TEACHERS on the MALTA LABOUR MARKET: *A TRACER SURVEY*

carried out for the

Planning & Development Directorate,
Education Division,
Ministry of Education & National Culture

by the

Workers' Participation Development Centre,
University of Malta

Research Officer: Dr Godfrey Baldacchino

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ACKNOWLEDGEMENTS

This study follows in hot pursuit of the publication of the results of the Graduate Tracer Study which the Workers' Participation Development Centre (WPDC) organised for the Employment & Training Corporation (ETC), the Foundation for Human Resources Development (FHRD) and the University of Malta in 1993. The WPDC was thus obliged to develop and deploy skills critical for the execution and analysis of similar social science 'tracer' investigations, of which this graduate teacher study is the first.

This graduate teacher study was undertaken successfully, and on time, thanks to the support and backing of a critical number of individuals and institutions. Joseph M. Sammut and Paul A. Attard, respectively Director and Assistant Director, Planning & Development Directorate of the Education Division, were always available to discuss the different stages of the research process and to help out in overcoming the various hitches encountered along the way. Edward L. Zammit (WPDC Director), Isabel Calleja, and Frances Camilleri (WPDC Research Assistants) were at hand to discuss research design while Saviour Rizzo (WPDC Courses Co-ordinator) supervised the initial survey execution during summer 1997. University students Keith Grech, Vanessa Lupi, Romina Muscat and Michelle Rossignaud served as survey interviewers. Felix Borg and Mario Xuereb (ETC), Mario Azzopardi, Beatrix Cilia and Mary Farrugia (University Administrative Staff), Karmenu Theuma (Officer, Faculty of Education), Nazju Abela, Nicholas Aquilina, Ivan Woods and Joe Zarb (Education Division) and the Directory Enquiries Service at TeleMalta Corporation offered critical support in the actual tracing of graduates and in the collation of pertinent statistics. Jason Gatt kindly co-ordinated the collection of questionnaires from Gozitan graduates. Edith Rizzo (WPDC Secretary) provided important secretarial support to the whole project. Ronald G. Sultana, Dean of the University's Faculty of Education, provided relevant information from the Faculty's own *Tomorrow's Teachers* initiative. Last but not least, the Ministry of Education & National Culture is to be thanked for supporting this initiative and for allocating the funding required.

Dr Godfrey Baldacchino December 1997

EXECUTIVE SUMMARY

The **main purpose** of this tracer survey has been to foster insights into occupational teacher mobility, suggesting reasons behind the shift in/out of the state education sector. The opportunity was taken to compare and contrast the perceptions of state school educators with those of colleagues in the private school and church school sectors. This survey also complements research underway by the University's Faculty of Education.

The **main findings** of this survey exercise are tabulated below:

- The population of teachers in Malta has increased by 50% (from 4,856 to 7,323) between 1986/7 and 1995/6. This increase is due mainly to: a 20% increase in student population; longer years of schooling available within the same school, leading to more classes; more diversified and/or specialised courses; a lower student-teacher ratio; and an increase in part-time teaching (the latter is especially popular amongst female teachers).

- The teaching population is being rapidly feminized. Male to Female staff ratio is down from close to par (0.97 in 1986/7) to 0.7 (1995/6). Teaching is possibly the most family-friendly profession, given its reduced contact hours and long vacation periods which coincide with children's holidays.

- The boost of teacher employment in the non-state education sector is due almost equally to an expansion of existing (mainly church) schools as well as to the setting up of newly registered private schools. Six schools in particular - Garendon, San Anton, San Andrea, St. Martin's College, St.

Michael's Foundation and the European Community School - all registered between 1986 and 1996 - by themselves account for a quarter of the addition of the teaching complement in the non-state sector over the 10-year period under review.

- The largest movement of graduate teachers away from potential state school enrolment has occurred among 1995 B.Ed.(Hons.) and PGCE graduates.

- Dividing the local educational system between state, private and church schools is valid because of rampant perceptions of a qualitative difference among these sectors. At the heart of these differences lie the social class base of recruited students, moral and disciplinary character formation, the condition and availability of physical school equipment and resources. These perceptions result in self-fulfilling prophecies which impact on, for example, teacher decisions on pedagogy and on parental choice for their children's education.

- The state's educational system is also more heavily centralised, bureaucratised and formalised than in the non-state sector. This generates negative effects on teacher autonomy but positive effects on established conditions of work.

- 57.5% of the B.Ed. (Hons.) and PGCE graduates of 1987, 1989, 1991, 1993 and 1995 were teaching in the state sector in mid-October 1997.

- The female teacher attrition rate out of the formal labour market in the years under investigation is 10% amongst the sampled graduates.

- The teaching profession continues to attract individuals from a broad occupational class range; but a disproportionate percentage come from the upper middle social classes, with the teacher's father having a professional or managerial job..

- State school teachers have the lowest level of job mobility: 96% of those sampled having taught *only* in a state school (as against 80% of sampled private school teachers and 71% of sample church school teachers). State school teachers also report the lowest levels of professional in-service education and training. However, this relative lack of training may be the result of a lack of in-service course provision.

- PGCE graduates have a more diversified occupational profile. 32% of sampled PGCE graduates have worked only as teachers in a state school (as against 59% of sampled B.Ed.(Hons.) graduates).

- Teachers are relatively more dissatisfied with the practical aspects of their University training than with its theoretical components. Church school teachers express the highest level of dissatisfaction with the practical aspects of their B.Ed.(Hons.) or PGCE courses. PGCE graduates are the most satisfied with the suitability of their University teacher training.

- Respondents no longer working as teachers report that the switch in employment has been due to a search for a greater job satisfaction and one which offers better career and /or salary prospects.

- Both teachers from private schools and those from church schools agree that they have worse job security, more parental interference, more demanding and strenuous work, enjoy a better natural and physical school environment and are better able to organise and devise their own teaching setting than state school teachers.

- Private school teachers disagree with church school teachers because the former consider that their work is appreciated less by parents and that their pupils are less disciplined: both are possibly consequences of fee-paying education.

- Private school teachers also complain about extra-long hours at work and a flexible job description which is exploited to their employers' advantage.

- The opportunity to practise one's subject specialization is the main satisfying criterion reported by state school teachers; this opinion is held particularly by those teachers working in the secondary and junior lyceum levels.

- Poor school resources and facilities, and a worse disciplinary situation are the two main dissatisficers reported by state school teachers.

- The top two satisficers for both private and church school teachers is the ability to organise and devise one's teaching mode and method with greater freedom and discretion as well as the natural and physical layout of the school proper.

- Church school teachers complain of the relative lack of promotion prospects. Private school teachers voice concern because of too many school commitments beyond teaching proper; diffuse job descriptions; and undue interference by parents and school boards.

- For teachers, the major strengths of teaching in a state school are: better job security, better working times, better promotion prospects, less parental interference and a greater likelihood of practising one's specialization. These are mainly *structural features*, secured and improved over the years following trade union-government negotiation.

- In contrast, the main benefits accruing from teaching in a non-state school have to deal with a more pleasant natural/physical environment, better equipped schools, greater liberty to organise one's own teaching environment, parents who exhibit a greater interest in their children's education, a greater appreciation of one's efforts by both one's head of school and by students' parents and finally, students who are both more motivated and better disciplined. These are mainly *dynamic features,* resulting from the actual interaction of teachers with students, parents, superiors and their working environment.

- On the basis of the survey data, the occupational path of most teachers is *directly and permanently* into a church, private or state school. For a very small minority, there is an occupational transfer from state to non-state schools, *but not the other way round.*

- Female teachers are much more appreciative of the existence of good infrastructure within a school than males; they are also more dissatisfied with its absence or with its poor shape and imperfect maintenance than are males.

- Male teachers are proportionately more appreciative of their relative autonomy in a classroom as well as of student discipline than are females.

- While a majority of the sampled teachers are females, the 14 respondents who report enjoying a gross monthly salary above Lm400 are *all* males.

CHAPTER 1: INTRODUCING THE STUDY

The Setting

Clearly, one important function of a tertiary education institution such as the University of Malta is to undertake a regular and continuous appraisal of its programmes, ensuring that they maximise the returns of deployed human, physical and material resources towards the effective development of relevant individual and social needs. Such an audit mode of tertiary education can take various formats. These include (1) internal and/or external 'quality assurance' initiatives; (2) feedback from stakeholders in industry, professional groups, client groups and the community; (3) inputs and suggestions from non-academic representatives occupying positions on such review bodies as Boards of Studies and on policy-setting organs such as Faculty Boards, Institute Boards and the University Council; and (4) research undertaken by Faculty and/or Institute students on the quality of graduate output. While all the above five dimensions exist at the University of Malta, they only do so very modestly.

An Academic Audit Unit at the University of Malta was set up recently and has so far mainly limited itself to organising evaluation procedures for courses by students. This quality check may be the antecedent to a rigorous review exercise, variants of which are undertaken in many foreign Universities. These render academic staff as objects of scrutiny and may link their results to funding allocations. A Quality Assurance Committee at the University of Malta may be spearheading reforms in this direction.

Representations from constituted bodies concerned with the quality and quantity of our labour force - particularly the Federation of Industries, (FOI), the Employment and Training Corporation (ETC) and the Foundation for Human Resources Development (FHRD) - have been expressing their concern during these last few years about how the University of Malta and the whole educational system generally could somehow address their misgivings more squarely. Criticism has been levelled at those members of the University's academic staff who have never experienced working life in industry[1]; or how the skills profile of the graduates should coincide, at least roughly, with the skills profile expected by the workplace[2]. Editorials have lambasted the institution for being close to degenerating into a glorified secondary school[3]. Only 6% of representatives from the private sector believe that the local education and training systems are meeting their personnel needs "to a great extent"[4]. A key position paper published by the FOI mooted suggestions for a more flexible University curriculum which promotes a basic, generalist programme[5]. The overall tenet of these suggestions remains for the University to forge 'stronger links' with industry: developing mutually beneficial partnerships, including on-the-job experience qualifying as extra-curricular credits.

The 'ivory tower' accusation should never have arisen, given the institutionalised proviso to involve external stakeholders on the Boards of Studies of each course, on Boards of Faculties, Institutes and on the

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[1] Farrugia, L.A.(1992) 'Giving Industry a Skilled Workforce', Opinion, *The Times*, March 16th, p.5.
[2] Xerri, C.J. (1992) 'Is Education-Employment Dysfunction a Way of Life?", *The Times*, April 6th, p.7.
[3] 'The Tal-Qroqq School', *The Malta Independent*, Sunday 25th May 1997, p.14.
[4] GALLUP (1993) *Labour Skills Survey*, Malta, GALLUP for the Employment & Training Corporation, p.79.
[5] FOI (Federation of Industry) (1993) Position Paper on the University, FOI, Human Resources Working Group.

University Council. The difficulty with the effectiveness of such an arrangement appears to be essentially two-fold: Firstly, the University Council, albeit being the most important and topmost organ within the University, and with a majority of its members being non-academics, is somewhat too aloof and distant from what actually goes on in the class room. Secondly, the Boards of Studies and the Faculty and Institute Boards, who are so much closer to the academic function of the University, tend to be so dominated by academic discourse and considerations that non-academics deem that their presence here becomes a mere formality.

