an independent variable and a piloted, tested, means of measuring it.
3. Evidence about how the organizational process in schools can act as a form of social and psychological selection prior to the examination process.

7.3 Findings from the interviews

As far as the interviews with teachers are concerned, the general interpretation of the results could lead one to conclude that most of the teachers being interviewed had positive memories about their school years as students as well as their whole school experience in general. From this point of the analysis we can understand how important is the organisational process that occurs in schools as far as the subject matter of values is concerned since people reported that they relished their schooldays. The respondents tended to elicit positive memories from school because they were good enough at specific things the school valued and felt they had a reasonable chance of doing well enough in their exams (Claxton, 2008). The analysis of the interviews justifies our initial thesis that schools are the first formal organisations every human experiences. Teachers stated that school is where they learned how organisations and their processes actually work - how to belong to, and form, protective groups, how to lead, how to deal with authority and what motivates people.

As far as motivation is concerned teachers reported they appreciated the areas of school over which they could have some control, such as choices they could make about the students of the curriculum or the teaching methods and approaches used inside the classroom. More particularly, many of them reported that they highly appreciated challenging and stimulating classes with teachers bringing interesting and helpful material to class.
On the other hand, schools were very stressful places for some of the teachers as they experienced a strong sense of negativity because of the intensifying pressure and the competition that took place in their schools. Additionally, teachers reported that they were victims of emotional abuse, which in turn ended in making them feel severe anxiety, fearfulness or even depression.

Taking into account all the above one can conclude that schools constitute organisations in which people learn how to form protective groups, how to lead and how to deal with authority. This derives from the fact that teachers mentioned that their negative memories and feelings they have from their school days are closely connected to the fact that there was a lack of collaboration not only between themselves and their teachers but also between themselves and their classmates. These teachers desired collaboration, they wanted to have the ability to get together and work together with other people. They wished to think, argue and finally learn together.

As far as what people think they have learned at school is concerned, our initial argument that schools do not only teach only through the content of the curriculum and the specific subjects being taught but also through the organisational processes people experience is justified.

The vast majority of the teachers who took part in the interview reported that school was a place where they learnt many other things which were connected to the organisational processes people experience besides the content of the curriculum. The teachers expressed a high level of disappointment from the way the whole educational system worked as the term of learning was equivalent to that of parroting and through their narrations they verify what Claxton (2008) has mentioned, that if what is called for in schools is simply careful attention to the words of the teacher and accurate retention of facts and ideas, then we should not be surprised if young students complain that they are not being sufficiently prepared for real life. Teachers clearly stated that their learning included extracurricular activities that enhanced the procedure of learning and helped them create connections to the real world by introducing problems and materials drawn from everyday situations.

The theme of socialisation was also very central in the narrations of the teachers. The majority of them insisted that the school environment was a place where socialisation process took place and they learned how to be active members following the rules, the regulations and generally the culture of the organisation. It is quite
characteristic that teachers mention how school as an organisation can divide up the work and defines the responsibilities and duties that each one has to follow so as to fulfil the desired aims and goals. People stated that school taught them values, rules, customs, traditions, skills, knowledge, understanding of others, and understanding of oneself as a social being or a ‘social self’. In the school environment children learn to interact with their peers, to cooperate, to respect authority and many other valuable things. This is, what Bieber (1994) and other scientists call the ‘Hidden Curriculum’ that is a term to used to describe the unwritten social rules and expectations of behaviour that we all seem to know, but were never taught inside the school environment. Although no one ever explains these things to the students, yet students readily adjust their behaviour according to those expectations, knowing what the consequences are likely to be.

Another very significant issue that should be stressed out is the fact that teachers stated that the school environment contributed to their maturity and helped them to become responsible for their own personal learning. Supportive teacher and peer relationships are a major factor in student satisfaction and school effectiveness. Moreover, having a school culture that works to actively engage students and promotes student strengths will be more effective than one that focuses on problematic behaviour and purely academic scores. School can cultivate values that last for a lifetime and strong emotional bonds, relationships and skills that will last for a lifetime.

The issues of stress and examination were also pointed out by many of the teachers who took part in the interview. Once again our initial thesis that school subjects and school curriculum are not the only things that are taught at school is supported. On the contrary, people recall feeling stressed, insecure and ineffectively prepared as far as exams were concerned. Teachers criticised the fact that exams simply reveal the pile of knowledge one displays in a particular day leaving aside all the other interests and capabilities the students may have developed and cannot be the only factor that leads to school success.

As far as the theme of success is concerned some teachers talked about academically good students referring to the strict idea of a student who acquires academic skills related to the ability to read comprehensively, to write effectively and to speak fluently. For all the other participants successful students must acquire many other skills and qualities besides the academic ones. Moreover, many of the teachers
expressed a great deal of dissatisfaction and disappointment about their teacher’s behaviour to the weaker students who were left all alone in their fate and experienced the feeling of injustice towards them. This feeling of injustice and exclusion of the less charismatic and gifted students is an experience that has a number of implications for the rest of their lives.

On the contrary, the vast majority of the teachers being interviewed stated that students need to acquire many more qualities and virtues so as to be characterised as good and successful ones, besides their academic performance. These new qualities and characteristics are highly related with some aspects of the students’ behaviour, non-academic performance and status inside the school community in general. Qualities, which are connected with some other values such as discipline, obedience, respect and active participation in the activities of the school community, are mentioned as virtues that lead to students’ success. Popularity as well as leadership skills were also mentioned as being factors highly related to student’s success. From this point of the analysis it is clearly understood that leadership skills occur from the very first time the young students attend school and their participation in such kinds of leadership activities place them in a high position in the value system. Through all these procedures students learn how to become and how to be good and effective leaders. Consequently, whether students continue on to graduate school, enter the workforce, or choose some other professional path, the knowledge, perspective and skills they have acquired inside the school community will help them make a significant leadership contribution in their future career.

This once again justifies our belief that schools are the first formal organisations every human experiences and the places where we learn how organisations and their processes actually work. In these cases teachers refer to ‘acceptable’ and ‘unacceptable’ kinds of behaviours and models of success and failure inside the school as an organisation. Schools, like any other organisations define the place and the status of the students in them and this predicts much of their organisational behaviour and social identity. Of course, one could express his / her own scepticism about the values that are being promoted inside the school environment, but the important thing to be pointed out is that schools, as any other organisations, promote and value some particular models of behaviour, which are connected to the success, or failure of a student inside the school community.
It is clearly evidenced that in schools as organisations students learn how to belong to, how to form protective groups, how to lead, how to deal with authority, how to acquire leadership skills, what are the factors that motivate people and so many others. Furthermore, another very significant thing that the children learn is what social status means in an organization as well as which kinds or types behaviours are ‘acceptable’ and ‘unacceptable’ and in this previous case, which are the models of success and failure. Moreover, inside the school as an organisation we learn how inclusion and exclusion are used to project values about what roles young people should take in a school, and what kind of student is valued and not valued. Most importantly of all, our understanding of organizational behavioural norms and our sense of our role, and value, in organizational life are developed through this process. All these roles and responsibilities are very important because they offer security, a higher sense of belonging and a place in the organisation for each and every child.

Students’ failure, on the other hand, was related to specific behavioural traits and characteristics as well as their relationship with the other members of the school community. Once again behaviour is considered to be the most prominent factor that defines students’ school failure and these types of bad behaviour is related to the family background of the specific students and the lack of help on behalf of their parents or family in general. In some other cases the socio-economic status of the students is also held as responsible for poor educational outcomes.

For the vast majority of the teachers the bad or unsuccessful students were not the ones with low academic performance but especially the ones whose behaviour varied from being inappropriate or even unacceptable inside the school environment. Some other aspects of behaviour, such as rudeness, use of bad language or troublemaking in the classroom were also reported as types of behaviour, which are not accepted inside the school as an organisation. Teachers also mentioned that there were cases of students whose academic performance was very low, but they were not characterised as ‘bad’ or unsuccessful because their behaviour was acceptable and complied to schools’ regulations and culture.

Through the analysis of this part of the interview once more our thesis about the role of the school as an organisation is supported as schools constitute places where we learn how organisations and their processes actually work and which are ‘acceptable’ and ‘unacceptable’ behaviours or models of success and failure. There is
no doubt, however, that we, as educationalists, should set clear and consistent limits or boundaries as far as which types of behaviour will be accepted inside the school community and which types will considered to be as unacceptable, so as to build an emotionally, academically, and socially safe learning environment.

Another very dominant issue related to aspects of behaviour that the teachers consider of crucial importance is the one connected to the feeling of belonging students experience inside the school environment and the way to which they are accepted or not accepted by the rest of the members of the community. According to some teachers, the unsuccessful students were unpopular whereas they also faced difficulties in communicating with the other kids in the school. There is no doubt that having friends inside the school environment seems to be of great importance as these relations of people enhance the feeling of belonging and form protective groups inside which students feel safe and secure. Moreover, according to Berndt & Keefe (1992) teens that have friends experience fewer psychological problems than friendless teens when school changes or transitions occur. It seems quite logical that having friends at school would enhance a child's academic progress and performance as schools can provide a network of rewarding experiences.

Once the research supports the fact that students who do not experience themselves as valued by the school community or the school culture in general face a number of difficulties in their effort to experience belonging in the school and subsequently underperform or display ‘behavioural problems’ as the issue of friendship suggests. Students learn that they're both similar to and different from others and through friendships and belonging to group children improve their sense of self-esteem.

All in all this part of the analysis, which refers to the characteristics of the ‘bad’ or unsuccessful students clearly, verifies that our belief that schools and even the classrooms are organisations in which children develop both emotionally and socially. There is no doubt that through interacting with friends, children learn the give and take of social behaviour in general and they try to place themselves in a protective environment. Inside this environment students learn how to set up rules and obey them, how to weigh alternatives, how to protect friends and make decisions. They also experience a number of other positive or negative feelings such as joy, satisfaction or anger, aggression and rejection. But most importantly students learn.
what's appropriate and what is not, which kinds of behaviours are acceptable or unacceptable inside these environments.

Last but not least, it is of great interest to point out that when teachers were asked about how many people compose their school, they were not sure about which members of the school community to include and therefore most of them did not answer immediately but asked for further clarification. This finding by itself leads to the conclusion that teachers who are supposed to have a special insight about the school as an organisation due to their position in the school environment, face difficulties in clarifying which members compose their school community.

The most important and the most surprising finding from this part of the interview though, is the fact that none of the twenty teachers who took part in the interview included all the members of the people and the social counterparts that compose the school community. The teachers of our interview do not seem to believe that the teachers, the headmaster, the helping staff, the students, their parents and families as well as the wider community compose each school as almost all of the teachers included only two of the previous groups mentioned as being members of the school community.

Almost one third of the teachers who participated in the interview answered that the school community includes only the teaching staff, not the students. One could view that as quite positive as it is very vital for teachers to feel that they constitute a part of the school organisation as this sense of belonging will help them move away from being simple ‘transmitters of knowledge and become ‘mediators in the construction of knowledge’. On the other hand though, schools as organisations include many other groupings of people, each coming from a different position, different backgrounds and experiences as well as expectations and values. The truth is that students, parents, families and the community have expectations of, and influence on the organisation (Handy & Aitken, 1986). The effective collaboration of these groupings through their interaction and relationships is imperative so as to be truly supportive of the school as an organisation.

Another very important finding extracting from the fifth question of the interview is the fact that teachers do not consider the young children as part of the school organisation as only five out of the twenty included them in the organisation whereas fifteen of them gave the number of the staff as the answer to the question about how many people there are in their organisation. As it has already been pointed
by Handy & Aitken (1986) the children are not intuitively seen as members of the organisation and that specific fact is also proved by our own research.

The most distinguishing feature of schools, the children, who they are, what they are and how they fit in the organisation are not even taken into consideration. In the literature review we have stated that the problem may exist due to the fact that it is not quite clear how the children relate and fit to the school as an organization. The fact that still remains, however, is that the majority of teachers do not consider students as part of the school, and this is why it should be pointed out that schools need to be seen as organisations which are comprised of groups of people who work together in different ways to meet shared goals and vision.

As far as the parents or the wider community is concerned, none of the participants referred to them as being members of the school as an organisation and this fact should also be taken into serious consideration for future research.

The school as an organisation needs to initiate the involvement of all the other members in a relationship which will be based on mutual respect and acknowledgment of the assets and expertise of each member. Therefore, as an extension of this partnership, schools can emphasize a broad base of community involvement. When schools develop and implement strategies for promoting effective school-family-community partnerships, the result is improved learning for all students and strengthened schools, families, and communities. A partnership approach on the other hand, will give teachers, students, administrators, families and community members greater opportunities to determine options for school involvement, to participate in the wide range of involvement activities, and to assume key roles and responsibilities in school-improvement efforts, including participation in the school’s decision-making processes. According to Ballen & Moles (1994), this partnership must be based on mutual trust and respect, an ongoing exchange of information, agreement on goals and strategies, and a sharing of rights and responsibilities. Schools must be willing to involve parents, families, and the community at deeper levels and to support their participation.

7.4 Findings from the questionnaires
According to our analysis concerning the MCI, there were no statistically significant differences regarding the first four scales of the questionnaire that is Satisfaction, Friction, Competitiveness and Difficulty between classes. On the other hand, there was a significant difference (p = .026) regarding Belonging between class C1 = 10.42 and class C2 = 13.63. The students of class C2 experienced a higher sense of belonging compared to the students of C1 class, whereas there is also a significant difference (p = .040) regarding Belonging between Class C2 = 13.63 and Class ST2 = 9.09. Therefore, the findings from our research suggest that the feeling of belonging is decreasing, as children grow older. Students of the third class reported experiencing a higher sense of belonging compared to the student of the sixth class in the same school. This finding is in accordance with a previous one conducted by the researcher (2007) in the prefecture of Kozani in Greece, where once again it was found that the psychological climate is more pleasant in students of the fourth class compared to the students of the sixth class of the Elementary school. Similar results are also presented in other studies such as the one that Anderman (2003) conducted in order to look at the academic and social perceptions and students’ sense of belonging. According to his research, students began to lose the sense of belonging overtime, which is as students’ duration in school increased, their sense of belonging decreased.

Another very important finding from the analysis of the data was there is a significant difference between boys and girls as far as Satisfaction is concerned, with girls experiencing a higher level of Satisfaction than boys. This finding is in accordance with the one that Goh & Fraser (1996) reported in their study related to the climate dimensions (MCI) in which the girls generally experienced their classroom environment with more satisfaction.

As far as the PSSM is concerned most students from our sample feel attached to their school and experience a high level of school belonging. They feel that they are being liked; they are personally accepted and included in the school environment. At the same time they perceive that they are treated with respect both by their teachers and peers, having warm and positive relations with them whereas they are also encouraged to take part in many school activities. According to our analysis, there are not statistically significant differences between boys and girls as far as the sense of school membership is concerned. In general, the students stated a strong bond with their school in which they their teachers support them both socially and academically whereas their peers trust and support them.
As far as the feeling of belonging for teachers is concerned, the encouraging thing in our research is that teachers perceive a high level of belonging, feeling accepted and valued by the rest of the members of the school environment. More particularly, there are not any statistically significant differences between the teachers as far as their perceived feeling of belonging is concerned as all of them seem to feel that they are supported both by their colleagues as well as their headmaster.

The results from the analysis of the MBI are also quite interesting. More specifically, it was found that satisfaction is positively correlated with gender whereas it is negatively correlated with friction. On the other hand, competitiveness is positively correlated with friction and negatively correlated with satisfaction. As far as difficulty is concerned, it is negatively correlated with satisfaction.

Belonging is positively correlated with emotional exhaustion as well as satisfaction. On the other hand, belonging is negatively correlated with friction and competitiveness. Tenure is negatively correlated with teacher’s satisfaction.

### 7.5 Findings from the drawings

According to Schirrmacher (1993), it is probable for the child to reveal his or her feelings, ideas, fears, and disappointments by means of art because symbols representing children’s emotional responses used during the art activity are artistic-linear depictions of what they have seen, heard, touched, known, perceived and comprehended. Therefore, each picture or drawing may communicate a lot of important information about the children themselves but also about the relationship that the children have with the school. In our case, studying school as an organisation, it is important to notice what the children or the teachers – helping staffs are doing in the picture and if they interact with each other. Pictures may reveal interesting clues about the relationship that exists between the people inside the school environment as well as the climate and the culture of the school community. As already mentioned in the literature review, sometimes children do reveal information or even tell a story through their pictures and drawings, which reveal their opinions and feelings about the whole school environment.
Aiming at exploring the extent to which school and school climate influence the students’ sense of belonging and their safety in the school environment, the students were asked to draw a picture of their school.

One of the most important conclusions drawn from this part of the analysis is that schools constitute organisations in which students sense their personal identity whereas at the same time they experience self-esteem and national pride, which in turn enhances their feeling of belonging inside the school community. Through the use of flags the students’ self-esteem and national pride is increased and it could also be assumed that the students within the school community would derive pride from associating themselves with symbols of national identity that is their individual sense of belonging to a nation. Therefore, for the students this particular symbol enhances a sense of place, identity, trust and community within the organisation. It is quite evident that young learners in Primary schools fulfil their inner need to be a part of an organisation that uses its own symbols that represent the peoples, ideals, identity, values and history.