Local research on the University's graduate product is still not the subject of systematic enquiry. The Planning Section within the Education Division has carried out various surveys meant to determine the profile of specialisation at the post-secondary level among 16 and 17 year-olds; but such surveys do not trickle over into tertiary education and the labour market beyond. The only initiative on this front so far is the graduate tracer project carried out on students who graduated between 1986 and 1992 from the six least vocational faculties at the University of Malta[6]. This study is thus limited, both in terms of disciplinary scope and in the time span of graduation. Its main weakness lies perhaps in having failed to consider wage/salary market signals in the search for jobs[7]. Otherwise, mini-tracers have been undertaken by students as dissertation topics in relation to specific course or degree intakes[8].

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[6] Baldacchino, G. & Contributors(1997) *The Graduating Workforce: A Tracer Survey of University Graduates on the Malta Labour Market*, Malta, Workers' Participation Development Centre.
[7] Criticism raised by Prof. George Psacharopoulos at the tracer survey results launch in November 1995.
[8] E.g. Deguara, J. (1996) *From Practicum to Practical: A Tracer Project*, unpublished B.A.(Hons.) dissertation, University of Malta, Centre for Communications Technology.

Tracers and Teachers

Tracer Surveys serve a variety of useful purposes. Firstly, they help to locate graduates in relation to the labour market. Secondly, they are tools to appraise the relevance of skills content and techniques in the University's formal and informal curricula to the eventually landed job and career path. Thirdly, they help to establish a feedback channel for graduate employees, as well as for their managers, peers, subordinates and employers, to critique the formative function of the University in relation to current, actual, job requirements. Fourthly, tracer surveys provide hard, quantitative and qualitative data with which to seek answers to burning policy-oriented questions relating to specific labour market segments or professional cadres.

One such area of concern relates to the population of graduate teachers. Burning questions are levelled by concerned players, and often only scientific tracer surveys can provide correct indicators. Research initiatives have been proposed to evaluate the relative lack of interest in the pursuit of science and technology related courses at secondary and post-secondary level[9]; the promise of distance learning in education[10]; and the formation and attitude of the professional educator in Malta[11]. This study has its origins in a different concern, that of **teacher mobility.**

Until very recently, the Education Division has been perturbed at what seemed to be significant numbers of graduate teachers moving out of the

[9] A concern raised recently by the Malta Council for Science & Technology (MCST).
[10] See 'Number of Teachers needed fast reaching Saturation Point', Interview with Dr Ronald Sultana, *The Times*, Saturday 13th December 1997, p.7.
[11] Subject of the Faculty of Education's *Tomorrow's Teachers Project.*

state education sector[12]. This might lead to strained teacher-student ratios, unsatisfactory learning or teaching environments and vacant posts. A serious condition of teacher shortage could itself act as a cause of further deterioration of teacher morale, stress build-up and an erosion of job satisfaction. Such a vicious cycle would prove difficult to break unless the fundamental reasons explaining the movement out of the state education sector are identified, understood and hopefully rectified.

The Workers' Participation Development Centre (WPDC) here offered to bring to bear its expertise and tracer study experience, complementing the research efforts of the Faculty of Education with an independent, parallel, research exercise. Its results will serve to enrich the data already available or that which will be gleaned from the Faculty's survey instruments.

Research Design

The WPDC thus proposed to the Education Division to organise a longitudinal study of the population of students who graduated either with an honours bachelor's degree in education [B. Ed. (Hons.)] from the University of Malta, a postgraduate certificate in education [PGCE] from the same University or from a Graduate Teaching Course run by the Education Division (GTC), all during the epoch 1987 to 1995. While the Faculty of Education was targeting school teachers for their opinions and evaluation of their predicament and for their views on their University training and

[12] See also Darmanin, M.(1993) 'More things in Heaven and Earth: Contradiction and Co-optation in Education Policy', *International Studies in the Sociology of Education*, Vol.2, No.3, p. 162; Mifsud, I. (1997) 'The Left and the Right in Educational Policy Making' in R.G.Sultana, ed. *Inside/Outside Schools*, Malta, PEG, p.137.

professional teacher formation generally, the point of departure for the WPDC study would be B.Ed. (Hons.), PGCE and GTC graduates, including those who were no longer teachers. This research framework should provide pertinent information on the occupationally mobile teacher: for example, is this mobility gender, age or marital status specific? Is it only *out of* the state education sector or also *into* it? And so on.

The main objective of the WPDC Study dwells on the reasons and circumstances teachers resort to in order to explain their choice of employment, the three main variables here being teaching in church schools, independent schools and state schools. Reasons will also be sought from those graduate teachers who are either working in a non-teaching job or who are out of the labour market at the time of the survey execution.

This research objective was refined and operationalised to embrace the following targets:

(1) A numerical listing of the total population of B.Ed. (Hons.), PGCE and GTC graduates over the years 1987-1996 ***(See Table 3).***

(2) A telephone survey of all 1987, 1989, 1991, 1993 and 1995 graduates, identifying whether they are currently in private employment, state employment, out of the labour market or otherwise engaged in a non-teaching job ***(See Table 4).***

(3) A random sample of graduates from the graduate year cohort identified in (2) above, stratified in terms of current employment status. A pre-pilot

tested, tightly focused questionnaire (with specific sections addressed at each sub group) will be constructed for this purpose. A minimum sample size of 100 respondents was conceived.

The proposed time frame of the above study was a strict six months: results would be submitted by end December 1997.

The WPDC secured the services of four Bachelor of Commerce Year II students from the Faculty of Economics, Management and Accountancy to work on this project during their summer 1997 work-phase. Their salaries were kindly met by the Ministry of Education & National Culture. These students participated in the drafting of the survey questionnaire and were trained to carry out face to face interviews with those graduate teachers who would eventually form part of a stratified, random sample. A face-to-face encounter between interviewer and interviewee, while definitely more taxing and time-consuming, was deemed to be the most suitable in order to amass more and better data and to ensure a higher response rate. Indeed, *only two* respondents flatly refused to being interviewed

Interviews were undertaken by these trained interviewers between the beginning of August and mid-October 1997. In those few cases where interviewees proved particularly difficult to pin down, the questionnaire was sent and returned by post. 149 completed questionnaires were duly received and coded for subsequent analysis.

CHAPTER TWO: QUESTIONS OF MOBILITY

Not so long ago, almost all non-state schools in Malta were run by religious orders and the teaching staff in such non-state schools were almost exclusively recruited from the members of religious orders. Hence, there was hardly any notion of occupational mobility within the education sector. Teaching was one of the very few prestigious career paths within the Maltese labour market and this was unavoidably within the state education sector.

Times have changed. In the spate of barely half a century, teachers have found themselves competing for status and rewards with new professions. The number of church schools has grown in number and in the proportion of the student population under their tutelage. The phenomenon of truly 'private' (also referred to as 'independent' or 'fee-paying') schooling - which also includes parents' foundations - now extends from kindergarten to tertiary education, but so far excluding technical and special education. Meanwhile, state educational reforms have introduced a whole spectrum of what are in practice streamed and/or specialised teaching institutions at the secondary level, ranging from general/area secondary schools to trade schools to junior lyceums. A summative statistical account of the changes occurring over the last 10 years in available below. *(See Table 1):*

Table 1: Education Statistics

Teaching Staff (Full & Part-Time)	Academic Year 1986/7	1992/3	1995/6
State Sector Males	2097	2353	2527
State Sector Females	1688	2564	2955
State Total:	3785	4917	5482
Non-State Sector Males	296	364	480
Non-State Sector Females	775	1040	1361
Non-State Total:	1071	1404	1841

Teaching Staff (Full-Time Only)	Academic Year 1986/7	1992/3	1995/6
State Sector Males	1849	1856	1921
State Sector Females	1441	1940	2287
State Total:	3290	3796	4208
Non-State Sector Males	219	231	292
Non-State Sector Females	448	794	973
Non-State Total:	667	1025	1265

Educational Institutions Type of School	Academic Year 1986/7	1990/1	1993/4	1996/7
State Schools:	168	175	175	176
Non-State Schools:	87	98	92	92
of which:				
Pre-Primary/Kindergarten	47	48	41	42
Primary	5	8	8	11
Secondary	3	9	9	10
Pre-P & Primary	14	18	19	19
Primary & Secondary	12	8	7	8
Pre-Primary up to Secondary	6	7	8	10

Note 1: Educational Institutions exclude evening classes and adult education centres.

Note 2: What are/have been called part-time instructors and casual teachers may work full-time hours in most cases.

Statistical Analysis

The above data reveals that the size of the teaching profession (across the whole span of educational provision) increased by 50% from 4,856 in 1986/7 to 7,323 in 1995/6. This is mainly because of a 20% increase in the student population over the same period and of an increasing diversity of education provision, especially at post-secondary level. This has resulted in many more classes and a lower student-teacher ratio.

The increase in teacher employment reveals itself as more subdued when the number of part-time (causal) teachers and instructors is filtered out of the data. 81.5% of teachers enjoyed indefinite contracts in 1986/7; this drops to 74.7% by 1995/6. The shift in favour of part-time job status is probably related to an obvious feminisation of the profession which has occurred over the same epoch. Male to Female staff ratio (worked in relation to both full-time and part-time staff) has drifted from 0.97 (in 1986/7) to 0.7 (in 1995/6). Feminisation is much more significant in the non-state sector: 72 out of 92 registered non-state schools cater for primary schooling and/or kindergarten only, where recruitment is traditionally exclusively female. The indications are that the trend in favour of feminisation will continue in the near future[13].

The data also reveals how the boost in the non-state education sector is due partly to the setting up of a very small number of new schools. Garendon School (registered in 1987) had a teaching staff complement of 24 full-timers (1996/97 data); San Anton School (registered in October 1990) had 73 full-time teachers on its payroll (1996/97); its next door neighbour San

[13] A parallel feminisation has also occurred among the B.Ed.(Hons.) graduates, as will be discussed below.

Andrea (registered in October 1992) had 36 full time teachers (1997/98, up from 27 in 1996/97); St Martin's College (registered in February 1993) has 42 full-time teachers (1997/98, up from 26 in 1996/97); St Michael's Foundation (registered in September 1995) has 10 full-time teachers (as at 1996/97); while the European Community School (registered in November 1995) has 16 full-time teachers. These six schools, by themselves, account for 25% of the addition of the teaching complement in the non-state sector over the period 1986-1996.

Another clear trend is how schools are gradually expanding their services to provide for longer years of schooling. Choice of non-state schooling now includes a burgeoning number of nurseries and kindergartens. It also extends from the strictly primary or strictly secondary non-state school to educational institutions where the difficulties and concerns which go along the securing of a place for one's child in a different educational institution are thus foregone. In this area, state schooling has not yet ventured.

Comparing Conditions of Work

These developments have ushered in a variety of consequences, one of which is the opportunity to compare and evaluate teaching conditions across the three main different strands of educational provision in Malta today: the state sector, the independent school sector and the church school sector. There are, and will continue to remain, obvious and evident differences within each of these sectors; and there are equally obvious idiosyncrasies which result from the peculiar characteristics of a school, of a catchment area, of a student crop or of individual differences (such as the responsible

headmaster/mistress). Yet, teachers readily differentiate between these three packages of the world of formal schooling in Malta.

The distinction between state, independent and Church-run education was highlighted by the tense Church-State dispute and the seven-week strike and lock out of teachers following a Malta Union of Teachers Directive in 1984. But the basis for the undercurrent of difference are deeper and various; they are likely to include social distinction, personality grooming, moral and disciplinary formation and better physical resources[14]. The common understanding, supported by a variety of research findings, is that education in independent schools is likely to appeal mainly to well-to-do, upper middle class parents who can also afford the relatively high fees involved. Church schools may find themselves creaming off mainly a more traditional, lower middle class type of clientele. In contrast (and out of default?) state education, financed out of the state budget, caters mainly for the children of the lower social classes. But these are generalisations and, even if found to be valid, do not discriminate between schools *within* the same sector, where there are also fairly obvious shades of social class recruitment.

Social class differences may serve as the basis for a whole set of assumptions about the behaviour of students and their parents in relation to education. Middle class students are expected to want to learn and to come from a home environment where education and learning are prized and encouraged. Teaching is therefore met with student and parent co-operation; although at times this reaches an extreme, even obsessive level of 'education addiction', with excessive pressures placed on teachers by the parents of

[14] Cilia, D. & Borg, S. (1997) 'State Schools? Whatever For?! Why Some Parents Prefer Private Schools in R.G.Sultana, ed. *Inside/ Outside Schools*, Malta, PEG, pp.223-249.

high achievers who insist that teachers should assign more homework, correct extra work, dissuade extra-curricula activities and so on. In contrast, working class children are often assumed *a priori* to shirk schooling and to militate against the whole notion of education, study, reading and/or research. Teaching must therefore be sacrificed and replaced by policing and maintaining discipline and order. Of course, these assumptions uphold the awesome power of self-fulfilling prophecies, impacting both on the self-images of students and on the value judgements of their teachers, on the students themselves, on their schools as well as on their parents[15].

Another important difference between the state and non-state run educational system is that the former still operates under a largely centralised system. Recruitment, staff transfers, financial allocations, maintenance requirements, transport, uniforms, curricula, examinations... all these are so far administered by the Education Division. The principle of subsidiarity is only finding its way very slowly of late within the state-school sector; in the meantime, teachers have complained about the far from satisfactory working environment within state schools. The exasperating monolithic bureaucracy could be the overall culprit for an alleged lack or misallocation of adequate financial, physical and human resources; the procrastinating in decision making at Head Office; teachers' corresponding lack of involvement in decision making; and the wanting physical conditions of the school environment[16].

[15] See, for example., Mc Gregor, D. (1960) *The Human Side of Enterprise*, New York, McGraw-Hill..

[16] One of the outcomes of the research based on interviews with 20 teachers who left the state sector to join the private/church sectors as from 1990. See Debono, P. & Schembri, K. (1995) *Teacher Careers: Constraints and Consequences*, Unpublished B.Ed. (Hons.) dissertation, University of Malta, Faculty of Education.

Another note of distinction between the state and non-state sectors has to do with the other side of the bureaucratic coin: the greater anonymity and impersonality of the former with respect to the latter. For all their size and structure, independent and church schools approximate family owned firms: employees are often expected to demonstrate loyalty and commitment to the school ethos and goals. The manifestation of their support for such principles may extend into non-remunerated effort and generous levels of flexibility (voluntary initiatives, after school meetings, paying for extra resources out of one's own pocket, foregoing payment for extra work which may include non-teaching duties...).

In relation to the above levels of discretion, one must make a mental note of the different conditions of work which operate in these sectors. State school teachers have their current terms of employment regulated by the agreement reached between the Malta Government and the Malta Union of Teachers in 1994. This also established a revised career structure for teachers in this sector, occupying a band between Salary Scale 9 (Teacher Starting Salary) and moving up to Scale 6 (Heads of School). Other, non-school based, posts start at Scale 6 (Education Officers) and move up to Assistant Directors (Scale 5) Directors (Scale 4) and Director General (Scale 3)[17].

Via a similar though separate agreement reached between the Catholic Church and the State, the Maltese Government contributes some Lm5 million annually towards the running of these schools, and this has contributed to teachers in Church schools securing parity of working

[17] Attard, P.A. (1996) *The Development of Education: National Report of Malta,* presented at International Conference on Education, Malta, Planning & Development Department, Education Division, Ministry of Education and Human Resources.

conditions (including salaries) with their colleagues in the state sector, subject to the obtaining of a teacher's warrant. Nevertheless, opportunities for promotion here, while formally available, are rare. Furthermore, the Malta Union of Teachers concedes that the posts of a head of school and of an assistant head may be occupied by a member of the religious order running the school. Though in decline, this is still often the case.

Whereas private schools generally follow these established conditions of work, they are under no obligation to do so. The Malta Union of Teachers does not enjoy recognition in *any* independent school at the moment[18]; and recruitment into the few higher grades is typically carried out via external calls. Top officials are often recruited on contract and treated as professional managers, being expected to work different (and longer) hours[19].

With these parameters in mind, it is thus fairly easy to identify two sets of broad assumptions which teachers perceive and feel to be generally true in relation to state and non-state schools[20] ***(See Table 2).***

This WPDC Study seeks to investigate whether there continues to be any backing amongst graduate teachers to the above generalised assumptions of difference. Furthermore, there is an attempt at discriminating the potential reasons for opting to teach/not to teach in a state school, with a much finely-tuned breakdown of possible explanations. These reasons will also be linked back to the characteristics of the respondent teachers, in such a way that the

[18] For some time, the MUT enjoyed recognition at St Edward's College and at San Andrea before the teachers here set up house unions.

[19] I am grateful to Joe Degiovanni, MUT General Secretary, for this information.

[20] The difference between private and church schools is not so clear cut and there is hardly any recent research which helps to substantiate how and to what extent such differences in perception exist and whether they are borne out in practice.

reasons for upholding certain perceptions may be patterned with confidence to other, social, causal factors. In this manner, this study will propose, where relevant, specific respondent profiles lying behind specific perceptions.

Table 2: Reasons Why Teachers Opt/Do not Opt to teach in a State School[1]

Opting to Teach in State Schools	Opting Not to Teach in State Schools
Job Security	Unacceptable Posting
Job Satisfaction	Limited Autonomy
Fixed Salary Structure	Centralised Bureaucracy
Defined Career Prospects	Unmotivated Students
Less Parental Pressure	Lack of Parental Support
Less Demanding Job	Wanting Physical Environment
	Lack of Resources
	Stressful Working Hours

[1] As identified by the Planning & Development Directorate, Education Division, memo dated 6.6.1997.

CHAPTER THREE:

DESCRIPTIVE SURVEY FINDINGS

Between 1987 and 1996, 1,263 qualified teachers joined the labour market: while another 209 teaching practitioners went through the teacher training course (GTC) run by the Education Division. Of the new entrants, 322 qualified with a post graduate certificate of education (PGCE) from the University's Faculty of Education; while 939 graduated with an Honours Bachelor's Degree of Education [B.Ed.(Hons.)] from the same Faculty. The PGCE and GTC options came into effect as from 1991, corresponding to the first crop of Arts and Science graduates, following the re-foundation of these Faculties at the University in 1987 *(See Table 3).*

The data confirms the feminisation of the teaching profession already commented upon in the previous chapter. Only among those graduating in 1987 is there the slimmest majority of males. Otherwise, the trend is unmistakably towards an overwhelming majority of female teacher graduates. The PGCE 1996 group stands out as being the only anomaly in this regard. Also of interest is the observation that within each B.Ed.(Hons.) student cohort, females perform significantly and systematically better in their course than their male colleagues.

These 1,470 teachers (554 males and 916 females) who underwent B.Ed., PGCE or GTC training during the years 1987-1996 constituted the universe for our study.

Table 3: Persons Completing B.Ed.(Hons.), PGCE & GTC Courses: 1987 ~ 1996 (By Gender & Year of Graduation)

Year of Graduation:	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	TOTAL
B.Ed. Hons Graduates											
Males	25	25	28	16	75	26	29	29	26	29	
Females	24	45	54	28	121	57	56	61	91	94	
TOTAL	49	70	82	44	196	83	85	90	117	123	**939**
PGCE Graduates											
Males					11	13	10	14	14	66	
Females					26	22	36	52	21	37	
TOTAL					37	35	46	66	35	103	**322**
Graduate Teacher Course											
Males					13	7	18	39	19	22	
Females					2	3	9	26	34	17	
TOTAL					15	10	27	65	53	39	**209**
GRAND TOTAL											**1470**

Note: The relatively high number of graduates in 1991 is due to two different sets of B.Ed. (Hons.) intakes graduating together

The first survey exercise consisted in locating the current occupational status of the total number of graduates in the selected years of graduation - these being deliberately chosen at the alternating, odd years of 1987, 1989, 1991, 1993 and 1995. This search was thus concerned with identifying: (1) whether the graduates were teaching in a state, church or private school; (2) if not, whether they were teaching anywhere else; (3) if not, whether they were engaged in a non-teaching job; (4) if not, whether they were out of the labour market and, if so, in what way.

Different techniques were resorted to in accomplishing this task. Student records were obtained from the Faculty Officer, but telephone numbers proved to be unreliable in the majority of cases. Family names of female, previously unmarried, student teachers are also likely to change following marriage. The TeleMalta Directory Enquiries Service could assist by providing new telephone numbers, but this could only happen in those places where the incumbents continued to occupy the same residence. The University Registry came to the rescue by finding the Identity Card Numbers of Students from their University File Number. In those instances where names and addresses were not accompanied by University File Numbers, identity card numbers had to be discerned using more elaborate strategies. These involved locating names in an Electoral Register, following which an identity card number would be obtained. Finally, the Employment & Training Corporation provided the current work status of each person whose identity card number was known and who had an employment history.

At the end of this exercise, 22 out of 856 graduates (7 males and 15 females) could not be traced - 2.6% of the sample. They most likely involve persons who have never worked in gainful employment locally, either because of emigration or, as is more likely in the case of females, because they have stuck to unpaid family and domestic work after graduation. In such cases, there would be no employment record at the ETC in their regard.

At the time of the survey execution (September 1997), 704 out of the 856 persons in the sample (82.2%) were teaching in a state, church or private school. These include 49 teachers (5.7%) performing duties at the University and at the Junior College. Of the remaining 15.2% in the sample who had been successfully tracked down, 58 (6.8%) were working in a non-teaching role; 17 (2%) were working or studying abroad; while 52 (6.1%) were not employed and/or had resigned from employment ***(See Table 4).***

Those completing the GTC course are typically already practitioners and thus usually continue to teach within the institution where they had been employed prior to joining the GTC course. In contrast, B.Ed.(Hons.) and PGCE graduates are often yet to enter the labour market. With the exception of members of religious orders (of whom there were 11 in our sample) who may be considered already 'captured', the rest of the graduates have a relatively free choice in terms of looking for an employer. Within the graduate cohorts in our sample, 319 of the B.Ed.(Hons.) graduates (60.3%) and 53 of the PGCE graduates (44.9%) were teaching in state schools (excluding the University and the Junior College) in September 1997.

Of the 52 persons in the sample noted as 'unemployed', 49 are married females. The female teacher attrition rate thus works out at approximately 10%.