As far as feelings is concerned, there was no suggestion of very negative or extremely unpleasant feelings about the school environment. It is quite characteristic that the children do not present themselves as victims of physical or verbal abuse from their teachers or their peers whereas there are no pictures with children fighting or sitting in the corner alone or crying, a fact which in turn may indicate the presence of feelings of abuse or total isolation. Of course, there might be students experiencing feelings of loneliness but there is no evidence that these feelings are very intense.

Another prevailing thing that emerges from the analysis of the drawings is that children present their school as a place in which many extra curriculum activities take place which once again supports our thesis that there is another kind of learning occurring in schools besides the learning deriving from the curriculum in the classroom and this kind of learning is associated with the organizational process the young students experience in the whole school community. Extra-curriculum activities of all kinds allow students to interact together to a common goal and excel by developing cooperation and teamwork procedures. This undoubtedly reinforces the team spirit and encourages students to work cooperatively. Thus, the feeling of belonging is increased as students perceive themselves as being accepted and respected in the school setting and the satisfaction of this need to belong to the school community affects their whole psychological development.
Once again school is presented as a learning organisation, which offers knowledge and learning not only through the content of the curriculum but also through the organisational processes young students experience in it. Schools are socially constructing young people’s understanding of how organisations work, as process is what children learn at school through their experiences about all kinds of social issues. As already mentioned, according to Vygotsky (1978), the way children learn is by internalising the activities, habits and ideas that will help students become active and goal oriented by building their desire to explore, to understand new things and to master them. Therefore, learning is primarily a social activity and the active participation in the social life of the school and its activities is central and crucial for learning to occur.

All in all, it is quite clear that children of Primary school do indeed perceive school as an organisation and more particularly they express their own propositions so as to ensure that the organisation could work more effectively and efficiently so as to fulfill the expectations of its members. It is imperative that if we want to reimagine schools our first priority should be to enable each student learn how to be a powerful learner and how to cope with real life. After all, that is what the education is meant to supplement, those values, skills, attitudes, norms of behaviour and beliefs that the young people will need to succeed in the twenty first century.

Studying the feeling of belonging inside the school community, it is quite characteristic that some of the young learners included comments such as ‘I like my school’ or ‘I love my school’, so as to reveal their feelings about their school environment. The particular students feel safe and secure inside this environment and they perceive themselves as being accepted. Therefore, through their comments in the drawings they also wish to state in public how strong their psychological bond with their school is. The need for relatedness involves the need to feel securely connected with others in the environment and to experience oneself as worthy of love and respect. In essence, then, this need for relatedness is the need to experience belongingness or the sense of community. Carol Goodenow (1993) explains that it is important for students to experience that psychological membership in the school or classroom because it makes them feel personally accepted, respected, included, and supported by others in the school environment.

It is obvious that schools should not only focus on the acquisition of knowledge but also on other non-academic factors which are significant contributors
to both school and student success. This is why the sense of belonging and effective relationships with teachers and students are important in feeling connected to school and connected students do perform better as absenteeism, fighting, bullying and vandalism are decreased educational motivation, classroom engagement, academic performance, school attendance and completion rates are in turn increased (Blum, 2004).

7.6 Future recommendations

7.6.1 The school as a learning community

To view the school, as a learning community is to recognise that participation, success, inclusivity and collaboration are important values and ideals for the whole school community. In such a school all the members involved should follow a set of commitments that guide school development and contribute to school success: students are enthusiastically participating in a broad and balanced curriculum; principals (and other institutional leaders) function as educative leaders within the school community; teachers are themselves learners in a community of learners whereas parents are highly encouraged to become actively involved in their children's learning by taking part in all the procedures that constitute them equally responsible participants in school decisions and governance.

The first and foremost challenge so as to make all these changes is to address the very idea that children come to school to learn. Learning is an experience itself and the school community should be held responsible for the learning of values that young learners should possess so as to face future with dignity and optimism. At present school children are made to see the world through language and it is through words the phenomenon of the world is explained to the children, which is fragmented and disconnected from the child’s experience of the world.

The children need to experience various phenomenon of the world and this enables the development of the cognitive structure, which in turn helps them to understand the processes of society.

In order to start this journey of understanding, young learners should be equipped with values that will enable them to be successful in all fields in their adult
life. The list of values includes responsibility, honesty, moral courage and friendliness in students. Children should also learn about justice and fairness through sharing their ideas and experiences. Humility, innocence and awe are also fundamental values with which the children embark the journey of learning. Love, care, respect, openness and co-operation will make children feel safe and secure inside the school community.

As far as skills are concerned, patience, intelligence, observation, curiosity, attention and codification are some of the skills that young learners need to acquire during their school years and this can only be achieved by actually engaging with the real world. There is no doubt that in an open-ended knowledge quest children learn to be open, spontaneous, intuitive, creative, responsible and experimental.

7.6.2 The ‘new’ school and its characteristics

Schools as organisations need to possess a number of characteristics and qualities so as to be able to fulfil their goals and purposes and prepare young people for their uncertain future. As already mentioned, schools constitute complex and complicated organisations because of the expectations laid upon them and of the critical place they have in our society and therefore they need to adopt change strategies that will provide internal stability while moving ahead.

In these ‘new’ schools, deep exploration will go hand-in-hand with high expectations on behalf of all the participants in the teaching-learning procedure. Students’ success will be the outcome of an engaging curriculum that fosters a symbiotic integration of head, heart, and hands. The difference though, is that in this specific environment students will also learn a number of other things that will accompany them for the rest of their lives, as they will define much of their organisational behaviour and social identity.

In schools as organisations, young learners should be able to grasp the opportunity to learn about how power, leadership, group processes and self-esteem are used in organisations. Most importantly of all, students will enhance their understanding of organizational behavioural norms and their sense of their role, and value, in organizational life of school. Moreover, children will learn how the organisational processes inside the school work, how to belong to a safe environment, and form, protective groups. Schools will also constitute places where young learners
will learn all the necessary skills that will enable them to become successful leaders, to deal with authority, or even how people control people. Through these procedures the children will have a clear image of what social status means in an organization, whereas at the same time they will be in the position to recognise which kinds of behaviours are ‘acceptable’ and ‘unacceptable’ and which are the models of success and failure. The learning of all the aforementioned things is of crucial importance as the picture we develop in our minds of how these processes work inside the school environment affects all our later organizational behaviour. Through the engagement in high-concept, high-touch projects using real-world and real-time applications, students will be immersed in the process of learning, exploring, discussing, designing, reflecting and refining.

The school that respects itself must strongly believe that the students who walk out of its doors should be capable of deep thinking, collaborative problem solving, and virtuous living. They should be individuals full of curiosity, imagination, and initiative, capable of leading by influence and working toward the greater public good. The students in such an environment will consistently use their minds to figure out solutions to unpredictable situations and operate in their dealings with others from a place of concern and genuine thoughtfulness. But most importantly of all our students should possess the ability to use good judgment, to make decisions with justice, to live reverently, and to engage in thoughtful citizenship.

It is our duty as educationalists to shape our pedagogical vision around the belief that the successful school is the one that enables its students to form those ideas, habits and values that will eventually lead to their intellectual and personal development. We believe that this model of education can shape generations of students to be agents of transformation, challenged and equipped to do hard things. It is an educational vision that values both intense rigor and collaborative learning.

By extending education beyond the classroom and into the community, through innovation, teacher training, cultural development, and collaboration with all the members of the school community, the type of education offered in the 21st-century can and will support a collaborative learning environment which in turn will respond to all challenges and manage societal changes.

7.6.3 School change
Change is something that happens all the time, even if we sit still or do nothing. The difficult thing though is to make these particular changes that persist, endure and in the end will make our lives better. But the starting point in this procedure for all the school communities is to make dramatic progress towards the goal of becoming safe, secure and supportive communities for its members. All schools should realistically aim at equipping students with the specific values and beliefs and with the kinds of strong questioning and thinking skills that will serve them well as they find their way into this new century.

As far as changes and school reforms is concerned, the fact that still remains, as already mentioned in the first Chapter of the literature review about changing schools, is that there is not enough follow through or evaluation after the implementation of changes. Maybe it is about time that we start thinking about different things as far as what the real needs of the students are. Consequently, instead of wondering how to raise achievement, we should try to find ways to motivate our students and make them feel excited about learning and exploring. We are only interested in test scores and exam results for entering University gates and as a result we, as parents and educationalists, are actually depriving our children of their own childhood, as they have no time to play and have fun, no time to explore and experiment, no time to ‘learn how to learn’ by themselves. Personally, after teaching for about twenty years I feel not only disappointed but also ashamed when my students clearly state that they are not at all interested in learning but the only thing that matters to them is to pass their exams and ‘get the paper’ as they simplemindedly put it.

The first step in making changes so as to improve education is to recognize that the problems plaguing our schools are rooted in the way our society is organized. We live in a competitive economy where businesses and individuals continually seek advantage and higher profits, whereas our culture glorifies violence in sports, movies, and video games and even on evening news broadcasts (Bowles & Gintis, 1976).

Under these circumstances, it is not surprising that our school system is designed to sort children out and leave many of them uneducated as schools teach competitive behavior and social inequality as if they were fundamental law of nature. Just as with the economy, some are rewarded in school, others are punished, and both
groups are taught that rewards and punishment are the result of their own efforts (Kohn, 1999).

Therefore, education will not be changed in isolation but the efforts to improve schools can be part of a struggle to create a more equitable society and that an important part of our job as teachers and educationalists is to help prepare our young students to participate as active citizens in a democratic society by organizing experiences so that students learn content, social and academic skills, and an appreciation for democratic living.

According to Greene (1993), in order to create democratic classrooms, teachers must learn to listen to student voices as listening allows teachers to discover what students are thinking, what concerns them, and what has meaning to them. When teachers learn to listen, it is possible for teachers and students to collectively search for historical, literary, and artistic metaphors that make knowledge of the world accessible to us. Through this collaboration students could combine critical thinking with creative imagination in an effort to empathize with and understand the lives, minds, and consciousness of all human beings by discovering new questions about the world and ourselves.

7.6.4 How to plan school change

Before deciding which are the specific changes that could lead to school success, it is necessary to follow some particular steps so as to implement school change (Noguera, 2008).

First of all it is important to establish ownership of the problems by:
1. Using data to identify areas where change is needed
2. Providing staff with time to visit successful schools to observe patterns of interaction, teaching and learning
3. Soliciting input from stakeholders, students, parents, community.
4. Building sense of community with staff and providing opportunity for discussion of the problems identified.

The second step of implementing change is to develop a specific plan of change by:
1. Forming committees focused on areas where change is needed: discipline, shared ownership, professional development
2. Setting clear, measurable and achievable goals- short, medium and long-term.
3. Implementing rituals, practices and procedures that will serve as the anchor to the new culture
4. Providing ample opportunity for discussion of the plan, so as to receive input for strengthening the plan

The third step of changing includes implementing the plan by:

1. Making sure that all the members of the school community understand what is expected of them
2. Collecting baseline data so as to monitor change over time
3. Checking in at regular intervals to assess how effectively the plan is being implemented
4. Getting input from students as well

Moreover, according to Deshler (2004), organisational changes need readiness, passion, mobilization and implementation so as reach their goals and objectives and enable each school community to move for its current state to a successful future state. The change framework and the components of organisational change are presented in the Figures 12 and 13 that follow:
As already mentioned the contribution of students in the efforts to implement changes in the school environment and improve the school culture is of crucial
importance. Through the use of surveys, interviews or focus groups, we can solicit inputs from students so as to investigate which areas of teaching-learning need to be changed or improved. To start with, providing opportunities for students to see how academic knowledge can be applied in the real world might lead to the desired results. This application in the real world includes personal development and self-esteem of the young people so as to become independent thinkers and confident individuals. Our students should not be isolated learners, learning facts until the exams are over and then forgetting them, but instead through engagement, they should be helped to form concepts about the world which will in turn enable them to become global-self regulated learners (Otero & Sparks, 2000).

On the other hand, cultivating students’ agency, empowerment and greater commitment to participate could also help in creating better social relationships in the school environment which in turn could result in the improvement of the whole the school culture (Simovska, 2004). Students should be given opportunities to become involved in community service and leadership procedures so as to increase pupils’ initiative, critical thinking, open-mindedness, ability to cope with unexpected situations and capability for constructive action. Furthermore, students should be able to participate in school life events through their established student councils, or organise extra curriculum activities and workshops.

7.6.5 Taking a broader strategic management approach to schools

According to Cheng (2004), strategic management in school is a process which can keep a school, as a whole, matched appropriately to its environment, improve school environment, improve school performance, achieve school objectives, and fulfill school mission. It should include the following sequential components:

- **Environmental analysis.** The internal and external environment which can influence the school is monitored and information is procured and processed for planning.

- **Systematic planning and structuring.** Based on the reflection on the information of an environmental analysis, a course of individual / programme / school actions is predetermined and all the necessary jobs, relationships and resources are arranged for accomplishment of programme / school objectives.
• **Appropriate staffing and directing.** Competent people are developed for positions and helped to bring about purposeful actions towards individual / programme / school objectives according to plans.

• **Constructive evaluation and controlling.** By establishing reporting system and performance standards, implementation of plans at the individual / programme / school levels is monitored and performance at all these three levels is evaluated in order to ensure progress towards planned objectives.

Therefore, strategic management process is a cyclic learning process that contributes to continuous improvement and development at the individual, programme / group, and whole school levels. Throughout the process, the critical elements for effective management are participation of school members and leadership of administrators. Participation can enhance quality of planning, motivate teachers and develop their competence. Leadership can initiate and maintain the strategic management process. All the above are presented in Figure 14 that follows:

Figure 14: *Strategic Management Process in School (Cheng, 2004: 31)*

My final thoughts about re-imagining schools are highly connected with the issue of vision and action. Besides change management and strategic management, vision remains the cornerstone of success. But vision itself without the appropriate action is just a dream. On the other hand, action without vision may simply be passing the time. Only the combination of the two -vision and action- will be able to make the
difference and create successful and effective school communities for all the children of the world.

7.7 Concluding comments

All in all, the general finding extracted from this PhD is the fact that there is indeed another kind of learning occurring in schools as young people are not only learning the curriculum in the classroom but they are also learning from the organizational process they are experiencing in the whole school. The content of the curriculum is not the only thing people learn at school but they also learn from the organizational processes they experience and these organisational experiences they had in school taught them a lot more than the curriculum and had more of an impact on them than the content. School is the place where people learn how organisations and their processes actually work, how to belong to, and how to form protective groups. Furthermore, young students learn what social status means in an organization, which are ‘acceptable’ and ‘unacceptable’ kinds of behaviour, which are the models of success and failure and how inclusion and exclusion are used to project values as well as what roles they should take in a school.

Another very important finding is that both students and teachers experience a high level of belonging inside the Greek schools which in turn constitute schools as safe and supportive environments for young children. It seems that creating supportive environments is the answer to the economic and social crisis that Greece is experiencing at the moment. If we manage to help people believe in themselves and feel that they are valued and accepted, then light might come from the tunnel of crisis.

Taking into consideration all the aforementioned findings, it is of great importance to take a broader look at what schools actually ‘do’. This is what this PhD is proposing about the organisation of Greek schools. An engaging curriculum that fosters a symbiotic integration of head, heart, and hands has the potential to go beyond ‘teaching / learning’ initiatives. We need a ‘new’ school in which the young learners will be able to grasp all the available opportunities so as to become actively involved in the process of learning, exploring, discussing, designing, reflecting and refining.
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APPENDIX 1
Approval for conducting the research from the Ministry of Education

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ,
ΠΟΛΙΤΙΣΜΟΥ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ

ΕΝΙΑΙΟΣ ΔΙΟΙΚΗΤΙΚΟΣ ΤΟΜΕΑΣ
ΠΡΩΤΟΒΑΘΜΙΑΣ ΚΑΙ ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ
ΕΚΠΑΙΔΕΥΣΗΣ
ΔΙΕΥΘΥΝΣΗ ΣΠΟΥΔΩΝ ΠΡΩΤΟΒΑΘΜΙΑΣ
ΕΚΠΑΙΔΕΥΣΗΣ
ΤΜΗΜΑ Α’ ΕΦΑΡΜΟΓΙΣ ΠΡΟΓΡΑΜΜΑΤΩΝ

Γενική Διεύθυνση: Ανδρέας Παπανδρέου 37
Τ.Ε. - πόλη: 15180 - Μαρούσι
Ιστοσελίδα: http://www.minedu.gov.gr
Email: spudanpe@minedu.gov.gr
Πληροφορίες: Π. Γεωργακάτσους
Τηλέφωνο: 210 344 3405
FAX: 210 344 3283

Βοηθός Ασφαλίσεων:
Να διασφαλίσει μέρις
Βιβλίος Προτεραιότητας:
Μαρτίου, 19-7-2012
Αρ. Πρωτοκόλλου: Φ15/500/83150/Γ

ΠΡΟΣ: κατά Επιστήμην Ανδρέας Αναστασίου
Σμήνους Μαχαλά, Προσωπικός
ΚΟΙΝ.: 1. Διευθυντής Εκπαίδευσης Π.Ε Ανατ. Θεσ/νής
2. Αρχιδιευθυντής Σχολείων Ανατ. Θεσ/νής

ΘΕMA: Έγκριση έρευνας

Απαντάται σε σχετικά αιτήματα σας και έχοντας υπόθεση την εισήγηση του
αρμόδιου συμβούλου του γραφείου Υπουργού, ας κάνουμε γνωστό ότι εγκρίνουμε
τη διεξαγωγή της έρευνάς σας με θεματική σχέση στο ψυχολογικό ανθρώπινο,
στην επίδοση των μαθητών και στην οργανωτική κουλτούρα στην Πρωτοβάθμια
Εκπαίδευση στην Ελλάδα, η οποία θα πραγματοποιηθεί σε δύο δημοτικά σχολεία στη
Περατία, το 3ν (9520622) και το 4ν (9520745), με τις ακόλουθες επισημάνσεις:

1. Η άδεια χορηγείται για μια χρήση.
2. Πριν από τις επισκέψεις σας στα σχολεία να υπάρχει συνεννόηση με τους
Διευθυντές τους, το Σχολικό Σύμβουλο και συνεργασία με το διδακτικό προσωπικό, ώστε
να εξασφαλίζεται η σωστή λειτουργία των σχολικών μονάδων.
3. Η συμμετοχή των εκπαιδευτικών στην έρευνα είναι πάντα προαιρετική, γίνεται με
δική τους ευθύνη και εφόσον το επέμβαιο.
4. Για την διεξαγωγή της έρευνάς σας στους μαθητές θα πρέπει να προηγηθεί ενημέρωση των
γονέων και των εκπαιδευτικών, ώστε να υπάρχει ενισχυτική-πεποίθηση
dήλωση των γονέων έχοντας υπόθεση ότι για όλες τις περιπτώσεις η συμμετοχή στην
έρευνα δεν έχει επιπλοκικά επίπεδο.
5. Για τη συμπλήρωση των ερωτηματολογικών αμετάκλητα θα απασχοληθούν μία 1) άρα και πάντα παρουσία του εκπαιδευτικού της τάξης.