Survey Results
Situation as at 11 October 1997

Table 4: Choice of Occupational Status

Year of Course	1982-87	1984-89	1986-91	1987-91	1989-93	1991-95	Total B.Ed	PGCE 1990-91	PGCE 1992-93	PGCE 1994-95	Total PGCE	GTC 1991-92	GTC 1991-3	GTC 1992-3	GTC 1993-4	GTC 1994-5	GTC 1994-5	GTC 1995-6	Total GTC
No. of Graduates																			
Males	25	28	23	52	29	26	183	11	10	14	35	7	10	8	39	8	11	22	118
Females	24	54	36	85	56	91	346	26	36	21	83	3	1	8	26	13	21	17	91
Total	49	82	59	137	85	117	529	37	46	35	118	10	11	16	65	21	32	39	209
Teaching																			
(State School)	20	42	39	86	61	71	319 (60.3%)	18	19	16	53 (44.9%)	7	9	2	48	14	0	28	108 (51.7%)
Junior College	5	7	2	6	3	1	24	0	0	0	0	0	0	0	0	0	0	0	0
University	6	3	0	6	1	1	17	2	2	0	4	1	0	0	0	1	3	0	5
Private School	0	1	2	5	6	18	32 (6%)	4	4	4	12 (10.2%)	1	0	2	3	0	2	3	8 (3.8%)
Church " (Lay)	1	2	3	4	5	17	32 (6%)	2	7	5	14 (11.9%)	0	0	12	14	1	23	8	58 (27.8%)
Church " (Religious)	4	0	1	1	0	3	9	1	1	0	2	0	0	0	0	0	0	0	0
Other Work in Malta	2	7	3	13	4	3	32(6%)	5	7	6	18 (15.3%)	1	1	0	0	2	1	0	7 (3.3%)
Resigned/unemployed	5	10	6	13	7	0	41	3	2	2	7	0	0	0	0	1	3	0	4
Studying Abroad	1	0	1	1	0	1	4	0	0	1	1	0	0	0	0	0	0	0	0
Emigrated/Working Abroad	0	5	0	0	2	2	9	1	2	0	3	0	0	0	0	0	0	0	0
Educ. Dept. Non-Teaching	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Non-Maltese National	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Studying in Malta	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Not traced	4	4	2	4	0	1	15	1	2	1	4	0	1	0	0	2	0	0	3

The overall percentage of sampled graduates who opted to teach in the state school sector is therefore 57.5%. This is *less* than 75%, being the percentage of the total number of teachers who teach in state schools (See Table 1)[21]; it is *less* than 66%, being the percentage of the total number of schools which are under state control (See Table 1)[22]; it is *less* than 69%, this being the percentage of the total student population (excluding the University and the Junior College) which attends state schools[23]. The most plausible explanation for this relatively reduced percentage is that a larger number of B.Ed. (Hons.) and PGCE graduates took up employment in the non-state sector during the epoch under study because of the opening up of new job opportunities within this sector during this same period. If this private sector recruitment phenomenon was a 'one-off' event, then a similar shift in employment choice is not envisaged. In contrast, one would plausibly expect more education graduates to take up non-teaching jobs (both within the state and non-state sectors) in the near future, as the labour market situation within the teaching profession reaches saturation point.

A similar percentage of graduate teachers were creamed off by independent and church schools during the years under study: 6% of B.Ed. (Hons.) graduates went to church schools; an equal 6% went to independent schools; while 12% of PGCE graduates went to church schools and 10% of PGCE graduates went to independent schools. This suggests that the expansion of church schools was as significant a factor behind the creaming off of teacher

[21] 5,482 teachers out of a total of 7,323 worked in the state school sector (excluding University and Junior College) in 1995/96.
[22] 176 schools out of a total of 268 (excluding evening classes and adult education centres) are state controlled.
[23] 54,992 students out of a total of 80,124 (excluding those attending the University and the Junior College) attended state schools in 1995/96.

graduates away from the state school sector as much as the setting up of new, independent schools.

We now move on to a more discriminate and analytic assessment of graduate teacher opinions. This will include a detailed investigation of the reasons which might explain the preference for or against state schools as sites of employment. This review is preceded by a commentary on the research design which went into the selection of a second sample, that which was subjected to face-to-face interviews for the purpose of completing a semi-structured questionnaire.

CHAPTER FOUR:

COMPOSITE GRADUATE PERCEPTIONS

The 856 graduates who constituted our database were next the target of a sampling exercise. These were printed on large A3 sheets in strict alphabetical order, while being kept grouped within their respective student cohort. Each printed A3 sheet had a total of 55 names. Each interviewer were then requested to generate a series of ten (10) random numbers between 1 and 55. The 10 names corresponding to the generated random numbers automatically constituted the sample from the respective sheet. In this way, the sample was stratified by year of graduation and by type of course. Replacements, where necessary, were chosen from the names immediately following the ones needing to be replaced on the printed sheet. This procedure was not strictly adhered to for GTC graduate cohorts because of small numbers.

The Questionnaire

The survey instrument used to elicit responses from graduates in face-to-face encounters was a largely structured questionnaire, containing 16 factual questions to ask for background data and 4 critical questions requesting perceptions. Of the latter, the most important of all is Q.17, broken down into 16 distinct statements about schools and schooling. Respondents were asked to express their level of agreement with each proposition on a 5-point Likert scale, with a choice of **1** implying total disagreement and a choice of **5** implying full agreement. This questionnaire format made the research

instrument fairly easy and fast to implement. Data entry was rapid and so was analysis. The latter was carried out on a laptop computer using SPSS version 7.5 for Windows as software.

General Sample Profile

The resulting sample of 149 persons was tested successfully for representativeness in terms of gender (34.9% males as against 39.2% in the original sample of 856 graduates).

Information on the total sample is tabulated in Table Set 5 in the Appendix. The sample ended up consisting in 149 respondents, 52 being males and 97 being females (See Table 5c). Of these, 73 respondents are teaching in state schools; 38 respondents are teaching in church schools; 21 respondents are teaching in independent schools; 12 respondents have other jobs and 5 respondents are out of the labour market (See Table 5g). 111 are B.Ed. (Hons.) graduates, 31 are PGCE graduates and 7 are GTC certified (Table 5a). Most have been born between 1965 and 1973, with 1973 being the modal year of birth for females and 1972 that for males (Tables 5e). 30 are unmarried males, 51 are unmarried females while 67 are married (Table 5d).

The occupation of the respondents' fathers throws some light on the social class composition of the sample. As many as 23 (15.4%) of the respondents have fathers whose jobs place them within the top-most social class category, that of professional and managerial roles. This is a disproportionate figure relative to the distribution of such a status ranking in contemporary Maltese society and may reflect the high prestige which

continues to be attached to teaching. Only 8 of the respondents had fathers who were unskilled machine operators or labourers (See Table 5f).

65 of the respondents are teaching secondary classes, with a further 29 in a Junior Lyceum. Another 19 are teaching in a primary class (See Table 5h).

An analysis of the occupational career of these graduates confirms that there is limited mobility from one type of school sector to another. 11 out of 38 church school teachers have worked outside the church school sector, 9 having taught in a state school. Otherwise, only 4 out of 21 independent school teachers have non-private school experience. Only 3 out of 73 state school teachers have any experience outside the state school sector (See Table 5i).

A difference emerges in relation to education or in-service training courses pursued by the sampled teachers after their graduation. A majority of teachers in the church and independent school sector claim to have followed such courses; but only a minority of those working as state school teachers claim that much (See Table 5j). The latter observation may be a result of a lack of provision of in-service training for the sampled state school teachers.

There is no significant difference in the opinion of teachers as to the theoretical preparation given by their undergraduate training for their eventual classroom environment. Mean scores (on a scale of 1 to 5, 1.0 referring to an excellent preparation) are 2.40 for state school teachers, 2.43 for independent school teachers and 2.30 for church school teachers (See Table 5k).

When it comes to practical preparedness, the range of means is wider, apart from being shifted slightly towards greater dissatisfaction (See Table 5m). Teachers in independent schools report greatest satisfaction with their training in relation to the practical exigencies of their profession (with a mean score of 2.57). These are followed by teachers in state schools (mean of 2.79) and last by teachers from church schools (mean of 2.97) (See Table 5l).

Respondents were asked to express their opinion on 16 statements concerning conditions of work in schools, resorting once again to a scale where 1.0 denotes thorough disagreement and 5.0 denotes complete agreement. The average mean score registered is 2.66. There is however quite a substantial variation between the responses to different questions. There is general disagreement with two statements - that about having less demanding work (Q17d - with a mean score of only 1.53) - and that about the opportunity to give private tuition (Q17k - with a mean score of only 1.57). In contrast, strongest approval is registered with respect to Q17g - relating to the ability to invent, plan and organise one's lessons in a better way (Mean Score of 3.37) - (See Table 5n).

Respondents were asked to identify and prioritise both satisficers and dissatisficers, being encouraged in the meantime to select from the previous list. Head and shoulders above all is again ranked Q17g - the ability to control one's teaching environment. This is then followed by Q17p - the opportunity to practise one's specialism - and by Q17h - a better

communication with students. While not on the printed list, 20 respondents voluntarily suggested that good staff relations was an important criterion for

job satisfaction (this is coded as 'st'). In contrast, Q17k gets no mention at all while Q17j gets just one referral. These relate to the option to deliver private tuition and the better distribution of working time (See Table 5o).

When it comes to dissatisficers, general opinions are more subdued. The main outcry is levelled at the lack of physical and infrastructural resources expected from schools (Q17f), followed by lack of student motivation for learning (Q17o) (See Table 5p).

Those respondents not working as teachers were asked to suggest reasons for this choice. Only 8 out of 12 possible respondents answered this question (See Table 5q). Their comments indicate a switch to a different job resulting from a search for greater job satisfaction and one which offers better career and salary prospects.

Meanwhile, those 5 respondents who have given up employment altogether claim to have done so in order to take up parenthood (See Table 5r). In fact, 3 of these suggest a willingness to return to the labour market in due course, mainly with the intention to return to teaching (See Tables 5s & 5t).

CHAPTER FIVE:

DISCRIMINATING BY SCHOOL SECTOR

Teaching (in a state, church or independent school) will cause exposure to different experiences. These experiences, of themselves, are bound to construct, in a particular way, teachers' perceptions about their own school and about 'other schools', within which most respondents never actually worked. Actual experiences are thus bolstered by what is seen to be real information about conditions of work in competing school milieux. The result is a tendency to infer certain 'facts' relative to one's school milieu as against those of others.

For this purpose, the opinions of the sampled teachers in relation to the 16 statements in Q.17 were tabulated in relation to the school sector from which the respondents are drawn. (Found in the Appendix as Table Set 6)[24].