6. Η συμπλήρωση των ερωτηματολογικών από τους εκπαιδευτικούς θα γίνει εκτός του διδακτικού τους ωραρίου.

7. Δεν επιτρέπεται σε καμία περίπτωση η βιντεοκόπηση και η μαγνητοφώνηση των μαθητών. Τα ερωτηματολόγια είναι πάντα ανόνυμα και κωδικοποιημένα.

Ο Διευθυντής Πρωτοβάθμιας Εκπαίδευσης στον οποίο κοινοποιείται το έγγραφο αυτό, παρακαλεί να ενημερώσει σχετικά τα σχολεία στα οποία θα διεξαχθεί η έρευνα.

Ο ΠΡΟΪΣΤΑΜΕΝΟΣ ΤΗΣ ΔΙΕΥΘΥΝΣΗΣ

Εισαγωγική Διανομή:
1. Γραφείο Υπουργείου
2. Διεύθυνση Στυλείδων Π.Ε.

ΚΩΣΤΑΣ ΠΑΠΑΧΡΗΣΤΟΣ

Πιστο Αντίγραφο
Από τη Κεφάλαια Κυκλικής
Τρέχουσας Διεξαγωγής & Προεκτάλλου

ΛΑΙΟΣ ΠΗΝΕΛΟΠΗ

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APPENDIX 2

Consent form for teachers

ΦΟΡΜΑ ΣΥΓΚΑΤΑΘΕΣΗΣ

(Θα πρέπει να διαβαστεί δυνατά από τον ερευνητή πριν από τη αρχή της συνέντευξης. Ένα αντίγραφο της φόρμας παραδίδεται στον ερωτώμενο και ένα δεύτερο, υπογραμμένο από τον ερωτώμενο, φυλάσσεται από τον ερευνητή).

ΦΥΛΟ: 1) ΑΝΔΡΑΣ 2) ΓΥΝΑΙΚΑ
ΗΛΙΚΙΑ: 1) 25-35 2) 35-45 3) 45-55 4) 55-65
ΒΑΘΜΙΔΑ: 1) ΠΡΩΤΟΒΑΘΜΙΑ 2) ΔΕΥΤΕΡΟΒΑΘΜΙΑ
ΧΡΟΝΙΑ ΥΠΗΡΕΣΙΑΣ:

Ονομάζομαι ...............................................................

Διεξάγω έρευνα στα πλαίσια της εκπαίδευσης μου στο τμήμα Εκπαιδευτικής και Κοινωνικής Πολιτικής του Πανεπιστήμιο Μακεδονίας. Επιστημονικά υπεύθυνος για την έρευνα είναι ο Δρ. Anthony Montgomery με τον οποίο μπορείτε αν το επιθυμείτε να επικοινωνήσετε στο τηλ. 2310891308 ή στο amontgomery@uom.gr.

Ευχαριστώ για τη συγκατάθεσή σας να συμμετάσχετε στη συγκεκριμένη έρευνα. Πριν ξεκινήσω θα ήθελα να σας τονίσω ότι:
- Η συμμετοχή σας είναι ελεύθερη.
- Είστε ελεύθεροι/η να αρνηθείτε να απαντήσετε σε οποιαδήποτε ερώτηση.
- Είστε ελεύθεροι/η να αποσυρθείτε από την έρευνα οποιαδήποτε στιγμή.

Η συνέντευξη θα είναι εντελώς εμπιστευτική και θα είναι διαθέσιμη μόνο στα μέλη της ερευνητικής ομάδας. Αποσπάσματα από τις συνέντευξεις / ατομικά αποτελέσματα μπορούν να αποτελέσουν τμήμα της τελικής ερευνητικής έκθεσης, αλλά σε καμία περίπτωση δε θα συμπεριλαμβάνεται στην έκθεση το όνομα σας ή κάποιο άλλο χαρακτηριστικό που να προδίδει την ταυτότητά σας. Παρακαλώ υπογράψτε αυτή τη φόρμα για να δείξετε ότι σας έχω διαβάσει το περιεχόμενό της.
Σας παρακαλώ στείλτε μια έκθεση με τα αποτελέσματα της έρευνας: ΝΑΙ ΟΧΙ
Δ/νση αποστολής της έκθεσης: ..............................................................
(o ερευνητής κρατά το υπογεγραμμένο αντίγραφο και αφήνει ένα ανυπόγραφο αντίγραφο)
Ονομάζομαι Ανδρούτσου Δέσποινα και είμαι μόνιμη εκπαιδευτικός Αγγλικής Γλώσσας (ΠΕ06) στην Πρωτοβάθμια Εκπαίδευση. Ως υποψήφια διδάκτορας στο Τμήμα Εκπαιδευτικής και Κοινωνικής Πολιτικής του Πανεπιστημίου Μακεδονίας εκπονώ διδακτορική διατριβή με τίτλο: «Η σχέση ανάμεσα στο ψυχολογικό ανήκειν, στην επίδοση των μαθητών και στην οργανωτική κουλτούρα στην Πρωτοβάθμια Εκπαίδευση στην Ελλάδα». Στα πλαίσια της διδακτορικής διατριβής μου διεξάγω έρευνα σε μαθητές/τριες στο Δημοτικό Σχολείο (αριθμ. πρωτ. Αίτησης – κατάθεση δικαιολογητικών προς τη Διεύθυνση Σπουδών Πρωτοβάθμιας Εκπαίδευσης του ΥΠ.Π.Β.Δ.Μ.Θ. 31105/ Γ1, 21-3-2012) μέσω της χρήσης δύο ερωτηματολογίων, με σκοπό τη μελέτη του ψυχολογικού κλίματος της σχολικής τάξης. Επιστημονικά υπεύθυνος για την έρευνα είναι ο Δρ. Anthony Montgomer, Επίκουρος Καθηγητής στο Τμήμα Εκπαιδευτικής και Κοινωνικής Πολιτικής του Πανεπιστημίου Μακεδονίας, με τον οποίο μπορείτε, αν το επιθυμείτε, να επικοινωνήσετε στο τηλ. 2310891308 ή στο amontgomery@uom.gr.

Τα ερωτηματολόγια είναι τα ακόλουθα:
1) "Το Ερωτηματολόγιο της Τάξης μου" (ΤΕΤ) Η. Ματσαγγούρας (1987).
2) "Ερωτηματολόγιο της ψυχολογικής αίσθησης του σχολικού ανήκειν"


Θα το εκτιμούσα ιδιαίτερα αν επιτρέπατε στο παιδί σας να συμμετάσχει στη συγκεκριμένη έρευνα συμπληρώνοντας τα δύο παραπάνω ερωτηματολόγια, τα οποία είναι ανώνυμα. Η έρευνα θα είναι εντελώς εμπιστευτική και θα είναι διαθέσιμη μόνο στα μέλη της ερευνητικής ομάδας. Αποσπάσματα από την έρευνα / ατομικά αποτελέσματα μπορούν να αποτελέσουν τμήμα της τελικής ερευνητικής έκθεσης, αλλά σε καμία περίπτωση δε θα συμπεριλαμβάνεται στην έκθεση το όνομα των μαθητών ή κάποιο άλλο χαρακτηριστικό που να προδίδει την ταυτότητά τους.

Ευχαριστώ εκ των προτέρων για τη συγκατάθεσή σας να επιτρέψετε τη συμμετοχή του παιδιού σας στη συγκεκριμένη έρευνα. Θα ήθελα, επίσης, να σας τονίσω ότι:
- Η συμμετοχή των παιδιών σας είναι ελεύθερη.
- Είστε ελεύθερος/ή να αρνηθείτε την συμμετοχή του παιδιού σας σε αυτή.
Παρακαλώ υπογράψτε αυτή τη φόρμα για να δείξετε ότι συμφωνείτε να συμμετάσχει το παιδί σας στην έρευνα.

........................................................................................................ (Ονοματεπώνυμο παιδιού)
........................................................................................................ (Ονοματεπώνυμο γονέα)
........................................................................................................ (Υπογραφή)
Δ: Πρώτα από όλα να σας ευχαριστήσω για το χρόνο σας και τη διάθεσή σας να συμμετάσχετε σε αυτή την έρευνα. Είμαστε έτοιμοι να ξεκινήσουμε;
Ε: Ναι.
Δ: Ωραία. Μπορείτε σας παρακαλώ να μου πείτε τι θυμάστε από τα χρόνια σας στο σχολείο;
Ε: Τους καθηγητές, τους μαθητές…
Δ: Τους συμμαθητές σας εννοείτε;
Ε: Ναι. Τι άλλο θυμάστε;
Δ: Τι άλλο θυμάστε;
Ε: Τα παιδιά από τα άλλα τμήματα, γενικά το σχολείο.
Δ: Το σχολείο…Κάτι πιο συγκεκριμένα για τους καθηγητές και το σχολείο;
Ε: Θυμάμαι κάποιους καλούς, που έκαναν θεωρητικά καλό μάθημα, κάποιους κακούς που έκαναν κακό μάθημα…
Δ: Ναι. Από το σχολείο σας τι θυμάστε; Θυμάστε κάτι για το κτίριο;
Ε: Θυμάμαι και το κτίριο.
Δ: Πείτε μου περισσότερες λεπτομέρειες.
Ε: Θυμάμαι το κλειστό γυμναστήριο, ότι είχαμε αίθουσα για τις γιορτές ξεχωριστή, αμφιθέατρο δηλαδή, είχαμε μεγάλο προαύλιο χώρο με πολλές μπασκέτες, γήπεδο ποδοσφαίρου, φιλέ για βόλει.
Δ: Έχετε καλές ή κακές αναμνήσεις σε γενικές γραμμές;
Ε: Κυρίως καλές.
Δ: Οι θυμάστε τότε που πήγαινατε στο σχολείο;
Ε: Σε διάφορα πράγματα, γνώσεις γενικές για τα αντικείμενα που διδάσκεσαι στο γυμνάσιο και στο λύκειο.
Δ: Θυμάστε δηλαδή μόνο κάτι από τα μαθήματα;
Ε: Εντάξει, η ομαδική εργασία ήταν στις αρχές της ας πούμε και υπήρχαν κάποιοι καθηγητές που ίσως εβαζάνε ομάδες αλλά εκείνα τα χρόνια δεν υπήρχε ομαδική εργασία αλλά στυλ διδασκαλίας πιο απαρχαιωμένα.
Δ: Κάτι άλλο θυμάστε;
Ε: Όχι.
Δ: Όχι. Μάλιστα. Τώρα αν γυρίζαμε πίσω στα σχολικά χρόνια, ποιά χαρακτηριστικά θα δίνατε στον επιτυχημένο, ή καλό μαθητή; Ποιος ήταν τότε ο καλός μαθητής;
Ε: Εντάξει. Αυτός που είχε αρχικά καλούς βαθμούς ή πολύ καλούς και δε δημιουργούσε προβλήματα.
Δ: Όταν λέτε προβλήματα;
Ε: Στη συμπεριφορά.
Δ: Τι ακριβώς εννοείτε;
Ε: Να μην μπλέκει σε φασαρίες, να μην πειράζει άλλα παιδιά, να μην συμμετέχει σε ομάδες που ενοχλούσαν, να μην κοροϊδεύει άλλους.
Δ: Μάλιστα. Ωραία. Κατά τον ίδιο τρόπο, ποια πιστεύετε είναι τα χαρακτηριστικά του αποτυχημένου ή κακού μαθητή;
Ε: Αυτός που δεν είχε καλή σχολική επίδοση, δεν είχε καλή συμπεριφορά…
Δ: Ναι.
Ε: Γενικά αυτός που δεν έδειχνε ενδιαφέρον για τα μαθήματα αλλά ούτε για δημιουργική διαδικασία παρά μόνο για να δημιουργήσει προβλήματα και φασαρίες στους υπόλοιπους συμμαθητές και στους καθηγητές;
Δ: Μάλιστα. Και μία τελευταία ερώτηση. Από πόσα άτομα αποτελείται το σχολείο σας;
Ε: Αποτελείται;
Δ: Ναι, από πόσα άτομα αποτελείται το σχολείο σας.
Ε: Τώρα;
Δ: Ναι, το σχολείο σας, το σχολείο στο οποίο είστε τώρα καθηγητής. Από πόσα άτομα αποτελείται;
Ε: Μαθητές ή εκπαιδευτικούς;
Δ: Οτι κρινεται εσεις.
Ε: 80-85 άτομα.
Δ: Είστε 80-85 και οι εκπαιδευτικοί και οι μαθητές ή μόνο οι μαθητές;
Ε: Και οι δύο.
Δ: Σας ευχαριστώ και πάλι για το χρόνο σας.
Δ: Πρώτα από όλα να σας ευχαριστήσω και πάλι για την προθυμία σας να συμμετάσχετε σε αυτή την έρευνα. Είμαστε έτοιμοι να ξεκινήσουμε;
Ε: Ναι.
Δ: Ωραία. Θα μου πείτε σας παρακαλώ από τα χρόνια σας στο σχολείο;
Ε: Το δημοτικό;
Δ: Και στο γυμνάσιο και στο λύκειο.
Ε: Δεν ήταν δύσκολα χρόνια για μένα, επειδή ήμουν καλή μαθήτρια, όλα κυλούσαν πολύ ωραία, διάβαζα, ήμουν πολύ καλή μαθήτρια. Μου άρεζε να πηγαίνω στο σχολείο και να πάρων καλούς βαθμούς, μου άρεζε.
Δ: Έχετε δηλαδή θετικές εντυπώσεις;
Ε: Ναι, θετικές εντυπώσεις.
 Δ: Ωραία, μήπως θυμάστε να μου πείτε τι μάθατε στο σχολείο; Τι θυμάστε ότι μάθατε;
Ε: Βασικά εγώ πιστεύω ότι όλα όσα έχω σήμερα τα οφείλω στις γνώσεις που πήρα από το σχολείο. Δεν μπορώ να πω ότι έχω διαβάσει εξωσχολικά βιβλία ή άρθρα, μελέτες. Νομίζω ότι οι βασικές μου γνώσεις προέρχονται από εκεί. Δεν έχω αν μετά είναι θέμα σχολής ή όχι αλλά εγώ από εκεί έχω αποκτήσει τα βασικά μου εφόδια για τη ζωή.
Δ: Τι εννοείτε βασικά εφόδια;
Ε: Τις βασικές γνώσεις, τη γλώσσα, την έκφραση, την ιστορία, τα μαθηματικά.
Δ: Ωραία. Θέλετε να μου πείτε αν γυρίσετε πίσω το χρόνο, ποιος ήταν ο καλός και επιτυχημένος μαθητής;
Ε: Ο καλός μαθητής… ο καλός θα έλεγα, ναι..
Δ: Δηλαδή;
Ε: Είμαι εγώ της παλιάς σχολής ίσως.
Δ: Δηλαδή πιος ήταν ο καλός μαθητής εκείνα τα χρόνια; Τι χαρακτηριστικά είχε;
Ε: Υπάκουος στην τάξη, πειθαρχήμενος, που σεβόταν τους δασκάλους του, που διάβαζε στο σπίτι και απέδιδε στο σχολείο.
Δ: Αντίστοιχα, αν πάλι γυρίσετε πίσω τα χρόνια, ο κακός μαθητής τι χαρακτηριστικά είχε;
Ε: Αυθάδης στην τάξη, στον καθηγητή, έκανε τρέλες στην τάξη, δημιουργούσε φασαρίες. Δεν θα πω ότι ήταν αυτός που είχε χαμηλή επίδοση στο σχολείο γιατί υπήρχαν παιδιά με χαμηλή επίδοση, ήταν όμως καλά παιδιά και δεν τους στιγματίζαμε ως κακούς μαθητές, νομίζω, στη δικιά μου τουλάχιστον τη μνήμη.

Δ: Μάλιστα. Και μία τελευταία ερώτηση. Από πόσα άτομα αποτελείται το σχολείο σας, το σχολείο που υπηρετείτε τώρα;

Ε: Είμαστε από τα νέα ολοήμερα. Έχουμε προσωπικό 35 καθηγητές και δασκάλους.

Δ: Ευχαριστώ πολύ.

Ε: Παρακαλώ.
Δ: Θα μου πείτε σας παρακαλώ τι θυμάστε από τα χρόνια σας στο σχολείο;
Ε: Να σας πω. Να ξεκινήσουμε ότι έχω πολλές αναμνήσεις και είναι από τα πιο ευγάριστα χρόνια που είχα. Πιστεύω ότι για να φτάσω ως εδώ που έφτασα με βοήθησαν πάρα πολύ όλα όσα έμαθα και απέκτησα κατά τη διάρκεια που φοιτούσα στο δημοτικό, στο γυμνάσιο και στο λύκειο.
Δ: Τι νομίζετε ότι είναι αυτό που μάθατε;
Ε: Ορθογραφία πάρα πολύ καλή, καλλιγραφία και για αυτό παρόλο που γράφω γρήγορα, γράφω και καλά. Επίσης πολύ καλά στα μαθηματικά, μεγάλη γκάμα μαθηματικών ασκήσεων. Πέρα από το βιβλίο είχαμε και κάποια βοηθήματα τα οποία τα είχαμε και στο σχολείο, τα δουλεύαμε. Παράγιδα βέβαια πάρα πολύ στα διαλείμματα με τους συμμαθητές μου. Χαρόμουνα που πήγαινα σχολείο μπορώ να πω. Εντάξει, υπήρχε ακόμα ας το πούμε το φόβο για το ξύλο, υπήρχε η βέργα, υπήρχαν κάποιες τιμωρίες αλλά εγώ σαν καλός μαθητής που ήμουνά διασκέδαζα περισσότερο με τους άλλους που τους τιμωρούσαν και γελούσα. Υπήρχαν βέβαια σεβασμός προς το δάσκαλο, τουλάχιστον από τη δική μου πλευρά υπήρχε σεβασμός, δεν υπήρχε φόβος παρόλο που ήταν αυστηροί κατά κάποιο τρόπο. Υπήρχε αγάπη προς όλους αυτούς τους ανθρώπους που ας πούμε με σημαδέψαν αυτά τα χρόνια και μαθησιακά και ψυχογνωστικά. Στο γυμνάσιο μία άλλη εμπειρία, ήμουν σε ένα πρόγραμμα δυσκολευόμουν πολύ γιατί διάβαζα πολύ και ήθελα να ήμουν καλός μαθητής, διάβαζα όλα τα μαθήματα καθημερινά. Υπήρχαν βέβαια πολλοί καθηγητές με ξεχωριστές προσωπικότητες ο καθένας. Υπήρχαν αυτοί που σου δημιουργούσαν λίγο φόβο, αλλά άμα ήσουν σωστός στα μαθήματα, στις υποχρεώσεις και στις ασκήσεις που σου είχες πρόβλημα.
Δ: Ωραία, αν γυρίσετε πίσω σε εκείνα τα χρόνια ποιος ήταν ο καλός, ο επιτυχημένος μαθητής;
Ε: Συνήθως είχαμε και την προφορική και την γραπτή εξέταση. Δημιουργούσαν φόβο και τα προφορικά όταν μας σήκοναν στον πίνακα και μας έβλεπαν οι υπόλοιποι μαθητές, είχε και τις εξετάσεις στο γυμνάσιο.
Δ: Καλός δηλαδή ήταν αυτός που πήγαινε καλά και στα προφορικά και στα γραπτά;
Ε: Και στα δύο.
Δ: Και στα δύο.
Δ: Αντίστοιχα αν γυρίζατε πίσω ποιον θα χαρακτηρίζατε ως κακό και ως αποτυχημένο μαθητή εκείνα τα χρόνια;
Ε: Εγώ όπως βλέπω τους συμμαθητές μου δεν βλέπω τις ίδιες μαθησιακές δυσκολίες που βλέπουμε στα σημερινά παιδιά. Εγώ πιστεύω δηλαδή ότι ανταποκρίνονταν οι περισσότεροι, μπορούσαν να ανταποκριθούν στις απαιτήσεις των μαθημάτων, απλά δεν ήθελαν να διαβάζουν για διάφορους λόγους. Τέτοιες δυσκολίες όπως βλέπουμε σήμερα στο να διασκεδάζονται να διαβάζουν, στο να διαβάζουν ανάγνωση, στο να μην μπορούν να συγκρατούν κάποια πράγματα δεν τα έβλεπα στο παρελθόν.  
Δ: Και μία τελευταία ερώτηση. Το σχολείο που υπηρετείτε τώρα από πόσα αποτελείται;
Ε: Για το προσωπικό αναφέρεστε;
Δ: …
Ε: Έχουμε 6 δασκάλους, τον διευθυντή μας, ένα δάσκαλο στο ολοήμερο και από εκεί και πέρα είναι οι ειδικότητες των Αγγλικών των Γαλλικών, των Γερμανικών, η γυμνάστρια, αυτοί νομίζω.
Δ: Σας ευχαριστώ και πάλι πολύ.
Ε: Να είστε καλά.
Δ: Καταρχήν να σας ευχαριστήσω και πάλι για τη συμμετοχή σας σε αυτή τη συνέντευξη γιατί η βοήθειά σας είμαι πολύ σημαντική. Είμαστε έτοιμοι να ξεκινήσουμε;
Ε: Ναι.
Δ: Ωραία. Θα μου πείτε σας παρακαλώ τι θυμάστε από τα χρόνια σας στο σχολείο;
Ε: Θυμάμαι τους δασκάλους μου, τους συμμαθητές μου, το κτίριο, την αυλή. Ήταν ευχάριστα χρόνια για μένα, ήταν πολύ κοντά το σχολείο στο σπίτι μας, το πατρικό μου και ήταν και ο χώρος που παίζαμε κιόλας, δηλαδή σαν η προεκταση της αυλής. Ήταν χώρος για να παίξουμε και έτσι έχω πολύ καλές αναμνήσεις περισσότερο από το χώρο. 
Δ: Ωραία, αν γυρίσετε το χρόνο πίσω στα σχολικά σας χρόνια, τι πιστεύετε ότι μάθατε στο σχολείο;
Ε: Νομίζω ότι έμαθα αρκετά πράγματα ως προς το θέμα γνώσεων αλλά και πολύ περισσότερο ως θέμα συμπεριφοράς, γιατί τις γνώσεις δεν ξέρω αν εκείνη τη στιγμή ήμουν όριμος να τις κατανοήσω για να μου μείνουν πέρα από κάποιες τεχνικές στα μαθηματικά και στη γλώσσα. Νομίζω ότι οι δάσκαλοι μου, μου έκαναν πολύ καλό στο να μάθω να συμπεριφέρομαι απέναντι στους ανθρώπους, να αγαπάω τη φύση και να χαιρόμαι με διάφορα πράγματα της καθημερινότητας. Αυτά ως πρότυπη εκτίμηση. 
Δ: Ωραία. Αν γυρίσετε το χρόνο πίσω στα δικά σας σχολικά χρόνια μπορείτε να μου πείτε ποια είναι τα χαρακτηριστικά του επιτυχημένου ή του καλού μαθητή;
Ε: Ναι, ήταν συνήθως και ο πιο αγαπητός της τάξης τις περισσότερες φορές. Οι περισσότεροι ήθελαν να τον έχουν φίλο ασχέτως αν ο χαρακτήρας του δεν ήταν και πάντα ο καλύτερος, κατά τη δική μου γνώμη αλλά γενικότερα συγκέντρωνε οι βλέμματα και η έννοια του επιτυχημένου προσέλκυε φίλους. Μπορώ να πω ότι μερικές φορές τους ζήλευα γιατί εγώ δεν τα κατάφερνα όπως αυτοί. Δεν ήμουν άριστος μαθητής, ήμουν μέτριος, ας το πούμε, τουλάχιστον στο δημοτικό σχολείο και κάπου ζήλευα που αυτοί τα κατάφερναν και εγώ δεν μπορούσα τόσο καλά. Μερικές φορές μάλιστα θεωρούσα ότι είχαν και μία ευκολία στο να τα καταλαβαίνουν ενώ εγώ αφεύρωνα πολύ χρόνο στο σπίτι και δεν απέδιδα όσο αυτοί και θεωρούσα ότι αυτοί τελείωναν πολύ γρήγορα τα μαθήματα τους και ήταν πολύ καλοί στο σχολείο και κέρδιζαν και φίλους, ας το πω.
Δ: Ωραία, πάλι γυρίζοντας σε εκείνα τα σχολικά χρόνια ποια είναι τα χαρακτηριστικά
tου κακού ή αποτυχημένου μαθητή;
Δ: Γενικότερα ήταν ο περίγελος της τάξης όχι μόνο μέσα στην τάξη αλλά και έξω από
tο σχολείο. Οι γονείς συνήθως τον στιγμάτιζαν πέρα από τους μαθητές τον
στιγμάτιζαν και οι γονείς. Θυμάμαι ας πούμε οι γονείς συμμαθητών μου και οι δικοί
μου γονείς για συγκεκριμένα άτομα τα οποία ήταν είτε διετούς φοίτησης και έμεναν
στάσιμα και τα είχαμε στην τάξη από πιο μεγάλη ηλικία για το πώς συμπεριφέρονταν,
για το τι απαντούσαν και αν οι απαντήσεις τους ήταν λανθασμένες και αν γελούσαμε
με αυτά που έλεγαν. Γενικότερα υπήρχε μία συζήτηση για αυτούς και καμιά φορά
ήταν παράδειγμα προς αποφυγή, δηλαδή μην κάνεις παρέα με αυτούς γιατί είναι όλη
την ώρα έξω στη γειτονιά άρα και εσύ θα καταντήσεις κάπως έτσι.
Δ: Και μία τελευταία ερώτηση. Από πόσα άτομα αποτελείται το σχολείο σας;
Ε: Το σχολείο που παρακολουθούσα ή το τωρινό;
Δ: Το τωρινό.
Δ: Το δικό μου το σχολείο αποτελείται από το εκπαιδευτικό προσωπικό, τους
μαθητές, το βοηθητικό προσωπικό, την καθαρίστρια, ο διευθυντής φαντάζομαι ανήκει
στο διδακτικό προσωπικό. Τους γονείς δεν τους θεωρώ ότι είναι μέσα, σαν έννοια
πραγματικά τους έχω έξω.
Δ: Σας ευχαριστώ πολύ.
Ε: Εγώ ευχαριστώ.
ΣΥΝΕΝΤΕΥΞΗ 5

Δ: Τι θυμάστε από τα χρόνια σας στο σχολείο; Πείτε μου.
Ε: Θυμάμαι ότι είχα ένα δάσκαλο πολύ αυστηρό που χτυπούσε και έδερνε τα παιδιά αλλά εγώ δεν έφαγα ποτέ ξύλο γιατί δεν έκανα ποτέ αταξία.
Δ: Μάλιστα. Ωραία, τι νομίζετε ότι μάθατε στο σχολείο;
Ε: Έμαθα πολλά χρήσιμα πράγματα όπως τα μαθήματα του τότε πάλαι καιρού που γινόταν, αναμορφωμένα τα σημερινά, τι άλλο; Γενικά. Να σου πω ακριβώς για τα μαθήματα;
Δ: Γενικά τι θυμάστε ότι μάθατε. Ίσως και εκτός από τα μαθήματα.
Ε: Ναι, κατά βάση τα μαθήματα. Οι εκδηλώσεις εκείνη την εποχή ήταν κάπως περιορισμένες και οι διάφορες επισκέψεις, περισσότερο για ενημέρωση ας πούμε για τέτοιου είδους εκδηλώσεις.
Δ: Αν γυρίσετε σε εκείνα τα χρόνια πίσω ποιος ήταν ο επιτυχημένος, ο καλός μαθητής;
Ε: Ήταν αυτός που όπως και σήμερα κινείται περισσότερο, που εκφράζει τη γνώμη του, που είμαι καλός στην αρίθμηση και στη γλωσσική επεξεργασία των μαθημάτων.
Δ: Αντίστοιχα οι κοινωνικές μαθηματικών στα χρόνια σας;
Ε: Αυτός που δεν μπορούσε να ανταποκρίθει σε τέτοιου είδους απαιτήσεις, ίσως γιατί υπερούσε λόγω του κοινωνικού περιβάλλοντος, της οικογενειακής του κατάστασης.
Δ: Και μία τελευταία ερώτηση. Από πόσα άτομα αποτελείται το σχολείο που υπηρετείται τώρα;
Ε: Άτομα; Μαθητές και δασκάλους;
Δ: Γενικά.
Ε: Γενικά. Να μην είμαστε γύρω στα 70 άτομα;
Δ: Μάλιστα. Σας ευχαριστώ πάρα πολύ.
Ε: Να είστε καλά.
Δ: Καταρχήν να σας ευχαριστήσω και πάλι για την προθυμία σας να συμμετάσχετε στην έρευνα. Είμαστε έτοιμοι να εξετάσουμε;
Ε: Ναι.
Δ: Ωραία. Θα μου πείτε τι θυμάστε από τα χρόνια σας στο σχολείο, όταν πηγαίνατε εσείς σχολείο;
Ε: Μάλιστα. Τον καιρό που πήγαινα εγώ στο σχολείο θυμάμαι την καταπίεση, τα υπερβολικά μαθήματα, την επιβράβευση που δεν την είχαμε από τους δασκάλους μας αν και το θέλαμε συνεχόμενα. Δεν ήταν θετική εμπειρία όσπου έφτασα στο λύκειο και εκεί ήταν θετική εμπειρία και για αυτό και προχώρησα.
Δ: Ωραία, αν γυρίσετε το χρόνο πίσω στα σχολικά σας χρόνια, τι πιστεύετε ότι μάθατε στο σχολείο;
Ε: Πιστεύω ότι στο λύκειο μάθαμε πώς να αξιοποιήσουμε το χρόνο μας καλύτερα και να μπορούσαμε να γυρίσουμε πίσω το ρολόι δε γίνεται. Απλά για τις επόμενες γενιές πιστεύω ότι οι εκπαιδευτικοί πρέπει να προσπαθούμε να βάζουμε τον εαυτό μας στη θέση του μαθητή για να τον κατανοήσουμε και να μπορέσουμε να προχωρήσουμε στη ζωή τους.
Δ: Αν γυρίσετε το χρόνο πίσω στα δικά σας σχολικά χρόνια ποια είναι τα χαρακτηριστικά του επιτυχημένου ή του καλού μαθητή;
Ε: Του καλού μαθητή στα δικά μου τα χρόνια; Ήταν αυτός που ήταν υπάκουος, που δε δημιουργούσε φασαρία, που ήταν παιδί δασκάλων, καθηγητών, γιατρών κ.τ.λ. Αυτό δεν έχει αλλάξει και τώρα, απλά νομίζω ότι έχουμε γίνει πιο ανθρωπιστικά στις επόμενες γενιές, όταν πηγαίναμε εποχές πιο ανθρωπιστικές.
Δ: Ωραία, πάλι γυρίζοντας σε εκείνα τα σχολικά χρόνια ποια είναι τα χαρακτηριστικά του κακού ή αποτυχημένου μαθητή;
Ε: Στην εποχή τη δική μου αποτυχημένος ήταν αυτός που συνεχόμενα δεν ερχόταν στο σχολείο, που δεν αντιμετωπίζει τους δασκάλους και στους καθηγητές, που ησανίζει κακούς βαθμούς. Αυτό ήταν το κυρίο του, η εποχή της συμπεριφοράς που πήγαινε και όχι το δικό μας ενδιαφέρον.
Δ: Και μία τελευταία ερώτηση. Από πόσα άτομα αποτελείται το σχολείό σας;
Ε: Το σχολείο που παρακολουθούσα ή το τωρινό;
Δ: Το τωρινό.
Ε: Το δικό μου σχολείο αποτελείται από 114 μαθητές και είμαστε 6 συνάδελφοι, οι δευτερεύοντες δάσκαλοι που έρχονται καθημερινά.
Δ: Σας ευχαριστώ πολύ.
Ε: Παρακαλώ.
Δ: Ωραία. Θα μου πείτε τι θυμάστε από τα χρόνια σας στο σχολείο, όταν πηγαίνατε εσείς σχολείο;
Ε: Βεβαίως. Θυμάμαι βέβαια ότι την εποχή εκείνη υπήρχε το ξύλο ακόμα, αυτό το έχω βιώσει. Θυμάμαι επίσης ότι είχαμε αρκετές δυσκολίες, πρακτικές δυσκολίες, γιατί προέρχομαι από ένα πολύ μικρό χωριό. Το σχολείο ήταν μονοθέσιο, δηλαδή ένας δάσκαλος με εξί τάξεις. Σκεφτείτε ότι κουβαλούσαμε ακόμη και το ξύλο που θα καίγαμε στη θερμάστρα κάθε πρωί, χόνια, με τα πόδια, όλα αυτά και το ξύλο που είπα πριν. Αυτά από αρνητικά. Θυμάμαι όμως και ομορφά πράγματα. Για εμάς λειτουργούσε το σχολείο σαν γέφυρα που είχαμε για αυτά που δεν μπορούσαμε να ξήσουμε. Έτσι το βίωσα εγώ. Εγώ μέσα από το σχολείο φαντάστηκα τη θάλασσα πως είμα, την πρωτοείδη στα 17, φαντάστηκα το τρένο , το αεροπλάνο, την πολυκατοικία και την πόλη. Ως εμά αυτά τα ξέσα με ένα νοητό τρόπο μέσα στο σχολείο και από τις διηγήσεις του δάσκαλου, ο οποίος δάσκαλος εκείνη την εποχή ήταν τι να πω; Ήταν φόβητρο αλλά και ο ανθρώπος που θα σου μάθαινε πράγματα που δεν τα ήξερες έτσι και αλλιώς, ούτε και οι γονείς σου.
Δ: Τι νομίζετε λοιπόν ότι μάθατε όταν πηγαίνατε στο σχολείο;
Ε: Έμαθα αυτό που λένε με μία λέξη γράμματα, αρκετά. Πραγματικά πήραμε τις βάσεις με τέτοιο τρόπο ώστε να προχωρήσουμε παραπέρα. Σε αυτό βοήθησε πάρα πολύ το σχολείο και η τακτική των γονιών, τουλάχιστον των δικών μου. Τοποθέτησαν τη λέξη γράμματα και σχολείο πολύ ψηλά και το κάναμε και εμείς στόχο για να προχωρήσουμε. Ευτυχώς για να πω και του στραβού το δίκιο τύχαμε και σε μία μεταβατική εποχή που άρχισαν οι διάσκαλοι και το παιδαγωγικό σύστημα να μεταλλάσσεται προς το πιο ειρηνικό και καλό και έτσι μας βοήθησε αυτό. Εκτός από αυτά βέβαια μπορώ να πω ότι κοινωνικοποιήθηκα στο σχολείο, ακριβώς επειδή μιλάω για ένα μικρό χωριό, εμαθα να πλένω τα δόντια μου για παράδειγμα, όπως και αν αυτό ακούγεται παράξενο γιατί αυτά δεν τα μαθαίναμε στο σπίτι. Αν και δεν είναι πολλά χρόνια πίσω αλλά μιλάω για ένα πολύ μικρό χωριό, απομονωμένο, επαρχιακό, οπότε το σχολείο λειτουργούσε και ως προς εκείνη την κατεύθυνση.
Δ: Ωραία. Αν γυρίστε το χρόνο πίσω στα δικά σας σχολικά χρόνια ποια είναι τα χαρακτηριστικά του επιτυχημένου ή του καλού μαθητή;
Ε: Ο καλός μαθητής ήταν αυτός που άκουγε το δάσκαλο, που ήταν ήσυχος βέβαια και που ήταν επιμελής, καλός στα μαθήματα. Αυτά συγκέντρωνε ο καλός μαθητής. Ίσως ήταν λιγότερη η ανοχή εκείνα τα χρόνια στον καλό μαθητή που ήταν και ταραχίας παράλληλα.