State School Teachers

Starting with the sub-sample of state school teachers, these generally agree with the assertion that they enjoy a better job security than they would have in the non-state sector (See Table 6a). There is a very large deviation of opinion in relation to the statement that state school teachers have more promotion opportunities than in a non-state establishment (See Table 6b). This may be caused by an admitted lack of accurate information. The

[24] In these and following tables, state school teachers are represented by the symbol s; independent (or private) school teachers by the symbol p and church school teachers by the symbol k. Those not currently working are identified by the symbol u while those performing non-teaching work carry the symbol o.

assertion that teachers in state schools are subjected to less interference from parents is denied (See Table 6c). An even stronger denial is expressed in relation to the statement that work in a state school is much less demanding and taxing (See Table 6d). Almost as sharply defined is the denial that the natural and physical environment of state schools is better than non-state schools (See Table 6e). Similar disagreement is espoused in relation to the comment that state schools are equipped better (in terms of laboratories, gyms, libraries, theatres, sport grounds, video rooms, computer rooms...) than non-state schools (See Table 6f). Although skewed towards disagreement, there is some hesitation to the statement that state school teachers enjoy a greater liberty to plan, organise and concoct their own teaching than in a non-state school (See Table 6g). A similar situation applies in relation to the statement that teachers can communicate better with their students in a state school (See Table 6h). The claim that parents in state schools are more interested in their children's education is flatly rejected (See Table 6i). A spread of responses, albeit shifted towards the left, reflects a moderate disapproval of the notion that hours of work in a state school are better than in a non-state school (See Table 6j). An almost perfect rejection is registered with respect to the claim that state school teachers have more opportunities to deliver private tuition (See Table 6k). Another point of clear disagreement is obtained in eliciting reactions to the statement that state school teachers' work is appreciated more by either the head of school or by parents (See Tables 6l & 6m respectively). State school teachers also disagree that there is a greater sense of discipline in state schools (See Table 6n) or that students are more motivated (See Table 6o). They however are relatively in agreement when it comes to the declaration

that state school teachers have a greater opportunity to practise their specialism than teachers in non-state schools (See Table 6p).

Church School Teachers

Church school teachers disagree that they enjoy better job security than their counterparts in the state's employ (See Table 6a). They also strongly disagree that they enjoy better promotion prospects than state school teachers (See Table 6b). Their strong disagreement extends to statements about having less pressure and interference from parents (See Table 6c) and about having less demanding and strenuous work (See Table 6d). In contrast, there is very strong agreement with the assertion that the physical and natural environment of church schools is generally much better and more pleasant than that of state schools (See Table 6e). Opinions about school equipment and facilities are generally in agreement that these assets are more likely to be available and in better shape in a non-state school, but the broad range of responses indicates divergence (See Table 6f). A similar pattern emerges with respect to the claim that non-state schools afford more and better opportunities to teachers to plan, organise and create their own learning environment: the trend is unmistakably towards an agreement, but this is not undisputed (See Table 6g). The issue of communicating with students receives a practically equal number of agreements and disagreements (See Table 6h). Church school teachers also feel that parents of children attending their schools are somewhat more interested in the education of their children than would be the parents of children attending state schools (See Table 6i). There is a trend to disagree with the notion that working hours in non-state teaching sector are better than in the state sector

(See Table 6j). Strong disagreement is espoused in relation to the statement about a better opportunity to deliver private lessons (See Table 6k). There is a modest yet definite agreement with the statements that the work of teachers in non-state schools is appreciated more, both by their heads of school as well as by students' parents (See Tables 6l & 6m). Claims of better discipline in a non-state school receive a mixed reaction, but the trend again is clearly towards agreement (See Table 6n). A slight positive trend comes across from comments about having more and better motivated students in a non-state school (See Table 6o). The answers in relation to the opportunity to teach one's specialism are distinctly bimodal - this is the only response within this set to reveal this profile. Obviously, there are two sharply divided sets of experiences among respondents (See Table 6p).

Independent School Teachers

The survey data reveals that teachers from independent schools share many of the perceptions of their counterparts in church schools. They exhibit the same disagreement with: (1) claims about their better job security (See Table 6a); (2) claims about less parental interference (See table 6c); (3) claims about their less demanding and taxing work (See Table 6d); and (4) claims about better opportunities for delivering private tuition (See Table 6k). In conformity with their church school colleagues, they also express agreement with: (1) their better natural and physical environment (See Table 6e); (2) their better school equipment and facilities (See Table 6f); and (3) ability to plan, organise and craft their own teaching environment more freely and ably (See Table 6g). They also demonstrate a similar spread of opinions when it comes to claims about: (1) better communication with students (See Table

6h); (2) parents who are more interested in their children's education (See Table 6i); (3) a greater appreciation of one's work by one's head of school (See Table 6l); (4) more motivated students (See Table 6o); and (5) a similar bimodal pattern in relation to the opportunity to teach one's specialism (See Table 6p).

Where do independent school teacher perceptions differ from those of church school teachers?

Firstly, in relation to claims about better promotion prospects, independent school teachers are more optimistic about their chances as against church school teachers (See Table 6b). This is the largest point of divergence between the opinions of the two teacher sub-groups. Is this a factor of enthusiasm, in turn associated with relatively recent recruitment into the complement of an independent school?

Secondly, independent school teachers claim that their work is appreciated less by parents than is the case with teachers in church schools (See Table 6m). Is this a function of a fee-paying arrangement where parents expect value for money and may consider appreciation as superfluous?

Thirdly, independent school teachers assert that their students are less disciplined than are their counterparts in church schools (See Table 6n). Again is this a situation which results because of a student population selected more on the basis of 'ability to pay' than out of any deep interest in education *per se*, more likely to be the norm with traditional middle classes?

Fourth and lastly, independent school teachers are much stronger in their disagreement about claims of better working hours than their church school teachers (See Table 6j). The subtle pressures to dedicate oneself beyond the strict terms of a job description are apparently strongest of all in an independent school.

Finally, the set of mean values derived from this set of questions, along with the standard deviation of each, is tabulated in Table 6q.

In summary, it appears that, for teachers, the major strengths of teaching in a state school are connected to better job security, better working times, better promotion prospects, less parental interference and a greater likelihood of practising one's specialisation. These are mainly *structural features*, secured and improved over the years following union-government negotiation. In contrast, the main benefits accruing from teaching in a non-state school have to deal with a more pleasant natural/physical environment, better equipped schools, greater liberty to organise one's own teaching environment, parents who exhibit a greater interest in their children's education, a greater appreciation of one's efforts by both one's head of school and by students' parents and finally, students who are both more motivated and better disciplined. These are mainly *dynamic features*, resulting from the actual interaction of teachers with students, parents, superiors and their working environment.

Ranking Pros and Cons

Is this conclusion shared by the teachers themselves, when the latter were asked to prioritise the three most important satisficers and three most important dissatisficers of their particular work setting? The answers are tabulated in Tables 6r-6t and Tables 6u-6w respectively.

By far the most important consideration from the point of view of state school teachers is *the opportunity to deploy and practise their own specialism* in their work. 26 out of 73 sampled state teachers identify this reason among their top three satisficers; of these, 14 assign it top priority. This appears to be a key motivating factor. While structural aspects relating to job security, working hours and promotion prospects may be important, they are not in themselves motivators. They would be, in Herzberg's terms, *'hygiene factors'* - factors which would demotivate in their absence but which do not themselves motivate. No other satisfying factor stands out, from the responses of state school teachers. *Good staff relations* are also appreciated: 20 teachers voluntarily came forward with this suggestion. But this is not a condition pertinent only to a state school.

The one dissatisficer which is sharply in relief from among state school teacher opinions is that concerning the alleged inadequate state of many school facilities. 24 state school teachers identify *poor school resources* (gyms, labs, theatres, computer rooms, media rooms, sports facilities...) as the main disappointment, with 12 giving this factor top priority. 23 state school teacher consider the *worse disciplinary situation* in state schools as another troubling factor, and this issue is ranked comprehensively second. Seven state school teachers allocate it top priority.

Turning to the non-state sector, the topmost ranking among both church and independent school teachers sampled is *the ability to organise and craft one's own teaching with greater freedom and discretion*. This comment about teacher autonomy indicates the greater elbow room which teachers feel they ought to have in the critical, pedagogical aspect of their job. 16 church school teachers (out of 38 sampled) and 15 independent school teachers (out of 21 sampled) express this belief. The second highest ranked satisficer is the natural and physical layout of the school: this is mentioned by 15 church school and 13 independent school teachers. There is no significance difference in the choice of satisficers between church and independent school teachers.

Turning to dissatisficers, 8 church school teachers single out the relative thwarting of promotion prospects. Independent school teachers have a different litany of woe: too many school meetings and preparations; a heavy teaching load; long working hours; work duties beyond one's job description; undue interference from parents and school boards. Such job conditions have already been identified in response to previous questions and help to substantiate the point.

Sampled teachers also had their employing sector correlated to their fathers' occupational class. Proportionately, more church & independent school teachers have fathers in a professional/technical or managerial/supervisory grade (Classes 1 & 2 respectively) while more state school teachers have fathers with skilled or unskilled manual jobs (Classes 4 & 5 respectively). This difference is *not* statistically significant; but such a trend would have a critical bearing on the social reproductive effects of schools (See Table 6q2).

CHAPTER SIX:

DISCRIMINATING BY OTHER VARIABLES

There are various other ways of organising the responses apart from by the type of school in which the sampled teachers work. After all, perceptions about conditions of work, and about positive or negative factors associated with these conditions, may not be simply a function of whether one's employer is the state, the catholic church or an independent school, even though the survey questionnaire was constructed with this latter feature in mind. For this purpose, responses to various questions in the questionnaire have been correlated to other variables on the basis of initial hypotheses. These correlations are reproduced as Table Set 7 in the Appendix.

School Level

One variable which was deployed to test for differences within the sample was the actual level at which teachers taught in school. Overall, there is no particular difference in the way that teachers placed in primary, secondary or other schools perceive or react to the different statements as set. No difference is expressed in relation to the suitability of the B.Ed. (Hons.) or PGCE course undergone at University in relation to eventual professional demands, both in relation to theory and practice.

Turning next to the 16 statements begging reactions in Question 17, the situation is exactly the same. Except for Q17p (that on opportunities to practise one's specialism) there is no difference between teachers working at

the primary school level, at the secondary level or at junior lyceum level in the spread of agreements and disagreements with the statements. The one exception here is the issue of practising one's specialisation: primary school teachers are decidedly in disagreement with this claim; secondary school teachers are almost evenly divided on the issue; whereas junior lyceum teachers are in firm agreement with the claim (See Table 7a).

B. Ed. (Hons.) versus PGCE

Another area of investigation was whether there was any perceived difference in the suitability of one's University formation on the basis of whether one had undergone a B.Ed.(Hons.) or a PGCE course. Responses by both sub-samples were similar in relation to the appropriateness of one's theoretical preparation while at University: Average Means from the Likert 5-point Scale work out as 2.43 (for B.Ed. Hons. graduates) and 2.41 (for the PGCE graduates) - (See Table 7b). In relation to practical preparation, both sub-groups are less happy with their University experience. This gap is common to the different graduate cohorts (See Tables 7f & 7g). However, the PGCE sub-group appear to be significantly more satisfied with their University formation. Average Means work out as 2.80 for B.Ed. Hons. graduates and 2.55 for PGCE graduates (See Table 7c). The difference appears to be real and not a distortion caused by other, intervening variables such as school level of teaching or year of graduation.

Another interesting difference between B.Ed.(Hons.) graduates and PGCE graduates is that the former have been more likely to look for and obtain employment within the state school sector. Whereas 59% of the sampled

B.Ed.(Hons.) graduates are working, and have only worked, in a state school, only 32% of the sampled PGCE fall within the same category (See Table 7h). PGCE graduates have a systematically more diversified occupational profile, and larger proportions of these PGCE graduates are indeed not working as teachers. (Comments on GTC graduates are irrelevant here since these are already employed when they embark on their course).