Δ: Αντίστοιχα ο κακός ή αποτυχημένος μαθητής ποιος ήταν;
Ε: Κυρίως αυτός που δε μάθαινε, αυτός που δε διάβαζε που δεν ήταν επιμελής, αυτός που έπαιζε μπάλα όλη μέρα.

Δ: Και μία τελευταία ερώτηση. Από πόσα μέλη αποτελείται ο σχολικός οργανισμός στον οποίο υπηρετείτε τώρα;
Ε: Εννοείτε το σχολείο, η σχολική κοινότητα;
Δ: Ναι.
Ε: Να τα μετρήσω.
Δ: Να τα μετρήσετε. Θα σας περιμένω.
Ε: Είναι και αυτό μέσα στο πρόγραμμα.
Δ: Νομίζω 12. Βάζω και τις δύο καθαρίστριες αλλά μπορεί να κάνω και λάθος.
Δ: Σας ευχαριστώ πάρα πολύ για το χρόνο σας.
Ε: Εγώ ευχαριστώ.
Δ: Καταρχήν να σας ευχαριστήσω και πάλι για την προθυμία σας να συμμετάσχετε σε αυτή τη συνέντευξη και να με βοηθήσετε. Είμαστε έτοιμοι να ξεκινήσουμε;
Ε: Ναι.
Δ: Ωραία. Θα μου πείτε σας παρακαλώ από τα χρόνια σας στο σχολείο;
Ε: Τελείωσα μονοθέσιο δημοτικό σχολείο και θυμάμαι όλους τους δασκάλους μου, ιδιαίτερα θυμάμαι εκείνους που είχαν σχέση με κάποιες πρωτοβουλίες και έργα για το σχολείο, όπως πέτρινους διαδρόμους, τουαλέτες, οργάνωση συσσιτίου με σκόνη γάλα. Θυμάμαι δασκάλους οι οποίοι είχαν επέμβει με φοβερές συμβουλές γιατί ήμασταν σε ένα μικρό χωριό με πολύ δάσος. Μάλιστα οφείλω τη ζωή μου σε ένα δάσκαλο ο οποίος μας είχε οδηγήσει να συμμετέχουμε σε τις εργασίες και μας έδωσε οδηγίες για το πώς θα προσπαθείς να συμμετάσχεις σε αυτές. Στην τετάρτη τεταρτή δημοτικού με δάσκαλο σε ένα δέντρο με πολύ δάσος. Δύο θυμάμαι αυτούς τους δασκάλους οι οποίοι είχαν καθοριστικό ρόλο στη σχολική ανάπτυξη. Οι τελευταίες μου χρονιές στο δημοτικό σχολείο ήταν από την ημέρα την ημέρα καθημερινές εργαλεία και μαθηματικά. Ημείς σε ένα αγροτικό χωριό και τους δάσκαλους δε θα τους ζητάμε όπως να μας έδωσαν τα κατάλληλα εφόδια και το είχαν με τον τρόπο με τον οποίο μας συνέβη και με πόση και πόση ευημερία ήταν να ζήσουμε στη σχολική αυλή.
Δ: Άρα τι θυμάστε ότι μάθατε στο σχολείο;
Ε: Μάθαμε να φυτεύουμε, να περιποιούμαστε ένα σχολικό κήπο, να συμμετέχουμε στην κατασκευή ενός πέτρινου διαδρόμου, να κουβαλάμε πέτρες, να μας εξήγησαν οι μάστορες πως να συμμετέχουμε. Μάθαμε να κάνουμε κατασκευές όπως χαρταετούς, να κάνουμε πάρα πολύ οραία έργα και καλλιτεχνικά. Τότε πετσεύχοντας είχαν καλύτερη εκπαίδευση στις ακαδημίες και σε ένα μονοθέσιο σχολείο που το πρόγραμμα είχε υπό την έργασια και καλλιτεχνικά χρόνια. Θα πιστεύω ότι οι δάσκαλοι είχαν καλύτερη εκπαίδευση στις ακαδημίες και σε ένα μονοθέσιο σχολείο που το πρόγραμμα είχε υπό την έργασια και καλλιτεχνικά χρόνια. Θα πιστεύω ότι είδαμε τις παραγόμενες πράγματα.
Δ: Ωραία. Άρα τι θυμάστε ότι μάθατε στο σχολείο;
Ε: Ναι.
Δ: Θα μου πείτε σας παρακαλώ από τα χρόνια σας στο σχολείο;
Ε: Τελείωσα μονοθέσιο δημοτικό σχολείο και θυμάμαι όλους τους δασκάλους μου, ιδιαίτερα θυμάμαι εκείνους που είχαν σχέση με κάποιες πρωτοβουλίες και έργα για το σχολείο, όπως πέτρινους διαδρόμους, τουαλέτες, οργάνωση συσσιτίου με σκόνη γάλα. Θυμάμαι δασκάλους οι οποίοι είχαν επέμβει με φοβερές συμβουλές γιατί ήμασταν σε ένα μικρό χωριό με πολύ δάσος. Μάλιστα οφείλω τη ζωή μου σε ένα δάσκαλο ο οποίος μας είχε οδηγήσει να συμμετέχουμε σε τις εργασίες και μας έδωσε οδηγίες για το πώς θα προσπαθείς να συμμετάσχεις σε αυτές. Μάθαμε να κάνουμε κατασκευές όπως χαρταετούς, να κάνουμε πάρα πολύ οραία έργα και καλλιτεχνικά. Τότε πετσεύχοντας είχαν καλύτερη εκπαίδευση στις ακαδημίες και σε ένα μονοθέσιο σχολείο που το πρόγραμμα είχε υπό την έργασια και καλλιτεχνικά χρόνια. Θα πιστεύω ότι είδαμε τις παραγόμενες πράγματα.
Ε: Ο επιτυχημένος μαθητής ήταν αυτός ο οποίος μπορούσε να βοηθάει τους συμμαθητές του. Σε ένα αγροτικό χωριό που δεν είχαμε καμία βοήθεια από τους γονείς ο καλός μαθητής ήταν ουσιαστικά αυτός που βοηθούσε τους συμμαθητές του.
Δ: Αντίστοιχα ποια είναι τα χαρακτηριστικά του κακού ή αποτυχημένου μαθητή;
Ε: Δεν υπήρχε νομίζω. Ήταν παιδιά τελείως αβοήθητα από το σπίτι, οπότε δε μπορώ να πω ότι οφείλονταν στα ίδια γιατί το οικογενειακό περιβάλλον δε βοηθούσε. Δεν υπήρχε κάποια βοήθεια από εκεί, τη βοήθεια την έπαιρναν από εμάς, τους 2-3 καλούς μαθητές.
Δ: Και μία τελευταία ερώτηση. Από πόσα άτομα αποτελείται το σχολείο σας;
Ε: Οι μαθητές είμαι 82. Ένα μικρό αλλά καλό και οργανωμένο εξαθέσιο σχολείο.
Δ: Σας ευχαριστώ πολύ.
Ε: Παρακαλώ..
ΣΥΝΕΝΤΕΥΞΗ 9

Δ: Πρώτα από όλα να σας ευχαριστήσω για την προθυμία σας να συμμετάσχετε σε αυτή την έρευνα. Είμαστε έτοιμοι να ξεκινήσουμε;
Ε: Είμαστε έτοιμοι.
Δ: Ωραία. Μπορείτε σας παρακαλώ να μου πείτε τι θυμάστε από τα χρόνια σας στο σχολείο;
Ε: Από τα χρόνια στο σχολείο. Από το δημοτικό θυμάμαι θα έλεγα τιμωρίες γραπτές, παιχνίδι αρκετό, διάβασμα όχι ιδιαίτερο. Το σχολείο που πήγαινα είχε μία ιδιομορφία που μας κούραζε πάρα πολύ, το ότι ήταν δηλαδή 3 μέρες πρωί και 2 μέρες απόγευμα, εναλλάξ πήγαινε αυτό. Υπήρχαν μέρες μέσα στην εβδομάδα και στο μήνα που τύχανε να σχολνάμε απόγευμα και την άλλη μέρα ήμασταν πρωί και έπρεπε εγώ να διαβάσω το βράδυ της ημέρας που σχολνούσα για την επόμενη μέρα. Αυτό μου έχει μείνει μέχρι σήμερα και λέω πως προλαβαίναμε. Κατά τα άλλα χάρτες και τέτοια που μας έβαζαν να κάνουμε ήταν δουλειά των μαμάδων. Γνώσεις ιδιαίτερα μπορώ να πω ότι τις αποκτώ τώρα με τις εμπειρίες μου με τα παιδιά παρά ότι θυμάμαι πράγματα από τότε σαν γνώσεις σε ότι αφορά τη γραμματική ή τα μαθηματικά.
Δ: Τι πιστεύετε λοιπόν ότι μάθατε τότε που πηγαίνατε στο σχολείο;
Ε: Τι μάθαμε.. Μάθαμε να συνεργαζόμαστε, να υπακούμε, να ακολουθούμε τις εντολές των καθηγητών, να ανήκουμε σε μία ομάδα και λίγες γνώσεις.
Δ: Ωραία. Τώρα αν γυρίζαμε πίσω στα σχολικά χρόνια, ποιά χαρακτηριστικά θα διάνει τον επιτυχημένο, ή καλό μαθητή;
Ε: Ο επιτυχημένος ήταν όπως και τώρα ο διαβασμένος μαθητής, συνήθως αυτός που φορούσε και γυαλιά, το σπασικλάκι όπως λέγαμε και στο λύκειο. Ο μαθητής που και με τη συμπεριφορά του ήταν σωστός στο σχολείο. Βέβαια ήταν και αυτός ο μαθητής που δεν έκανε εύκολα παρέες με τα άλλα παιδιά.
Δ: Μάλιστα. Κατά τον ίδιο τρόπο, ποια πιστεύετε είναι τα χαρακτηριστικά του αποτυχημένου ή κακού μαθητή;
Ε: Ο κακός ήταν αυτός που δε διάβαζε, έπαιρνε πολλές τιμωρίες, πολλές αποβολές και η συμπεριφορά του ήταν αντιδραστική. Πολλές φορές ήταν αυτός που προκαλούσε καταλήψεις, θέματα για καταλήψεις στο γυμνάσιο και στο λύκειο..
Δ: Μάλιστα. Και μία τελευταία ερώτηση. Από πόσα άτομα αποτελείται το σχολείο σας;
Ε: Από εκπαιδευτικούς;
Δ: Γενικά.
Ε: 100-120 άτομα μαζί με τους εκπαιδευτικούς.
Δ: Σας ευχαριστώ και πάλι για το χρόνο σας.
Ε: Παρακαλώ και καλά αποτελέσματα.
Δ: Καταρχήν να σας ευχαριστήσω και πάλι για την προθυμία σας να συμμετάσχετε σε αυτή τη συνέντευξη και να με βοηθήσετε. Θα μου πείτε σας παρακαλώ τι θυμάστε από τα χρόνια σας στο σχολείο;
Ε: Από τα χρόνια μου στο σχολείο… Θυμάμαι ότι παίζαμε πάρα πολύ στην αυλή του σχολείου. Καταρχήν ήταν μονοθέσιο σχολείο. Θυμάμαι τα ατελείωτα διαλείμματα και θυμάμαι έναν πολύ εξαιρετικό δάσκαλο που μας έμαθε γράμματα, ας το πω. Θυμάμαι επίσης τα θεατρικά που κάναμε και ότι έδωσα εξετάσεις από το δημοτικό για το γυμνάσιο και ότι φοβόμουν πάρα πολύ γιατί δεν είχα αισθήση της εικόνας του εαυτού μου, τι μπορό να καταφέρω και τι όχι. Τελικά είχα περάσει με 17,5-18 και χάρηκα πάρα πολύ. Επικεντρώνομαι κυρίως στα παιχνίδια που παίζαμε, στα μεγάλα διαλείμματα γιατί παίζαμε κρυφτό και μας άφηνε ο δάσκαλος πολύ ώρα στο διάλειμμα.
Δ: Γυρίζοντας το χρόνο πίσω τι θυμάστε ότι μάθατε στο σχολείο;
Ε: Καλή ερώτηση. Να το σκεφτώ λίγα κι. Όταν μιλάμε για σχολείο μιλάμε για το δημοτικό;
Δ: Γενικά. Και για το δημοτικό και για το γυμνάσιο.
Ε: Γιατί εγώ μέχρι τώρα μίλησα για το δημοτικό. Στο γυμνάσιο και στο λύκειο δεν μπορού να πω ότι έχω και τις καλύτερες αναμνήσεις. Έμαθα πολλά αλλά η μάθηση γινόταν με ένα τρόπο πός να το πω, που δεν το συνειδητοποιούσα τότε. Τώρα μπορεί να τα διαπιστώνω μέσα από την πορεία μου σαν άνθρωπος, το τι έχω μάθει δεν μπορό να έχων. Τελικά ήμουν μοναχικός τύπος, δεν έχω παίξες από το σχολείο παρά μόνο έναν άτομο. Έμαθα για τον αθλητισμό γιατί αυτό ήταν πολύ καθοριστικό για μένα πως πραγματοποιούσαν αγώνες μέσα στο σχολείο και μετά μας προωθούσαν πιο πέρα στους περιφερειακούς αγώνες και εκεί πήρα πρώτη θέση σε κάποιο άλλημα, στο υψός συγκεκριμένα και αυτό ήταν καθοριστικό για τη μετέπειτα πορεία μου, τη επαγγελματική μου σταδιοδρομία.
Δ: Γυρίζοντας το χρόνο πίσω ποια ήταν τα χαρακτηριστικά του καλού ή επιτυχημένου μαθητή;
Ε: Του καλού μαθητή… Ο διαβαστερός.
Δ: Και αντίστοιχα ο κακός μαθητής;
Ε: Γενικά αυτός που δεν είχε επίδοση στα μαθήματα, έτσι έκριναν τότε. Και η συμπεριφορά ήταν πολύ καθοριστική για το αν ήταν καλός ή κακός ο μαθητής.

Δ: Τι εννοείτε η συμπεριφορά; Ο καλός μαθητής τη συμπεριφορά είχε και ο κακός αντίστοιχα;

Ε: Συνήθως οι καλοί μαθητές είχαν και καλή συμπεριφορά. Τώρα ένας μαθητής ο οποίος συμπεριφερόταν ατίθασα σύμφωνα με τους τότε κανόνες θεωρούνταν κακός μαθητής και έπεται και η βαθμολογία του από τη συμπεριφορά του. Είχαμε και τις αποβολές, κοντό μαλλί, ποδιά.

Δ: Από πόσα άτομα αποτελείται το σχολείο σας;

Ε: Είναι ένα μικρό εξαθέσιο σχολείο και αποτελείται από 100-120 μαθητές.

Δ: Σας ευχαριστώ πολύ.

Ε: Παρακαλώ..
Δ: Θα μου πείτε σας παρακαλώ τι θυμάστε από τα χρόνια σας στο σχολείο;
Ε: Έχοντας περάσει αρκετά χρόνια, μία εικοσαετία από τότε που τελείωσα το λύκειο θυμάμαι σίγουρα την τελευταία τάξη του λυκείου πιο έντονα και γενικότερα το λύκειο. Θυμάμαι την πενταήμερη εκδρομή, τους καθηγητές τους περισσότερους. Σίγουρα μένουν στην ανάμνηση πλάκες που κάναμε τότε είτε εκτός μαθήματος ή κατά τη διάρκεια των μαθημάτων. Δεν μπορώ να πω ότι τα μαθήματα μου έμειναν έντονα στη μνήμη εκτός από κάποιες γνώσεις σαφώς που έχεις αποκομίσει και τις έχεις για όλη σου τη ζωή. Τις κατώτερες βαθμίδες της ελληνικής εκπαίδευσης δε μπορώ να πω ότι τις θυμάμαι. Παρόλα αυτά ακόμα και από το δημοτικό σχολείο θυμάμαι τα παιγνίδια που κάναμε, δηλαδή ευχάριστες στιγμές του σχολείου.
Δ: Ωραία. Θα μου πείτε σας παρακαλώ χρόνο τι θυμάστε ότι μάθατε στο σχολείο, σε όλες τις βαθμίδες;
Ε: Σίγουρα κάποιες γνώσεις μου έχουν μείνει τις οποίες τις ανακαλείς σε δεδομένες στιγμές. Έμαθα να δουλεύω ομαδικά, περισσότερο στις μεγάλες τάξεις στο λύκειο. Έδω péρα στην Ελλάδα δε μπορώ να πω ότι έμαθα να δουλεύω ομαδικά, παρά μόνο στο λύκειο, μετά έγινε αυτό στο πανεπιστήμιο. Αλλά έμαθα να πειθαρχώ γιατί τότε υπήρχε έντονη η πειθαρχία στα σχολεία.
Δ: Άλλο κάτι που να θυμάστε ότι μάθατε;
Ε: Όχι, εκτός από γνώσεις και να πειθαρχώ δε μπορώ να πω ότι θυμάμαι κάτι άλλο, τόσο που να μπορέσω να μου κάνει εντύπωση.
Δ: Μάλιστα. Γυρίζοντας το χρόνο ποιος ο καλός ή ο επιτυχημένος μαθητής;
Ε: Αναλόγω από τις βαθμίδες. Κρίνουν διαφορετικά το μαθητή. Παρόλα αυτά ήταν πάντα ο μαθητής ο καλός που έπαιρνε καλούς βαθμούς, ο αγαπητός στους καθηγητές, πάντα αυτός.
Δ: Και αντίστοιχα ο κακός, ο αποτυχημένος μαθητής;
Ε: Ο αποτυχημένος είναι αυτός που έκανε περισσότερη φασαρία, αυτός που έπαιρνε τιμωρίες και αποβολές. Συνήθως είχε και χαμηλή βαθμολογία, χωρίς αυτό να σημαίνει ότι ήταν χαζός ή τέλος πάντων δεν έπαιρνε τα γράμματα.
Δ: Και μία τελευταία ερώτηση. Το σχολείο που υπηρετείται τώρα από πόσα άτομα αποτελείται;
Ε: Το σχολείο που υπηρετώ τώρα είναι σχολείο δεύτερης ευκαιρίας. Ε… Όταν λέτε από πόσα μέλη;
Δ: Από πόσα άτομα αποτελείται το σχολείο σας…
Ε: Είναι 5, 45, 50. 45 έως 50 περίπου μαθητές και είμαστε και 10 περίπου εκπαιδευτικοί.
Δ: Σας ευχαριστώ πάρα πολύ.
Ε: Και εγώ σας ευχαριστώ.
ΣΥΝΕΝΤΕΥΞΗ 12

Δ: Θα μου πείτε σας παρακαλώ τι θυμάστε από τα χρόνια σας στο σχολείο, όταν πηγαίνατε σχολείο;
Ε: Θυμάμαι ότι ήμουν πολύ μελετηρή, ήμουν πολύ προσεκτική, διάβαζα πολύ, δεν έκανα ποτέ κοπάνα και ότι δεν μου άρεσε η γυμναστική. Αυτά.
Δ: Θυμάστε μήπως τι μάθατε στο σχολείο, τι νομίζετε, τι πιστεύεται ότι μάθατε;
Ε: Στο δημοτικό;
Δ: Γενικά. Στο δημοτικό, στο γυμνάσιο και στο λύκειο. Σε όλες τις βαθμίδες.
Ε: Νομίζω ότι έτσι όπως γίνεται η διδασκαλία μαθαίνουμε να αποστηθίζουμε πράγματα και όχι να μαθαίνουμε από την κρίση μας.
Δ: Εσείς τι θυμάστε ότι μάθατε; Κάτι από τα μαθήματα; Κάτι άλλο;
Ε: Από τα μαθήματα; Τι έχω μάθει;
Δ: Γενικά, τι θυμάστε ότι μάθατε;
Ε: Έχω μάθει τα πρώτα μου αγγλικά στο σχολείο, κάποια λογοτεχνικά κείμενα να αναλύουμε γιατί είχαμε ένα πολύ καλό δάσκαλο και μας έμαθε να διαβάζουμε και πολλά εξωσχολικά βιβλία, βασικές γνώσεις στα μαθηματικά, στη γλώσσα, στην έκθεση, πώς να αναλύουμε κείμενα.
Δ: Θυμάστε δηλαδή πράγματα που σχετίζονται με τα μαθήματα..
Ε: Ναι, ναι με τα μαθήματα. Κάτι άλλο όχι.
Δ: Μάλιστα. Γυρίζοντας το χρόνο πίσω σε εκείνα τα χρόνια ποιος ήταν ο καλός ή ο επιτυχημένος μαθητής;
Ε: Ο καλός μαθητής; Ήταν αυτός που διάβαζε πάρα πολύ και ήταν συγκεντρωμένος στα μαθήματά του και όχι σε κάποιες εξωσχολικές δραστηριότητες.
Δ: Και αντίστοιχα ο κακός, ο αποτυχημένος μαθητής;
Ε: Αυτός που δεν διάβαζε και ήταν ζωηρός μπορώ να πω.
Δ: Είχε δηλαδή να κάνει και με τη συμπεριφορά του.
Ε: Ναι, και με τη συμπεριφορά του.
Δ: Και μία τελευταία ερώτηση. Το σχολείο που υπηρετείται τώρα από πόσα άτομα αποτελείται;
Ε: Πόσα παιδιά;
Δ: Γενικά, από πόσα άτομα αποτελείται το σχολείο σας..
Ε: Α.. γενικά. Στο πρώτο σχολείο είμαστε γύρω στα 80 άτομα στο άλλο 50 και στο τρίτο 30…
Δ: Σε αυτά τα 80 άτομα που μου λέτε είναι τα παιδιά…
Ε: Και τα παιδιά και οι δάσκαλοι.
Δ: Σας ευχαριστώ πάρα πολύ.
Ε: Παρακαλώ.
Δ: Θα μου πείτε σας παρακαλώ τι θυμάστε από τα χρόνια σας στο σχολείο, όταν πηγαίνατε σχολείο;
Ε: Λοιπόν θυμάμαι πάρα πολλά πράγματα που κάναμε στα Νέα Ελληνικά, στα κείμενα και στην Ιστορία. Όχι πολλά πράγματα από Μαθηματικά, Φυσική, Χημεία γιατί δεν μου άρεσαν κιόλας.
Δ: Θυμάστε κάτι άλλο εκτός από τα μαθήματα;
Ε: Πολλά πράγματα... νόμιζα ότι η ερώτηση αναφερόταν μόνο στα μαθήματα.
Δ: Όχι, γενικά τι θυμάστε από όταν πηγαίνατε στο σχολείο.
Ε: Κάποιους καθηγητές, κάποια περιστατικά ευτράπελα που συνέβησαν μέσα στην τάξη, τις εκδρομές, αυτά.
Δ: Αν γνωρίζετε σε εκείνα τα χρόνια πίσω τι νομίζετε ότι μάθατε στο σχολείο;
Ε: Τι έμαθα; Απέκτησα κάποιες γνώσεις βασικές, κοινωνικοποιηθηκα και έμαθα να προσαρμόζομαι σε διαφόρων ειδών καταστάσεις.
Δ: Κοινωνικοποιηθήκατε; Τι ακριβώς εννοείτε;
Ε: Είμαι και η απάντηση αναφέρεται σε επικοινωνία με κάποιους ανθρώπους και κατάφερα να επικοινωνήσω μαζί τους και να ζήσω αρmonικά.
Δ: Κάτι άλλο που να θυμάστε ότι μάθατε;
Ε: Έμαθα να είμαι πειθαρχημένη και να υπακούω σε κάποιους κανονισμούς.
Δ: Μάλιστα. Αναφέροντας το χρόνο πίσω στο εκείνα τα χρόνια ποιος ήταν ο καλός ή ο επιτυχημένος μαθητής;
Ε: Νομίζω αυτός που έμεθανο για πειθαρχή, υπολογίστης, και ήταν γενικά δημοφιλής στο σχολείο, τα πήγαινε καλά με τα υπόλοιπα παιδιά, τα πήγαινε καλά με τους καθηγητές. Είχε μεγαλύτερη και γενικότερα και κατάφερα να επικοινωνήσει ευτράπελα πιο ευπρόσδεκτα και πεποιθημένα, πεπειθημένα, δεκαπενταμελή.
Δ: Και αντίστοιχα ο κακός, ο αποτυχημένος μαθητής;
Ε: Αυτός που έμεθαν λυγισμένος, δεν ήταν γενικά δημοφιλής, δεν μπορούσε να επικοινωνήσει με την πλειοψηφία των παιδιών στο σχολείο και δεν γινόταν αποδεκτός στους κύκλους και στις παρέες τους.

Δ: Και μία τελευταία ερώτηση. Το σχολείο που υπηρετείται τώρα από πόσα άτομα αποτελείται;
Ε: Μιλάμε για το σύλλογο διδασκόντων τώρα ή για τους μαθητές;
Δ: Γενικά, από πόσα άτομα αποτελείται το σχολείο σας.. 
Ε: 45 άτομα είναι ο σύλλογος διδασκόντων περίπου και 400 περίπου οι μαθητές. 
Δ: Σας ευχαριστώ πάρα πολύ. 
Ε: Παρακαλώ.
Δ: Θα μου πείτε σας παρακαλώ τι θυμάστε από τα χρόνια σας στο σχολείο, όταν πηγάνατε σχολείο;
Ε: Θυμάμαι τους δασκάλους που είχαν κάποια απόσταση από εμάς, δεν ήταν τόσο κοντά με τα παιδιά όσο είμαστε εμείς σήμερα με τα παιδιά. Ήταν αυστηροί, δε δεχόντουσαν να πηγαίνουμε αδιάβαστοι στο σχολείο, δεν τολμούσαμε να πούμε στους γονείς μας ότι πήγαμε αδιάβαστοι στο σχολείο ή ότι ο δάσκαλός μας έκανε παρατήρηση στο σχολείο γιατί σαφώς ήμαστα έκανε ο δάσκαλός θα υπήρχε λόγος. Δεν υπήρχε τόσο ομαδικότητα, δουλεύαμε μόνοι μας, υπήρχε ανταγωνισμός. Θυμάμαι ότι πιο πολύ δουλεύαμε με τα καλά παιδιά και όχι με εκείνα που είχαν προβλήματα. Εκείνα τα άφηναν στην άκρη.
Δ: Αν γυρίσετε σε εκείνα τα χρόνια πίσω τι νομίζετε ότι τελικά μάθατε στο σχολείο; Σε όλες τις βαθμίδες.
Ε: Σε όλες τις βαθμίδες... Όχι και πολλά. Πιο πολύ ότι έμαθα αργότερα, μόνη μου ότι έκανα. Μετά το πανεπιστήμιο, που άρχισα μόνη μου να ασχολούμαι. Στο σχολείο όχι και πολλά, δε θυμάμαι κάτι που να μου έχει μείνει.
Δ: Ούτε από τα μαθήματα ούτε κάτι άλλο;
Ε: Όχι.
Δ: Ωραία. Γυρίζοντας το χρόνο πίσω σε εκείνα τα χρόνια πισώ τι νομίζετε ότι τελικά μάθατε στο σχολείο; Σε όλες τις βαθμίδες.
Ε: Αυτός που ήξερε τα πάντα και ήταν κυρίως παιδιά δασκάλων και καθηγητών που τα είχαν πολύ δουλεύανε στο σπίτι και υπήρχε βοήθεια από το σπίτι και οι δάσκαλοι δουλεύανε και μαθαίνανε τα παιδιά επί μονίμου βάσεως.
Δ: Είχε δηλαδή να κάνει μόνο με την επίδοση;
Ε: Βέβαια.
Δ: Αντίστοιχα ο κακός, ο αποτυχημένος μαθητής;
Ε: Αυτός που δεν καταλάβαινε κάτι, που δεν μπορούσε να λύσει μία άσκηση που ερχόταν με άλλες ασκήσεις. Δ: Και μία τελευταία ερώτηση. Το σχολείο που υπηρετείται τώρα από πόσα άτομα αποτελείται;
Ε: 10;
Δ: 10..
Δ: Σας ευχαριστώ πάρα πολύ.
Ε: Παρακαλώ.
Δ: Θα μου πείτε σας παρακαλώ τι θυμάστε από τα χρόνια σας στο σχολείο, όταν πηγαίνατε σχολείο;
Ε: Λοιπόν θυμάμαι ότι όταν ήμουμε μικρή στο σχολείο όλα τα παιδιά σεβόμασταν τους δασκάλους μας, δεν υπήρχε καθόλου φασαρία, ήταν πολύ σπάνια τα παιδιά που ήταν άτακτα και γενικά υπήρχε ένα διαφορετικό κλίμα από ότι υπάρχει τώρα στις τάξεις.
Δ: Αν γυρίσετε σε εκείνα τα χρόνια πίσω τι νομίζετε ότι τελικά μάθατε στο σχολείο;
Ε: Νομίζω ότι μάθαμε πολύ περισσότερα από ότι μαθαίνουν τα παιδιά σήμερα παρά τις νέες διδακτικές μεθόδους. Νομίζω τελικά ότι η ουσία χίνεται, πιστεύω δηλαδή ότι οι γνώσεις μας ήταν πολύ περισσότερες τότε. Δεν ξέρω... Ίσως ήταν ο τρόπος που τα μετέδιδαν, ότι εμείς ήμουμε πιο δεκτικοί στη μάθηση. Πάντως νομίζω ότι οι γνώσεις μας τότε ήταν πολύ περισσότερες από ότι σήμερα.
Δ: Μάλιστα. Θυμάστε δηλαδή πράγματα που έχουν να κάνουν μόνο με τα μαθήματα ή κάτι άλλο;
Ε: Τα περισσότερα είναι αλήθεια ότι έχουν να κάνουν με τα μαθήματα, λίγες ήταν οι εξωσχολικές δραστηριότητες, οι εκδρομές, κ.τ.λ.
Δ: Θυμάστε κάτι από αυτά; Νομίζετε ότι μάθατε κάτι από αυτά;
Ε: Ναι η αλήθεια είναι ότι δεν είχαν εκπαιδευτικό χαρακτήρα οι εκδρομές τότε, δηλαδή πηγαίναμε εκδρομή, ήταν ο κλασσικός περίπατος για να παίξουμε, δεν είχαν εκπαιδευτικό χαρακτήρα...
Δ: Ωραία. Γυρίζοντας το χρόνο πίσω σε εκείνα τα χρόνια ποιος ήταν ο καλός ή ο επιτυχημένος μαθητής;
Ε: Νομίζω ότι ήταν αυτός που ήταν πολύ μελετηρός αλλά ταυτόχρονα που είχε και τη σωστή συμπεριφορά. Βασικά νομίζω ότι οι περισσότεροι διαβάζαμε πολύ, στοιχεία στοιχεία, ήταν ο κλασσικός περίπατος για να παίξουμε, δεν είχαν εκπαιδευτικό χαρακτήρα...
Δ: Ωραία. Γυρίζοντας το χρόνο πίσω σε εκείνα τα χρόνια ποιος ήταν ο καλός ή ο επιτυχημένος μαθητής;
Ε: Νομίζω ότι ήταν αυτός που ήταν πολύ μελετηρός αλλά ταυτόχρονα που είχε και τη σωστή συμπεριφορά. Βασικά νομίζω ότι οι περισσότεροι διαβάζαμε πολύ, στοιχεία στοιχεία, ήταν ο κλασσικός περίπατος για να παίξουμε, δεν είχαν εκπαιδευτικό χαρακτήρα...
Δ: Αντίστοιχα ο κακός, ο αποτυχημένος μαθητής;
Ε: Αποτυχημένος ήταν αυτός που δεν πρόσεχε τόσο πολύ στο μάθημα, ήταν λίγες αυτές οι περιπτώσεις, ή δε διάβαζε αυτό στο σπίτι όσο όταν ήταν σπίτι, ή δε ήταν... ήταν διαφορά.
Δ: Όλα αυτά και στο γυμνάσιο και στο λύκειο, σε όλες τις βαθμίδες;
Ε: Ναι.
Δ: Και μία τελευταία ερώτηση. Το σχολείο που υπηρετείται τώρα από πόσα άτομα αποτελείται;
Ε: 12 άτομα;
Δ: Σας ευχαριστώ πάρα πολύ.
Ε: Παρακαλώ.
ΣΥΝΕΝΤΕΥΞΗ 16