Year of Graduation

Filtering the survey data by year of graduation continues to confirm some of the observations already made. The largest creaming off of graduates away from the state sector has been registered amongst the 1995 and (to a lesser extent) the 1993 graduates (See Table 7d). Amongst the sampled teachers who graduated in 1995, there is indeed a slim majority who have non-state employment as teachers (See Table 7e).

Past Occupational History

Correlating one's current job with one's previous employment history provides added insights on the career paths of teachers between the state and non-state sector. A staggering 96% of those sampled currently in a state school have *only* taught in a state school; in contrast, only 80% of sampled independent school teachers and 71% of sampled church school teachers can vouch a similar teaching experience, only in their particular sector. On the basis of our survey sample, the occupational path of teachers is, for the majority, *directly and permanently* into a church, independent or state

school. For a minority, there is an occupational transfer from state to non-state schools, *but not the other way round* (See Table 7i).

Gender

The survey sample can also be discriminated in terms of gender. Dividing the data with respect to the views of 97 females versus 52 males presents other, interesting results.

Opinions on the top three satisficers and top three dissatisficers were disaggregated by gender (See Table 7j). The result is that females are much more appreciative of the existence of good infrastructure within a school than males; they are also more dissatisfied with its non-existence or poor shape than males. In contrast, male teachers are proportionately more appreciative of their relative autonomy in a classroom as well as of student discipline than females.

Correlating gender against sampled teacher level confirms that females occupy a practical monopoly of posts at the primary level (See Table 7k). The 4 teachers within the sample who are not currently working are all females: they confirm that they all have intentions of returning to gainfully active employment; 3 out of 4 intend to return to a teaching job (See Table 7l). The 5 graduate teachers in the sample who were currently not working at the time of being interviewed are also all females; they confirm that the reasons for this opting out of the labour market was essentially tied to raising a family.

In spite of equal work for equal pay legislation in force in Malta for almost 20 years, the sampled teachers reveal a significant difference when it comes to declared levels of current remuneration. In spite of a relative majority of females in the sample, the 14 respondents who enjoy a gross monthly salary above Lm400 are all males (See Table 7m).

Money Matters

On the issue of remuneration, all three respondents from the sample who admit earning more than Lm500 gross a month do not work as teachers (See Table 7n). Indeed, they explain that one of the reasons for not persevering in a teaching job is the relatively reduced level of remuneration attached to the profession. Otherwise, the least diffuse levels of high pay (meaning more than Lm400 gross a month) within the sampled teachers is experienced by those teaching in independent schools. This condition is probably also a function of seniority. The longer one's teaching experience, the stronger the likelihood of moving to a higher salary bracket. Indirect evidence of this is provided when one plots year of graduation against salary. (See Table 7o).

CONCLUSION: POLICY RECOMMENDATIONS

With Malta's small and volatile labour market, a teacher shortage has been transformed into a teacher surplus in the space of a few years. The concerns which spearheaded this survey investigation have, to a considerable extent, been superseded by events. The graduate factory at Tal-Qroqq continues relentlessly to produce more teacher graduates for the labour market; while the expansion into independent education has been largely halted. A tracer survey in the near future would need to look into the alternative employment options entered into by graduate teachers. Already some inklings may be taken from amongst the few non-teaching working graduates in the present sample. There is a tendency to branch off into related areas of employment (such as journalism and broadcasting) as well as to specialise still further (speech therapy; linguistics; communication consultancy, foreign language teaching, educational psychology...).

In the meantime, the findings of this study confirm that there is nevertheless much to be done to improve the general condition of schooling in Malta. The significant differences in teacher perceptions bred out of their different location within the local educational system are worth considering. Being employed in a state, church or independent school has been the most important independent variable explaining differences of perception in this survey. The survey confirms the very little transfer of human resources across these three sectors. This condition reflects a form of social pillarisation, reminiscent of ethnic cleavages: where different social classes reproduce themselves differently by sending their offspring to different educational institutions: a condition partly mitigated by the effects of ballots

on church school student recruitment. As long as these three pillars co-exist with so little interaction, then Malta's educational system is already structurally streamed.

Teaching continues to attract newcomers because it is a respectable profession; even though today it is not competing well with new professions when it comes to financial remuneration. Salary apart, the great attraction of the teaching profession lies in the amount and distribution of working hours; but if remote preparation and non-teaching duties consume a substantial amount of extra time - a major complaint by sampled independent school teachers - then that advantage would be lost. This may be one of the explanations for teaching's gradual but steady feminisation. Salary-hungry males (and this is a deliberate, gender-specific remark) are moving on to other, better paying, jobs.

Meanwhile, the increasing domination of the teaching profession by female teachers will increase pressure to render conditions of work more flexible and variable, enabling careerist females to integrate family and domestic responsibilities within their teaching job, without the painful need to choice one against the other. Part-time work options and career breaks in combination with long-term, parental leave are important considerations.

Stable and Formalised conditions of work appear to be wanting within the independent school sector in Malta. The sooner conditions of work applicable to state and church schools - particularly where these relate to recruitment, salary levels, promotion prospects and job security - become the order of the day even in independent schools, the better for their teaching

staff. Here, the initiative must be forthcoming either by the private employers themselves or by the independent school teaching complement via trade union affiliation and mobilisation. The latter is more likely to be successful if it is pursued via a general union instead of a house union.

In the state school sector, the problems are different. The physical and natural layout of a school are evidently important because they must serve as educational settings[25]. Furthermore, the absence of school facilities cannot be dismissed as an issue of low priority. Educational Settings do not only consist in standard classrooms; nor are standard classrooms necessarily educational settings. The situation may be rectified via a major capital programme of purposely built schools[26]; and /or new sports and ancillary facilities - theatres, gyms, laboratories, media rooms, computer rooms...

In any case, the subsequent, effective maintenance and utilisation of these physical facilities is likely to be more a function of effective school management than of funding *per se*. The devolution of authority and responsibility to heads of school, within the state education sector is the beckoning solution to this and related problems such as lack of school discipline. Staff deployment decisions are typically dependent on school requirements; but to be effective they must also guard against the dissatisfaction reported by teachers who lack the opportunity to practise their subject/area speciality within their teaching job.

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[25] On this subject, consult Mintoff, E.(1995) 'Planning in Education: Local School Buildings', *Education (Malta)*, University of Malta, Faculty of Education, Vol. 5, No. 3, pp. 31-44.

[26] This is one other distinction between private schools and state schools: many of the former have been built more recently and are therefore more likely to reflect contemporary teaching philosophies in their construction. Some state schools were not intended as schools in the first place.

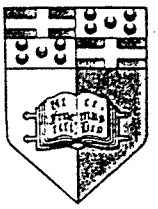
We may be possibly shuffling slowly towards a situation whereby heads of school administer their own budget, obtain the prerogative to hire and fire their own staff and to enthuse their own state school with a distinctive ethos and/ or a particular area of excellence which becomes the school's comparative advantage. This will enable state schools to compete on a more equal footing with non-state schools for pupils, teachers and for parental approval. The chasm in perceptions applicable to each of the three local education pillars may yet begin to close. Coupled with the existence of a strong general trade union which ensures social justice, non-discrimination and relative comparability between schools and between sectors, the situation may permit a fine and enviable blending of both the structural and dynamic positive aspects of a school environment.

APPENDIX: SURVEY QUESTIONNAIRE CODA

The coda below are the ones used to tabulate the questionnaire and to designate the rows and columns of the statistical tables provided.

Q. 1	course	Q. 13	educplus
Q. 2	grad	Q. 15a	scale
Q. 3	sex	Q. 15b	salary
Q. 4	birth	Q. 16a	Q16a
Q. 5	status	Q. 16b	Q16b
Q. 6	marriage	Q. 17a...p	Q17a...p
Q. 7	children	Q. 17 (2a)	plus1, plus2, plus3
Q. 8	kidyear1, kidyear 2 ...	Q.17 (2b)	minus1, minus2, minus3
Q. 9	dadwork	Q. 18a	Q18a
Q. 10	ownwork	Q.18b	Q18b
Q. 11	level	Q.18c (a)	Q18c1
Q. 12	postwork	Q.18c (b)	Q18c2

L-UNIVERSITÀ TA' MALTA
Msida MSD 06 – Malta
IĊ-ĊENTRU GĦALL-IŻVILUPP
TAL-PARTEĊIPAZZJONI TAL-ĦADDIEMA



UNIVERSITY OF MALTA
Msida MSD 06 – Malta
WORKERS' PARTICIPATION
DEVELOPMENT CENTRE

24th July 1997

Dear Madam/Sir

The Workers' Participation Development Centre (WPDC) at the University of Malta following a request by the Education Division at the Ministry of Education and Culture is conducting a survey on teachers employed in the state and non state sectors and on those who have given up teaching or chose alternative jobs in a non teaching sector.

As a University graduate holding a Teacher's Warrant you are being kindly asked to help in this survey by accepting to be interviewed by one of our interviewers (second year B.Com Students). The information which you will give us will be used for purely academic purposes and will be treated with strict confidentiality.

Your name will not appear on the questionnaire. However for office use you are being kindly asked to fill the note below and hand it to the interviewer when he/she calls at your home. We may need to contact you again later on.

I thank you in advance for your cooperation.

Saviour Rizzo
Project Coordinator

Name and Surname (Block Letters)_____

Address_____

_____

☎ _____ Id No._____

Signature_____

KWESTJONARJU

Immarka b'salib fil-kaxxa it-twegiba tieghek

Q1. Kors: B.Educ ☐ PGCE ☐ PGTC Dept. of Educ ☐ COURSE

Q2. Sena ta' Gradwazzjoni: 19__ __ GRAD

Q3. Sess: Ragel ☐ Mara ☐ m/f SEX

Q4. Sena tat-Twelid: 19__ __ BIRTH

Q5. Stat: Guvni / Xebb a / Mizzewweġ/a / Separat/a / Armel/la / STATUS

ġ	x	m	s	a
☐	☐	☐	☐	☐

Xi haġa oħra_____

Q6. Jekk Mizzewweġ/a, Sena taz-Zwieg: 19 __ __ MARRIAGE

Q7. Jekk Omm/Missier, ghandek tfal? Iva ☐ Le ☐ Y/N CHILDREN

Q8. Jekk iva, sena tat-twelid: 19 __ __; 19 __ __; 19__ __; 19__ __ KIDYEAR1,2,3...

Q9. X'inhu l-Impjieg ta' missierek? ~~DADWORK~~ OWNWORK

Q.10 Impjieg Prezenti: tieghek

a)	Skola Statali	☐ s
b)	Skola Mhux Statali (Skola tal Knisja)	☐ k
c)	Skola Mhux Statali (Privata)	☐ p
d)	Xi xoghol iehor:_____	o
e)	M'inix nahdem	☐ u

Q.11 Jekk qed tghallem, f'liema livell? LEVEL

a) Primarja	☐
b) Sekondarja Generali	☐
c) Junior Lyceum	☐
d) Skola ta' Snajja	☐
e) Post-Sekondarja	☐
f) Junior College	☐
g) Università	☐

Q.12 Semmi fejn ħdimt wara l-gradwazzjoni tiegħek mill kors ta' B.Ed. (Hons). jew PGCE

Data	Skola jew Organizzazzjoni/Azjenda	POSTWORK
_____	_____	
_____	_____	
_____	_____	
_____	_____	

Q.13 Semmi xi kors jew korsijiet li attendejt wara l-gradwazzjoni. Ghid x'tip kien EDUCPLUS

	Part Time	Full Time
_____	☐	☐
_____	☐	☐
_____	☐	☐

Q.14 (a) F'liema suggett jew suggetti specjalizzajt waqt il-kors tieghek?