Δ: Θα μου πείτε σας παρακαλώ τι θυμάστε από τα χρόνια σας στο σχολείο, όταν πηγαίνατε σχολείο;
Ε: Για πότε ακριβώς μιλάτε; Για το δημοτικό, το γυμνάσιο ή το λύκειο;
Δ: Και για τα τρία.
Ε: Και για τα τρία... Θυμάμαι πάρα πολύ καλά τους δασκάλους μου, τους καθηγητές μου, τους συμμαθητές μου... Θέλετε να εστιάσω και στα μαθήματα;
Δ: Σε ότι θυμάστε εσείς.
Ε: Λοιπόν θυμάμαι κάποιες αρνητικές εμπειρίες που είχα με τους συμμαθητές μου και τους δασκάλους μου, θυμάμαι όμως και ευχάριστα πράγματα, όπως εκδρομές που είχαμε πάει με το σχολείο. Έχω μία γενική εικόνα για εκείνα τα χρόνια για τους δασκάλους μου και τώρα όταν τους βλέπω μετά από τόσα χρόνια χαίρομαι ιδιαίτερος.
Δ: Αν γυρίσετε σε εκείνα τα χρόνια πίσω τι νομίζετε ότι τελικά μάθατε στο σχολείο;
Ε: Στο δημοτικό έμαθα να γράφω σωστά, ορθογραφία, αυτό χαρακτηριστικά μου έχει μείνει. Έμαθα να γράφω ορθογραφία και πολύ καλά την ελληνική γλώσσα. Στο γυμνάσιο μου έχουν μείνει τα φιλολογικά μαθήματα, έμαθα να αναλύω λογοτεχνικά κείμενα γιατί είχαμε μία καθηγήτρια που μας πίεζε πάρα πολύ στα φιλολογικά μαθήματα και στο λύκειο θυμάμαι ότι έμαθα αρχαία ελληνικά αλλά και πρακτικά μαθήματα, όπως μαθηματικά, φυσική. Νομίζω ότι τα περισσότερα τα έμαθα στο δημοτικό και στο λύκειο.
Δ: Μάλιστα. Θυμάστε κάτι άλλο εκτός από τα μαθήματα;
Ε: Όχι, δεν μπορώ να πω ότι έμαθα να λειτουργώ σαν ομάδα, όχι δεν έχω μία τέτοια αίσθηση, ούτε έμαθα πώς να είμαι υπεύθυνο άτομο, ούτε ότι με βοήθησαν να μαθαίνω κάτι μόνη μου. Όχι, δεν έχω τέτοια αίσθηση.
Δ: Ωραία. Γυρίζοντας το χρόνο πίσω σε εκείνα τα χρόνια πώς ήταν ο καλός ή ο επιτυχημένος μαθητής;
Ε: Στο δημοτικό ήμουν εγώ... χα, χα, χα.
Δ: Γενικά ποιος ήταν ο επιτυχημένος μαθητής;
Ε: Αυτός που δεν ενοχλούσε στην τάξη και ήταν φρόνιμος που έκανε τα μαθήματα και τις εργασίες του, που συμμετείχε στην τάξη ενεργά και πήγαινε πολύ καλά και στα διαγωνισμάτα.
Δ: Αντίστοιχα ο κακός, ο αποτυχημένος μαθητής;
Ε: Αποτυχημένος ήταν αυτός που αδιαφορούσε τελείως, δεν έφερνε τα βιβλία του, κοιμόταν χαρακτηριστικά την ώρα του μαθήματος, δεν έκανε εργασίες και δεν συμμετείχε καθόλου στα μαθήματα.
Δ: Και μία τελευταία ερώτηση. Το σχολείο που υπηρετείται τώρα από πόσα άτομα οφείλεται;
Ε: Δεν υπηρετώ σε ένα σχολείο, υπηρετώ σε πολλά. Θέλετε να διαλέξω το μεγαλύτερο και να σας πω;
Δ: Ναι, διαλέξτε το μεγαλύτερο και πείτε μου.
Ε: Μαθητές και καθηγητές;
Δ: Ότι κρίνετε εσείς.
Ε: Καθηγητές δεν γνωρίζω, μαθητές είναι δύο τμήματα σε κάθε τάξη από 20 παιδιά.
Δ: Σας ευχαριστώ πάρα πολύ.
Ε: Παρακαλώ.
YN6ΣΤΕΥΞΗ 17

Δ: Θα μου πείτε σας παρακαλώ τι θυμάστε από τα χρόνια σας στο σχολείο, όταν πηγαίνατε σχολείο;
Ε:Ναι. Στο Δημοτικό σχολείο ήταν ευχάριστα τα χρόνια με συμμετοχή στις δραστηριότητες. Το σχολείο ήταν ένα κεντρικό σχολείο της Θεσσαλονίκης, είχε μια αυστηρότητα ως προς τη συμπεριφορά μας και μεγάλο αριθμό μαθητών ανά τάξη.
Παρόλα αυτά οι αναμνήσεις είναι ευχάριστες κυρίως στις μεγαλύτερες τάξεις. Στο πέρασμα στο γυμνάσιο ήταν πολύ δύσκολο, κυρίως για την απόδοσή μου στο σχολείο γιατί με δυσκολέψαμε πάρα πολύ να εγκλιματιστούμε στις νέες συνθήκες και αυτό βέβαια επηρέασε την απόδοσή μου. Το σχολείο βέβαια ήταν αρρένω τα χρόνια εκείνα, αρχές της δεκαετίας του '80 και στο σχολείο στο οποίο βρισκόμουν υπήρχαν αρκετά κρούσματα προβλημάτων συμπεριφοράς από συμμαθητές. Η κατάσταση βελτιωνόταν στην απόδοσή μου τελειώνοντας το γυμνάσιο. Στη συνέχεια αλλάξαμε λύκειο λόγω του ότι τα σχολεία γίνονταν μεικτά και αυτό επηρέασε, άλλαξε πάρα πολύ τις συνθήκες λειτουργίας και αυτό που βιώναμε εμείς οι μαθητές του λυκείου ήταν κάτι πρωτόγνωρο. Όλα εξελίχθηκαν ομαλά, ήταν ένα σχολείο στο κέντρο της πόλης, οι καθηγητές φαίνονταν να είναι έμπειροι και ήταν ένα σχολείο που επειδή ήταν ήδη θηλέων ήταν τελείως διαφορετικό από αυτό που αντιμετωπίσαμε στο γυμνάσιο.

Δ: Αν γυρίσετε σε εκείνα τα χρόνια πίσω τι νομίζετε ότι τελικά μάθατε στο σχολείο;
Ε: Οι γνώσεις που αποκτούσαμε τότε ήταν σε συνάρτηση με την προσπάθεια που εμείς κάναμε και από τα χρόνια εκείνα φυσικά από τη συμμετοχή μας σε φροντιστήρια που παρακολούθησαμε. Αν έκρινα σε σχέση με το σήμερα δίνοταν περισσότερη σημασία τότε στο θέμα της συμπεριφοράς και η ωριμότητα του κάθε μαθήτη-μαθήτριας σχετικά με τους στόχους που είχε επηρεάσει και την απόδοσή τους και το πέρασμά τους τελικά στην τριτοβάθμια εκπαίδευση. Υπήρχαν κάποια προβλήματα, όπως για παράδειγμα το ότι το μάθημα της κοινωνιολογίας το δίδασκε φιλόλογος και όχι κάποιος εξειδικευμένος καθηγητής, όμως πάντα εξαρτιόταν από την προσπάθεια του μαθητή.

Δ: Εσείς δηλαδή προσωπικά τι θυμάστε; Θυμάστε μόνο τα μαθήματα που μάθατε ή κάτι άλλο στο πλαίσιο του σχολείου;
Ε: Υπήρχε πολύ καλή σχέση μεταξύ των μαθητών, κάτι που συνεχίζεται μέχρι και σήμερα 25 χρόνια μετά καθώς συναντώμαστε συμμαθητές από εκείνα τα χρόνια.
Τότε δεν υπήρχαν παράλληλες δραστηριότητες εκτός από τα μαθήματα, τουλάχιστον στο δικό μου σχολείο δεν συμμετείχαμε σε κάποια πράγματα, οπότε ήταν σχολείο και διάβασμα στο σπίτι.
Δ: Μάθατε όμως να έχετε επαφή με τους συμμαθητές σας, να έχετε παρέες.
Ε: Ναι, σε διαπροσωπικό επίπεδο ήταν αναμφίβολα καλές οι σχέσεις και ήταν και καλές οι σχέσεις και με τους καθηγητές.
Δ: Αν γυρίσετε πίσω σε εκείνα τα χρόνια ποιος ήταν ο καλός, ο επιτυχημένος μαθητής;
Ε: Αυτός που μπορούσε εύκολα να απομνημονεύει την ύλη, το μάθημά του και ασφαλώς βέβαια σε κάποια μαθήματα, όπως στα φιλολογικά και στα μαθηματικά χρειαζόταν να έχεις κριτικό πνεύμα και έπρεπε να αφιερώνεις χρόνο και στο σπίτι. Δεν μπορούσε δηλαδή να είναι κάποιος καλός μαθητής από την προσπάθειά του μέσα στην τάξη και χρειαζόταν φυσικά και υποστήριξη από κάποιο φροντιστήριο.
Δ: Αντίστοιχα ο κακός, ο αποτυχημένος μαθητής;
Ε: Αποτυχημένος ήταν αυτός που δεν απομνημόνευε, δεν απέδιδε και μάλλον αυτό είχε να κάνει και με τη συμπεριφορά του. Επηρέαζε δηλαδή η συμπεριφορά την απόδοσή του και ήταν μία αμφίδρομη σχέση.
Δ: Και μία τελευταία ερώτηση. Το σχολείο που υπηρετείται τώρα από πόσα άτομα αποτελείται;
Ε: Από 12.
Δ: Σας ευχαριστώ πάρα πολύ.
Ε: Παρακαλώ.
Δ: Θα μου πείτε σας παρακαλώ τι θυμάστε από τα χρόνια σας στο σχολείο, όταν πηγαίνατε σχολείο;
Ε: Όταν λέτε ποιοι θυμάτε μεταξύ τους, οι πρώτες γνώσεις που παίρναμε με το φόβο εκείνη την εποχή, κάτι που ήταν πολύ αρνητικό εκείνη τις εποχές. Ο δάσκαλός είχε υπερεξουσία που είχε να κάνει με το φόβο των παιδιών, θυμάμαι όμως ότι ήταν ευχάριστα χρόνια με τα ατελείωτα διαλείμματα γιατί μεγάλωσα σε ένα χωριό που ο χρόνος εκεί δεν ήταν τόσο καλά οργανωμένος όσο σήμερα. Παρόλα αυτά επιμένει στο φόβο του μαθητή και στο ξύλο που υπήρχε εκείνη την εποχή, θες τύχες να απλώσεις το χέρι και να φας ξύλο ή τη μπάσα στο μάγουλο σας μην υπάρχει κανένας τύπος για να είμαι συνεπής στην εποχή, θες τυχές να απλώσεις το χέρι και να φας ξύλο ή τη μπάσα στο μάγουλο σας μην υπάρχει κανένας τύπος για να είμαι συνεπής.
Ε: Σας λέω για το χρόνο. Οι γνώσεις δεν ήταν τόσο καλά οργανωμένες όσοι ως οι παρείχε εκεί στην εποχή και χρειάστηκαν περαιτέρω κόπος αργότερα, τα βρήκαμε δηλαδή κατά και έπρεπε να κάνουμε εμείς αυτό το πράγμα και να στοιχειοθετήσουμε αυτά που είχαμε ως γνώσεις.
Δ: Αν γυρίσετε εκείνα τα χρόνια πίσω αν κάνετε για το χρόνο και τι άλλα πράγματα;
Ε: Περισσότερο αυτό που σας λέω για το χρόνο. Οι γνώσεις δεν ήταν τόσο καλά οργανωμένες όσοι ως οι παρείχε εκεί στην εποχή και χρειάστηκαν περαιτέρω κόπος αργότερα, τα βρήκαμε δηλαδή κατά και έπρεπε να κάνουμε εμείς αυτό το πράγμα και να στοιχειοθετήσουμε αυτά που είχαμε ως γνώσεις.
Δ: Θυμάστε δηλαδή το σχολείο σας οργανισμό που αυτό που είχε για το χρόνο και τι άλλα πράγματα;
Ε: Τις γνώσεις στη διάφορα αντικείμενα, τις γενικές γνώσεις, τις πιο ειδικές αργότερα στην εξειδίκευση.
Δ: Αν γυρίσετε εκείνα τα χρόνια ποιος ήταν ο καλός, ο επιτυχημένος μαθητής;
Ε: Αυτός που αποστήθηκε εύκολα και είχε την ικανότητα της απομνημόνευσης και της αναπαραγωγής, αυτός που μάθανε να λέει το μάθημα σαν παπαγάλος που λέει. Η γνώση δεν είχε την οργάνωση που είχε σήμερα, με την αξιολόγηση του μαθητή με τη
δυνατότητά του να έχει προσωπική κρίση και παρέμβαση στη γνώση και προσωπική
άποψη. Αυτό που έλεγε το βιβλίο έπρεπε να πεις, αν δεν το ήξερες ξύλο ή τιμωρία
tόσες φορές.
Δ: Αντίστοιχα ο κακός, ο αποτυχημένος μαθητής;
Ε: Αποτυχημένος ήταν αυτός που ήταν δαχτυλοδεικτούμενος, χλευαζόταν, μπορεί να
έκανε προσπάθεια αλλά δεν είχε αποτέλεσμα και γινόταν χειρότερος γιατί δεν υπήρχε
ενθάρρυνση και προσοχή από το δάσκαλο για να γίνει καλύτερος.
Δ: Και μία τελευταία ερώτηση. Το σχολείο που υπηρετείται τώρα από πόσα άτομα
αποτελείται;
Ε: Υπηρετώ σε 5 σχολεία.
Δ: Το σχολείο στο οποίο γίνεται η συνέντευξη.
Ε: Εννοείτε τους μαθητές;
Δ: Γενικά.
Ε: Οι μαθητές που διδάσκω εγώ στο σχολείο;
Δ: Γενικά, οι μαθητές του σχολείου.
Ε: 80.
Δ: Σας ευχαριστώ πάρα πολύ.
Ε: Παρακαλώ.
Δ: Θα μου πείτε σας παρακαλώ τι θυμάστε από τα χρόνια σας στο σχολείο, όταν πηγαίνατε σχολείο;
Ε: Οι εμπειρίες είναι και θετικές και αρνητικές. Θα σταθώ στις αρνητικές και θα θυμηθώ τον καθηγητή ειδικά στα μαθηματικά που με έκανε να μισήσω τα μαθηματικά. Η συνεργασία τότε δεν υπήρχε, εννοώ η συνεργασία καθηγητή- μαθητή.
Υπήρχε αυτή η απόσταση, εγώ είμαι επάνω και εσύ είσαι κάτω ή ακούς ή δεν είμαστε καλά. Όσον αφορά στα φιλολογικά μπορεί να έχει να κάνει με την κλίση που είχα ως μαθήτρια, ήμουν πολύ πιο θετική παρόλο που ο καθηγητής ήταν αυστηρός. Παρόλα αυτά με πλησίασε περισσότερο, με άγγιξε το γεγονός ότι με ενδιέφερε, βασικός παράγοντας να έχεις την κλίση, να σε ενδιαφέρει κιόλας και να βρεις τρόπο να σε μαγέψει και ο καθηγητής. Πιστεύω ότι αυτός πρέπει να είναι ο στόχος του καθηγητή, να βρεις τρόπο να σαγηνέψεις, να τον κερδίσεις ώστε να μπορέσει να αξιοποιήσει το ενδιαφέρον του.
Δ: Αν γυρίσετε σε εκείνα τα χρόνια πίσω τι νομίζετε ότι τελικά μάθατε στο σχολείο;
Ε: Στην ουσία αυτό που έμαθα ήταν να ακολουθώ τα βήματα του καθηγητή χωρίς να με αφήνει να πρωτοπορώ, να κάνω κάτι διαφορετικό από αυτό που πρέπει, να αξιολογήσω δηλαδή τις δικές μου ικανότητες.
Δ: Θυμάστε πράγματα μόνο από τα μαθήματα δηλαδή;
Ε: Για να πω την αλήθεια δεν θυμάμαι τίποτα από τα μαθήματα, όσο θυμάμαι ότι έπρεπε να διαβάσω αυτό για να πετύχω, να γράψω καλά στις εξετάσεις, να γράψω καλά στο τεστ. Από εκεί και πέρα βασική εμπειρία ήταν η ιστορία, ήμουν τρίτη δέσμη και η ιστορία ήταν ένα αμαυρωμένο θέμα γιατί έπρεπε να παπαγαλίζεις δε μου άρεσε, δε με συγκινούσε.
Δ: Πιστεύεται δηλαδή ότι μάθατε μόνο παπαγαλία και τίποτε άλλο;
Ε: Δεν έμαθα παπαγαλία και για αυτό επέλεξα το δρόμο να σπουδάσω στο εξωτερικό όπου τα πράγματα δεν είχαν καμία σχέση με την Ελλάδα. Εκεί έπρεπε να αξιοποιήσεις το μυαλό σου, έπρεπε να κάνεις ανάλυση, να συγκρίνεις να ψαχτείς, να μπεις στο Ίντερνετ.
Δ: Και όλα αυτά δεν τα μάθατε στην Ελλάδα.
Ε: Όχι.
Δ: Αν γυρίσετε πίσω σε εκείνα τα χρόνια ποιος ήταν ο καλός, ο επιτυχημένος μαθητής;
Ε: Ο παπαγάλος και εντός εισαγωγικών το φυτό, αυτός που διάβαζε ώρες ατελείωτες για να πετύχει στις εξετάσεις.