_____

_____

_____

Q.14 (b) Liema suggett/i qieghed tghallem fil-prezent?

_____

_____

_____

Q.15 (a) Kemm ghandek salarju gross bhalissa?

Salary Scale 10 ☐; Scale 9 ☐; Scale 8 ☐; Scale 7 ☐ SCALE

JEW

SALARY

Anqas minn Lm200 fix-xahar	☐	Bejn Lm200 u Lm299 fix-xahar	☐
Bejn Lm300 u Lm 399 fix-xahar	☐	Bejn Lm400 u Lm499 fix-xahar	☐
Bejn Lm500 u Lm599 fix-xahar	☐	Bejn Lm600 u Lm699 fix-xahar	☐
Bejn Lm700 u Lm799 fix-xahar	☐	Aktar minn Lm800 fix-xahar	☐

Q15 (b)Tgawdi minn *qualification allowance?* Iva ☐ Le ☐ Q15b

Q.16 Il-kors li ghamilt B.Ed jew PGCE thoss li hejjik tajjeb professjonalment ghas-sitwazzjoni tieghek fil-Klassi

	Hejjini Tajjeb hafna			Ma Hejjini Xejn		
Fit-Tejorija	1	2	3	4	5	Q16a
Fil-Prattika	1	2	3	4	5	Q16b

Q17(a) GHALIEX QED TGHALLEM FI SKOLA TAL-GVERN?

Hawn taht issib sensiela ta' stqarrijiet. Kemm tahseb li huma qrib il-verita?

		MhuVeru Xejn			Veru Hafna	
a)	Ghandi sigurta akbar ta' mpieg milli fi skola privata/tal-Knisja	1	2	3	4	5
b)	Ghandi opportunitajiet akbar ta' promozzjoni milli fi skola privata/tal-Knisja	1	2	3	4	5
c)	Ghandi anqas pressjoni u ndhil minn genituri tat-tfal milli fi skola privata/tal-Knisja	1	2	3	4	5
d)	Xoghli huwa anqas impenjattiv u ta' tahbit milli skola privata/tal Knisja	1	2	3	4	5
e)	L-ambjent naturali/ fiziku [li jinkludi staff room, ftuh u arja friska, spazju.] ta' l-iskola huwa ahjar milli fi skola privata/tal-knisja	1	2	3	4	5
f)	L-iskola fejn nghallem hija attrezzata ahjar u ghandha iktar rizorsi [li jinkludu laboratorji, gym, librerija, teatru, grounds sportivi video room, computer room...] milli ssib fi skola privata/tal-knisja	1	2	3	4	5
g)	Nista' nohloq, nippjana u norganizza t-taghlim tieghi ahjar milli fi skola privata/l-knisja	1	2	3	4	5
h)	Nista' nikkomunika ahjar ma' l-istudenti milli fi skola privata/tal-knisja	1	2	3	4	5
i)	Il-genituri huma interessati aktar fl-edukazzjoni ta' wliedhom milli fi skola privata/l-knisja	1	2	3	4	5
j)	Is-sighat tax-xoghol huma ahjar milli fi skola privata/tal-knisja	1	2	3	4	5
k)	Ghandi aktar opportunitajiet naghti lezzjonijiet tal-privat wara l-hin ta' l-iskola milli fi skola privata/tal-knisja	1	2	3	4	5
l)	Ix-xoghol tieghi huwa apprezzat aktar mill-kap ta' l-iskola milli fi skola privata/tal-knisja	1	2	3	4	5
m)	Ix-Xoghol tieghi huwa apprezzat aktar mill-genituri tat-tfal milli fi skolaprivata/tal-knisja	1	2	3	4	5
n)	Hemm aktar dixxiplina milli fi skola privata/tal-knisja	1	2	3	4	5
o)	L-istudenti huma motivati aktar milli fi skola privata/tal-knisja	1	2	3	4	5
p)	Ghaliex ghandi opportunita akbar li nghallem is-suggett li specjalizzajt fih milli fi skola privata/tal-knisja	1	2	3	4	5

Mill-lista ta' hawn fuq ghazel l-iktar tlieta li jtuk sodisfazzjon u poggihom fl-ordni li thoss huma l-iktar importanti ghalik. Jekk hemm xi ragunijiet li m'humiex fil-lista tista tnizzilhom hawn. Tista jekk trid tinkludihom fl-ordni ta' dawn it-tlieta.

1_____ Plus 1

2_____ Plus 2

3_____ Plus 3

_____

Mill-lista ta' hawn fuq ghazel l-iktar tlieta li jdejjuk u poggihom fl-ordni li thoss huma l-iktar importanti ghalik. Jekk hemm xi fatturi ohra li jdejquk u m'humiex fil-lista tista tnizzilhom hawn. Tista jekk trid tinkludihom fl-ordni ta' dawn it-tlieta.

1_____ Minus 1

2_____ Minus 2

3_____ Minus 3

_____

Q17(b) GHALFEJN QED TGHALLEM FI SKOLA.....PRIVATA/TAL-KNISJA

Hawn taht issib sensiela ta' stqarrijiet. Kemm tahseb li huma qrib il-verita?

		Mhu Veru Xejn				Veru Hafna
a)	Ghandi sigurta akbar ta' impjieg mill fi skola tal-Gvern	1	2	3	4	5
b)	Ghandi opportunitajiet akbar ta' promozzjoni milli fi skola tal-Gvern	1	2	3	4	5
c)	Ghandi anqas pressjoni u ndhil minn genituri milli fi skola tal-Gvern	1	2	3	4	5
d)	Xoghli huwa anqas impenjattiv u ta' tahbit milli fi skola tal-Gvern	1	2	3	4	5
e)	L-ambjent naturali/ fiziku ta' l-iskola huwa ahjar milli fi skola tal-Gvern	1	2	3	4	5
f)	L-iskola fejn nghallem hija attrezzata ahjar milli skola tal-Gvern	1	2	3	4	5
g)	Nista' nohloq, nippjana u norganizza t-taghlim tieghi ahjar milli fi skola ta-Gvern	1	2	3	4	5
h)	Nista' nikkomunika ahjar ma' l-istudenti milli fi skola tal-Gvern	1	2	3	4	5
i)	Il-genituri huma aktar interessati fl-edukazzjoni ta' wliedhom milli fi skola tal-Gvern	1	2	3	4	5
j)	Is-sighat tax-xoghol huma ahjar milli fi skola tal-Gvern	1	2	3	4	5
k)	Ghandi aktar opportunitajiet naghti lezzjonijiet tal-privat milli fi skola tal-Gvern	1	2	3	4	5
l)	Ix-xoghol tieghi huwa apprezzat aktar mill-kap ta' l-iskola milli fi skola tal-Gvern	1	2	3	4	5
m)	Ix-xoghol tieghi huwa apprezzat aktar mill-genituri tat-tfal milli fi skola tal-Gvern	1	2	3	4	5
n)	L-istudenti huma dixxiplinati aktar minn fi skola tal-Gvern	1	2	3	4	5
o)	L-istudenti huma motivati aktar minn fi skola tal-Gvern	1	2	3	4	5
p)	Ghaliex kelli l-opportunita li nghallem is-suggett li specjalizzajt fih	1	2	3	4	5

Mill-lista ta' hawn fuq ghazel l-iktar tlieta li jtuk sodisfazzjon u poggihom fl-ordni li thoss huma l-iktar importanti ghalik. Jekk hemm xi ragunijiet li m'humiex fil-lista tista tnizzilhom hawn. Tista jekk trid tinkludihom fl-ordni ta' dawn it-tlieta.

1_____

2_____

3_____

_____

Mill-lista ta' hawn fuq ghazel l-iktar tlieta li jdejjuk u poggihom fl-ordni li thoss huma l-iktar importanti ghalik. Jekk hemm xi fatturi ohra li jdejquk u m'humiex fil-lista tista tnizzilhom hawn. Tista jekk trid tinkludihom fl-ordni ta' dawn it-tlieta.

1_____

2_____

3_____

_____

Q.18 (a) GHALFEJN M'INTIX TGHALLEM?

Hawn taht issib sensiela ta' stqarrijiet. L-ewwel immarka, fil-kaxxi dawk li inti tahseb li huma veri; Wara, elenka dawk li huma veri f'ordni: Poggi n-numru wiehed gewwa c-cirku dik l-istqarrija li int thoss hija l-aktar importanti illum ghalik; in-numru tnejn hdejn it-tieni l-aktar importanti.... Ibqa sejjer/sejra hekk hdejn dawk kollha li int mmarkajt 'veri' fil-kaxxi.

Q18a

a)	Ghaliex sibt xoghol li jhallas ahjar mit-taghlim	☐	○
b)	Ghaliex sibt xoghol li jaghtini aktar sodisfazzjon	☐	○
c)	Ghaliex it tfal kienu jhabbtuni wisq u ma flahtx aktar is-sitwazzjoni tal-klassi	☐	○
d)	Ghaliex sibt xoghol li joffri prospetti ta' karriera ahjar	☐	○
e)	Ghaliex iddejjaqt nipprepara lezzjonijiet u nikkorregi anki wara l-hin ta' l-iskola	☐	○

Hemm xi ragunijiet ohra li huma importanti ghalik? Jekk iva zidhom hawn

_____

Q18 (b) GHALIEX M'INTIX TAHDEM?

Hawn taht issib sensiela ta' stqarrijiet. L-ewwel immarka fil-kaxxi dawk li inti tahseb li huma veri; Wara, elenka dawk li huma veri f'ordni: Poggi n-numru wiehed gewwa c-cirku ta' dik l-istqarrija li into thoss hija l-aktar importanti illum ghalik; in-numru tnejn hdejn it-tieni l-aktar importanti...Ibqa' sejjer / sejra hekk hdejn dawk kollha li into mmarkajt 'veri' fil-kaxxi.

Q18b

a)	Ghaliex kelli nieqaf biex inrabbi t-tfal	☐	○
b)	Ghaliex iddecidejt li niddedika ruhi ghad-dar	☐	○
c)	Minhabba ragunijiet ta' sahha	☐	○
d)	Jiena u l-partner tieghi nistghu nkopru b'paga wahda	☐	○
e)	Biex niehu hsieb qraba jew genituri anzjani	☐	○
f)	Xi raguni ohra_____		

_____

Q.18 (c) Hemm xi hsieb li inti terga lura ghax-xoghol? Q18c1

Iva ☐ Le ☐

Jekk iva, biex tghallem? Iva ☐ Le ☐ Q18c2

Jekk mhux biex tghallem ghaliex?

_____

_____

_____

Grazzi hafna tal-koperazzjoni tieghek.