Δ: Αντίστοιχα ο κακός, ο αποτυχημένος μαθητής;

Ε: Αυτός ο οποίος δεν ήθελε να ακολουθήσει με παρωπίδες το κατεστημένο του σχολείο, να είναι παπαγάλος, να γράφει σε όλα 10.

Δ: Είχε δηλαδή να κάνει και με τη συμπεριφορά του..

Ε: Βέβαια, γιατί η συμπεριφορά είναι που εκφράζει το κάθε παιδί. Εγώ δεν θέλω, δεν είμαι διατεθειμένος να ακολουθήσω αυτό το σύστημα. Αν όμως δεν το κάνω είμαι το μαύρο πρόβατο.

Δ: Και μία τελευταία ερώτηση. Το σχολείο που υπηρετείται τώρα από πόσα άτομα αποτελείται;

Ε: Από 20.

Δ: Σας ευχαριστώ πάρα πολύ.

Ε: Παρακαλώ.
ΣΥΝΕΝΤΕΥΞΗ 20

Δ: Θα μου πείτε σας παρακαλώ τι θυμάστε από τα χρόνια σας στο σχολείο, όταν πηγαίνατε σχολείο;
Ε: Πιο πολύ θυμάμαι τους αυστηρούς δασκάλους που είχαμε οι οποίοι με την παραμικρή ευκαιρία που είχαν μας έδερναν και μας χτυπούσαν και μάλιστα θυμάμαι στο μάθημα των τεχνικών είχα τη χειροτεχνία μου μπροστά και επειδή η δασκάλα εκνευρίστηκε με ένα άλλο παιδί τα πήρε και τα βρόντηξε όλα κάτω από το θρανίο. Από τότε δεν μπόρεσα να χονέψω εκείνο το μάθημα. Πιο πολύ όμως θυμάμαι τα πειράγματα που κάναμε στους δασκάλους μας και τις σχολικές εκδρομές.
Δ: Αν γυρίσετε σε εκείνα τα χρόνια πίσω τι νομίζετε ότι τελικά μάθατε στο σχολείο;
Ε: Πιο πολύ έμαθα τη συνεργασία με τα άλλα άτομα και την ομαδικότητα.
Δ: Υπήρχε δηλαδή τότε η ομαδικότητα…
Ε: Ναι υπήρχε.
Δ: Θυμάστε κάτι από τα μαθήματα; Σας έρχεται κάτι στο μυαλό από τα μαθήματα;
Ε: Ναι, τα μαθηματικά που δεν μπορούσα να τα καταλάβω ποτέ στη ζωή μου και ότι η ιστορία ήταν το αγαπημένο μου μάθημα γιατί το μάθαινα σαν παραμυθακί, οι μύθοι της ελληνικής μυθολογίας, το 1821.
Δ: Αν γυρίσετε πίσω σε εκείνα τα χρόνια ποιος ήταν ο καλός, ο επιτυχημένος μαθητής;
Ε: Αυτός που ήταν εντάξει σε όλα, στις εργασίες, σήκωνε πάντα το χέρι, ήταν καλός με τους δασκάλους και απαντούσε σε όλα τα ερωτήματα. Έφερνε πάντα όλες τις εργασίες και έκανε ησυχία μέσα στην τάξη.
Δ: Αντίστοιχα ο κακός, ο αποτυχημένος μαθητής;
Ε: Αυτός ο οποίος κάποια στιγμή θα ξεχνούσε μία εργασία, θα μιλούσε με το διπλανό του και θα γελούσε με τα αστεία των συμμαθητών του.
Δ: Είχε δηλαδή να κάνει και με τη συμπεριφορά του και όχι μόνο με την επίδοσή του.
Ε: Βέβαια, αποτυχημένος ήταν αυτός που θα τον έβγαζε ο δάσκαλος έξω, που θα τον είχε τιμωρία με το ένα πόδι στη γωνία και αυτός που θα πήγαινε τις περισσότερες φορές στο γραφείο του διευθυντή.
Δ: Και μία τελευταία ερώτηση. Το σχολείο που υπηρετείται τώρα από πόσα άτομα αποτελείται;
Ε: Είμαστε σύλλογος γύρω στα 25 με 30 καθηγητές.
Δ: Σας ευχαριστώ πάρα πολύ.
Ε: Παρακαλώ.
"Το Ερωτηματολόγιο της Τάξης μου" (TET)

H. Ματσαγγούρας (1987)

Διάβασε προσεκτικά κάθε μία από τις παρακάτω προτάσεις και κύκλωσε κάθε φορά το Σ, αν συμφωνείς και το Δ, αν διαφωνείς με το περιεχόμενο της πρότασης.

Προσοχή! Να απαντήσεις προσεκτικά σε όλες τις ερωτήσεις.

1. Το μάθημα περνάει ευχάριστα Σ Δ
2. Τα παιδιά τσακώνονται πολλές φορές μεταξύ τους Σ Δ
3. Συχνά τα παιδιά συναγωνίζονται στο τρέξιμο Σ Δ
4. Η σχολική εργασία που κάνουμε στην τάξη είναι δύσκολη Σ Δ
5. Όλοι οι συμμαθητές μου είναι φίλοι μου Σ Δ
6. Μερικοί μαθητές δεν είναι ευχαριστημένοι με την τάξη μας Σ Δ
7. Μερικοί συμμαθητές μου δεν είναι καλά παιδιά Σ Δ
8. Οι περισσότεροι μαθητές προσπαθούν να ξεπεράσουν τους φίλους τους στις ασκήσεις και στις εργασίες Σ Δ
9. Οι περισσότεροι μαθητές τελειώνουν τις ασκήσεις χωρίς βοήθεια Σ Δ
10. Μερικά παιδιά δεν είναι φίλοι μου Σ Δ
11. Όλα τα παιδιά αγαπούμε την τάξη μας Σ Δ
12. Σε πολλές συμμαθητές μου αρέσουν οι τσακωμοί Σ Δ
13. Μερικούς συμμαθητές μου τους κακοφαινόταν, όταν δεν τα καταφέρνουν τόσο καλά όσο οι άλλοι Σ Δ
14. Μόνον οι έξυπνοι μπορούν να λύνουν τις ασκήσεις Σ Δ
15. Όλα τα παιδιά στην τάξη είμαστε στενοί φίλοι Σ Δ
16. Σε μερικά παιδιά δεν αρέσει η τάξη μας Σ Δ
17. Μερικά παιδιά θέλουν να γίνεται πάντα το δικό τους Σ Δ
18. Μερικά παιδιά προσπαθούν πάντα να κάνουν τις εργασίες καλύτερα από τους άλλους Σ Δ
19. Η σχολική δουλειά στην τάξη είναι δύσκολη Σ Δ
20. Όλοι οι συμμαθητές μου συμπαθιούνται μεταξύ τους Σ Δ
21. Η τάξη μας είναι ευχάριστη Σ Δ
22. Οι συμμαθητές μου τσακώνονται συχνά Σ Δ
23. Μερικά παιδιά στην τάξη μου θέλουν πάντα να είναι πρώτα Σ Δ
24. Οι περισσότεροι τα καταφέρνουν μόνοι τους με τις ασκήσεις Σ Δ
25. Οι μαθητές της τάξης αισθάνονται μεταξύ τους σαν καλοί φίλοι Σ Δ

(πίσω σελίδα του ερωτηματολογίου)

| ΙΚΑ (1+6+11+16+21) | ........ |
| ΔΙΕ (2+7+12+17+22) | ........ |
| ΑΝΤ (3+8+13+18+23) | ........ |
| ΔΥΣ (4+9+14+19+24) | ........ |
| ΣΥΝ (5+10+15+20+25) | ........ |

οργανικότητα σχολείου (για Δημοτικό)
αριθμός μαθητών ...................... και εκπαιδευτικών ......................
αριθμός μαθητών τάξης ..................
αγόρια ...................
kορίτσια ......................
εκπαιδευτικός δασκάλα (υπογράμμισε)
έχει πρόβλημα το παιδί με ανάγνωση;
άλλες παρατηρήσεις

(εδώ ζωγραφιά)
**Ερωτηματολόγιο**

«Της ψυχολογικής αίσθησης του σχολικού ανήκειν»

Τάξη………..
Αγόρι / Κορίτσι (παρακαλώ κυκλώστε)

Σε αυτή τη σελίδα υπάρχουν 18 προτάσεις για το πώς ένας μαθητής-μαθήτρια μπορεί να αισθάνεται για το σχολείο του. Δίπλα σε κάθε πρόταση υπάρχει μία κλίμακα από το 1 έως το 5. Παρακαλώ διαβάστε την κάθε πρόταση. Εάν η πρόταση δεν είναι καθόλου αληθής κυκλώστε το 1. Εάν είναι λίγο αληθής κυκλώστε το 2. Εάν είναι αρκετά αληθής κυκλώστε το 3. Εάν είναι πολύ αληθής κυκλώστε το 4. Εάν είναι τελείως αληθής κυκλώστε το 5.

<table>
<thead>
<tr>
<th>Καθόλου αληθής</th>
<th>Τελείως αληθής</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

1. Αισθάνομαι ότι πραγματικά ανήκω σε αυτό το σχολείο.  
2. Οι άνθρωποι εδώ παρατηρούν όταν είμαι καλός/ή σε κάτι.  
3. Είναι δύσκολο για μαθητές όπως εγώ να γίνουν αποδεκτοί σε αυτό το σχολείο.  
4. Οι άλλοι μαθητές/τριες παίρνουν τη γνώμη μου στα σοβαρά.  
5. Οι περισσότεροι εκπαιδευτικοί σε αυτό το σχολείο ενδιαφέρονται για εμένα.  
6. Μερικές φορές αισθάνομαι ότι δεν ανήκω εδώ.  
7. Υπάρχει τουλάχιστον ένας εκπαιδευτικός σε αυτό το σχολείο στον οποίο μπορώ να μιλήσω αν αντιμετωπίζω κάποιο πρόβλημα.  
8. Οι άνθρωποι σε αυτό το σχολείο είναι φιλικοί μαζί μου.  
9. Οι εκπαιδευτικοί εδώ δεν ενδιαφέρονται για μαθητές/τριες σαν εμένα.  
10. Συμμετέχω σε πολλές από τις δραστηριότητες του σχολείου.  
11. Μου συμπεριφέρονται με τον ιδιο σεβασμό όπως και στους άλλους μαθητές.  
12. Αισθάνομαι πολύ διαφορετικά από τους περισσότερους μαθητές/τριες εδώ.  
13. Μπορώ να είμαι ο εαυτός μου σε αυτό το σχολείο.  
14. Οι εκπαιδευτικοί εδώ με σέβονται.  
15. Οι άνθρωποι εδώ ξέρουν ότι μπορώ να κάνω καλή δουλειά.
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Εύχομαι να ήμουν σε διαφορετικό σχολείο.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. Αισθάνομαι υπερήφανος/η που ανήκω σε αυτό το σχολείο.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. Στους άλλους μαθητές/τριες εδώ αρέσω έτσι όπως είμαι.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Ερωτηματολόγιο

«Του αισθήματος του ανήκειν για τους εκπαιδευτικούς»

Τάξη........
Ανδρας/Γυναίκα (παρακαλώ κυκλώστε)

Σε αυτή τη σελίδα υπάρχουν 3 προτάσεις για το πώς ένας εκπαιδευτικός μπορεί να αισθάνεται για το σχολείο του. Δίπλα σε κάθε πρόταση υπάρχει μία κλίμακα από το 1 έως το 6. Παρακαλώ διαβάστε κάθε πρόταση. Εάν διαφωνείτε τελείως με το περιεχόμενο της πρότασης, κυκλώστε το 1. Εάν συμφωνείτε πλήρως με το περιεχόμενο της πρότασης, κυκλώστε το 6.

1) Αισθάνομαι ότι ανήκω σε αυτό το σχολείο.

2) Αισθάνομαι ότι είμαι αποδεκτός από τη διεύθυνση του σχολείου.

3) Αισθάνομαι ότι οι συνάδελφοι μου πιστεύουν σε εμένα.

1 2 3 4 5 6
Ερωτηματολόγιο

«Της επαγγελματικής εξουθένωσης για τους εκπαιδευτικούς»

Τάξη………
Ανδρας / Γυναίκα (παρακαλώ κυκλώστε)

Παρακαλώ διαβάστε προσεκτικά κάθε μια από τις παρακάτω προτάσεις και στη συνέχεια σημειώστε πόσο συχνά νιώθετε αυτό που περιγράφεται σε σχέση με τη δουλειά σας. Αν δεν έχετε νιώσει ποτέ έτσι, σημειώστε 0 (μηδέν). Αν όμως έχετε νιώσει το συναίσθημα που περιγράφεται, σημειώστε πόσο συχνά το νιώθετε κυκλώνοντας τον αριθμό (από το 1 έως το 6) που περιγράφει καλύτερα πόσο συχνά έχετε το συναίσθημα αυτό.
<table>
<thead>
<tr>
<th>Πατέ</th>
<th>Μερικές φορές το χρόνο</th>
<th>Μία φορά το μήνα</th>
<th>Μερικές φορές το μήνα</th>
<th>Μία φορά την εβδομάδα</th>
<th>Μερικές φορές την εβδομάδα</th>
<th>Κάθε μέρα</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Νιώθω συναισθηματικά εξουθενωμένος/ή από τη δουλειά μου</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Νιώθω εξαντλημένος/ή στο τέλος μιας εργασίας ημέρας</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Νιώθω κουράση όταν σηκώνομαι το πρωί και έχω μπροστά μου μια ακόμη ημέρα δουλειάς</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Μπορώ εύκολα να καταλάβω πώς αισθάνονται οι μαθητές/τριες μου</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Νιώθω ότι μεταχειρίζομαι μερικούς από τους μαθητές/τριες μου σαν αντικείμενα</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Αποτελεί πραγματικό φορτίο για μένα το γεγονός ότι πρέπει όλη την ημέρα να ασχολούμαι και να εργάζομαι με ανθρώπους</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Αντιμετωπίζω πολύ αποτελεσματικά τα προβλήματα των μαθητών/τριών μου</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Νιώθω ότι η δουλειά μου μου προκαλεί επαγγελματική εξουθένωση (burnout)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Νιώθω ότι επηρεάζει θετικά τις ζωές πολλών ανθρώπων με τη δουλειά μου</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Έχω γίνει πολύ σκληρός/ή απέναντι στους ανθρώπους από τότε που έχω προκαλέσει αυτή τη δουλειά</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Αντιμετωπίζω πολύ αποτελεσματικά τα προβλήματα των μαθητών/τριών μου</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>Αισθάνομαι γεμάτος/ή ενέργεια</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Ασθάνεια/απογοήτευση από τη δουλειά μου</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Νιώθω ότι εργάζομαι πολύ σκληρά για αυτή τη δουλειά</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Αδιαφορώ για τι αισθάνονται μερικοί από τους μαθητές/τριες μου</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Το να έργαζομαι με άλλους ανθρώπους μου δημιουργεί πάρα πολύ άγχος</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Μπορώ εύκολα να δημιουργήσω μία χαλάρωση στο περιβάλλον για τους μαθητές/τριες μου</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Αισθάνομαι ενθουσιασμένος/ή όταν δουλεύω σε αυτή τη δουλειά</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>19</td>
<td>Είμαι επιτυχείς συνεπόμενος στη δουλειά</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Νιώθω ότι βρίσκομαι στην κόρη του ξυραφιού</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Στη δουλειά μου αντιμετωπίζω τα υποκειμενικά προβλήματα με μεγάλη ηρεμία</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Αισθάνομαι ότι οι μαθητές/τριες μου με κατηγορούν για μερικά από τα προβλήματά τους</td>
<td></td>
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</tbody>
</table>
5.1 Frequencies

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Class</th>
<th>Sex</th>
<th>Sex_of_T</th>
<th>Tenure</th>
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<tr>
<td>N</td>
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5.2 Frequency Table

<table>
<thead>
<tr>
<th>Class</th>
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<th>Percent</th>
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<th>Cumulative Percent</th>
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<td>18.1</td>
</tr>
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<td>Class d1</td>
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<td>40.9</td>
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<td>14.2</td>
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<td>Class e1</td>
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<td>Class st1</td>
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<td>Class st2</td>
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### Sex

<table>
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<tr>
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<th>Frequency</th>
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<th>Cumulative Percent</th>
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<tbody>
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<td>Boys</td>
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<td>45.7</td>
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<tr>
<td>Girls</td>
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<tr>
<td>Total</td>
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</tr>
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</table>

### Sex_of_Teachers

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* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

c. Cannot be computed because at least one of the variables is constant.

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## 5.6 Post Hoc Tests

### Multiple Comparisons

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* The mean difference is significant at the 0.05 level.
APPENDIX 6

Drawings

Picture 1
Picture 15

Picture 16
Picture 27

Picture 28
Picture 31

I ❤️ my school!

Picture 32

401