Table 5: Summative Statistics of Sample

Table 5a

	Frequency
B.Ed.Hons.	111
PGCE	31
GTC	7
Total	149

Table 5b

	GRAD
	Count
1987	8
1989	13
1991	41
1993	26
1995	61

Table 5c

	SEX
	Count
f	97
m	52

Table 5d

	STATUS
	Count
single male	30
married	67
separated	1
single female	51

Table 5e

		SEX	
		f	m
BIRTH	52	1	1
	53	1	
	54	1	
	57	1	
	58	1	1
	59		1
	61		1
	63	2	3
	64	3	2
	65	8	4
	66	2	4
	67	5	5
	68	9	5
	69	10	4
	70	7	6
	71	10	3
	72	13	8
	73	20	3
	74	3	1

Table 5f

DADWORK		14
	accountant	3
	agent	3
	agric. officer	1
	ao	3
	architect	1
	baker	1
	barman	1
	builder	2
	business	5
	c'man	1
	clerk	5
	customs officer	1
	deceased	4
	director	1
	doctor	1
	driver	3
	educ. officer	1
	executive	4
	fishman	2
	foreman	1
	gardener	1
	headmast	2
	labourer	5
	lawyer	2
	lecturer	1
	mach-operator	3
	manager	7
	mdd-skilled worker	9
	mechanic	1
	nurse	3
	pensioner	14
	principal	3
	professional	1
	security guard	2
	skilled tradesman	17
	sprayer	1
	storkeeper	1
	tailor	2
	teacher	13
	technical officer	2
	welfare officer	1

Table 5g

	OWNWORK
	Count
church school	38
other work	12
private school	21
state school	73
not working	5

Table 5h

	LEVEL
	Count
no data	18
Primary only	19
Primary & Secondary	3
Secondary only	65
Secondary & Junior Lyceum	4
Secondary & Junior College	3
Junior Lyceum	29
Trade School	1
Post-Secondary	4
Junior College only	1
other	1
special school	1

Table 5i

		POSTWORK					
			not	tm	tns	ts	tun
OWNWORK	church school		2	6	27	3	
	other work		4	3	3	1	1
	private school			4	17		
	state school			3		70	
	not working	1	1		1	2	

Table 5j

		EDUCPLUS		
		no answer	n	y
OWNWORK	church school		14	24
	other work		3	9
	private school		7	14
	state school		39	34
	not working	1	4	

Table 5k

		Q16A				
		1	2	3	4	5
OWNWORK	church school	2	19	9	7	1
	other work	5	2	2	2	
	private school	5	7	5	3	1
	state school	10	29	28	4	1
	not working	1	1			

Table 5l

		Q16B				
		1	2	3	4	5
OWNWORK	church school	2	11	13	10	2
	other work		4	2	1	
	private school	2	9	6	4	
	state school	2	27	30	10	3
	not working		2	1		

Table 5m

	Q16A	Q16B
	Count	Count
1	19	6
2	58	53
3	44	52
4	16	25
5	3	5

Table 5n

		0	1	2	3	4	5
Q17A	Count		30	24	34	20	25
Q17B	Count		39	25	22	31	16
Q17C	Count		42	36	24	20	11
Q17D	Count		90	21	16	3	2
Q17E	Count		36	12	17	19	46
Q17F	Count		23	16	34	21	34
Q17G	Count		14	20	38	20	38
Q17H	Count	1	29	21	40	21	16
Q17I	Count		23	31	44	19	14
Q17J	Count		53	35	19	11	13
Q17K	Count	1	83	13	24	1	2
Q17L	Count	1	28	15	46	27	11
Q17M	Count		28	23	38	30	10
Q17N	Count		35	29	31	22	14
Q17O	Count	1	27	24	50	21	8
Q17P	Count	1	32	18	21	26	31

Table 5o

	PLUS1	PLUS2	PLUS3
	Count	Count	Count
	20	22	34
a	8	6	6
b	3	8	10
c	1	4	8
d	3	1	
e	9	17	8
f	9	13	10
g	23	13	17
h	15	12	6
i	1	1	3
j			1
l	2	5	4
m	1	7	4
n	1	5	4
o	10	6	3
p	22	9	9
st	5	8	7
xx	15	12	15

Table 5p

	MINUS1	MINUS2	MINUS3
	Count	Count	Count
	27	38	66
no data			1
a	3	2	3
b	9	6	2
c	5	9	6
d	9	5	4
e	8	5	6
f	14	14	2
g	2	5	
h	1		1
i	4	4	5
j	5	4	1
k	6	7	3
l	5	2	3
m	1	7	2
n	7	8	8
o	11	5	8
p	2	3	1
st	2		
x			1
xx	28	25	26

Table 5q

		Q18A				
			a	b	d	other
OWNWORK	church school	38				
	other work	4		3	4	1
	private school	4				
	state school	21				
	not working	4	1			

Table 5r

		Q18B	
			a
OWNWORK	church school	38	
	other work	12	
	private school	21	
	state school	73	
	not working	1	4

Table 5s

		Q18C1	
			y
OWNWORK	church school	38	
	other work	11	1
	private school	21	
	state school	73	
	not working	2	3

Table 5t

		Q18C2		
			other answer	y
OWNWORK	church school	38		
	other work	11		1
	private school	21		
	state school	73		
	not working	2	1	2

Table 6: Discriminating by School Sector

Table 6a

		Q17A					Group Total
		1	2	3	4	5	
		Count	Count	Count	Count	Count	Count
OWNWORK	k	14	8	10	3	2	37
	o					1	1
	p	8	6	3	1	3	21
	s	8	9	20	16	19	72
Group Total		30	23	33	20	25	131

Table 6b

		Q17B					Group Total
		1	2	3	4	5	
		Count	Count	Count	Count	Count	Count
OWNWORK	k	21	10	2	3	1	37
	o		1				1
	p	4	3	3	5	6	21
	s	14	11	16	22	9	72
Group Total		39	25	21	30	16	131

Table 6c

		Q17C					Group Total
		1	2	3	4	5	
		Count	Count	Count	Count	Count	Count
OWNWORK	k	17	10	8	1	1	37
	o		1				1
	p	16	2	1	1	1	21
	s	8	23	14	18	9	72
Group Total		41	36	23	20	11	131

Table 6d

		Q17D					Group Total
		1	2	3	4	5	
		Count	Count	Count	Count	Count	Count
OWNWORK	k	26	7	4			37
	o	1					1
	p	17	1		1	1	20
	s	45	12	12	2	1	72
Group Total		89	20	16	3	2	130

Table 6e

		Q17E					Group Total
		1	2	3	4	5	
		Count	Count	Count	Count	Count	Count
OWNWORK	k			5	10	22	37
	o					1	1
	p				5	16	21
	s	35	12	12	4	6	69
	u	1				1	2
Group Total		36	12	17	19	46	130

Table 6f

		Q17F					Group Total
		1	2	3	4	5	
		Count	Count	Count	Count	Count	Count
OWNWORK	k		2	12	9	14	37
						1	1
	p			5	5	11	21
	s	23	14	16	7	7	67
	u			1		1	2
Group Total		23	16	34	21	34	128

Table 6g

		Q17G					Group Total
		1	2	3	4	5	
		Count	Count	Count	Count	Count	Count
OWNWORK	k	1	3	7	8	17	36
	o					1	1
	p			4	3	14	21
	s	13	17	26	9	5	70
	u			1		1	2
Group Total		14	20	38	20	38	130

Table 6h

		Q17H						Group Total
		0	1	2	3	4	5	
		Count	Count	Count	Count	Count	Count	Count
OWNWORK	k		7	4	12	9	4	36
	o				1			1
	p		5	2	6	3	4	20
	s	1	17	14	20	9	8	69
	u			1	1			2
Group Total		1	29	21	40	21	16	128

Table 6i

		Q17I					Group Total
		1	2	3	4	5	
		Count	Count	Count	Count	Count	Count
OWNWORK	k	2	5	12	13	5	37
	o			1			1
	p	2	3	6	4	6	21
	s	19	23	23	2	3	70
	u			2			2
Group Total		23	31	44	19	14	131

Table 6j

		Q17J					Group Total
		1	2	3	4	5	
		Count	Count	Count	Count	Count	Count
OWNWORK	k	10	10	6	3	8	37
	o	1					1
	p	14	5	2			21
	s	28	19	11	8	5	71
	u		1				1
Group Total		53	35	19	11	13	131

Table 6k

		Q17K						Group Total
		0	1	2	3	4	5	
		Count	Count	Count	Count	Count	Count	Count
OWNWORK	k		21	5	7		1	34
	o		1					1
	p		16	2	1			19
	s	1	44	6	16	1	1	69
	u		1					1
Group Total		1	83	13	24	1	2	124

Table 6l

		Q17L						Group Total
		0	1	2	3	4	5	
		Count	Count	Count	Count	Count	Count	Count
OWNWORK	k		3	1	15	11	6	36
	o					1		1
	p		3	1	7	5	4	20
	s	1	22	13	24	9	1	70
	u					1		1
Group Total		1	28	15	46	27	11	128

Table 6m

		Q17M					Group Total
		1	2	3	4	5	
		Count	Count	Count	Count	Count	Count
OWNWORK	k	2	3	14	13	5	37
	o				1		1
	p	3	5	5	6	2	21
	s	23	15	19	9	3	69
	u				1		1
Group Total		28	23	38	30	10	129

Table 6n

		Q17N					Group Total
		1	2	3	4	5	
		Count	Count	Count	Count	Count	Count
OWNWORK	k	3	3	7	16	8	37
	o	1					1
	p	6	4	5	4	2	21
	s	25	22	18	2	4	71
	u			1			1
Group Total		35	29	31	22	14	131

Table 6o

		Q17O						Group Total
		0	1	2	3	4	5	
		Count	Count	Count	Count	Count	Count	Count
OWNWORK	k			4	17	11	5	37
	o				1			1
	p		4	3	6	7	1	21
	s	1	23	17	26	2	2	71
	u					1		1
Group Total		1	27	24	50	21	8	131

Table 6p

		Q17P						Group Total
		0	1	2	3	4	5	
		Count	Count	Count	Count	Count	Count	Count
OWNWORK	k		13	6	2	5	10	36
	o						1	1
	p		7	1	6	2	5	21
	s	1	12	11	13	18	15	70
	u					1		1
Group Total		1	32	18	21	26	31	129

Table 6q

OWNWORK		Q17A	Q17B	Q17C	Q17D	Q17E	Q17F	Q17G	Q17H	Q17I	Q17J	Q17K	Q17L	Q17M	Q17N	Q17O	Q17P
church school	Mean	2.22	1.73	1.89	1.41	4.46	3.95	4.03	2.97	3.38	2.70	1.68	3.44	3.43	3.62	3.46	2.81
	No.	37	37	37	37	37	37	36	36	37	37	34	36	37	37	37	36
	St. Devn.	1.20	1.07	1.02	.69	.73	.97	1.13	1.28	1.06	1.51	1.01	1.08	1.01	1.16	.87	1.70
private school	Mean	2.29	3.29	1.52	1.40	4.76	4.29	4.48	2.95	3.43	1.43	1.21	3.30	2.95	2.62	2.90	2.86
	No.	21	21	21	20	21	21	21	20	21	21	19	20	21	21	21	21
	St. Devn.	1.42	1.52	1.12	1.10	.44	.85	.81	1.47	1.33	.68	.54	1.30	1.24	1.36	1.22	1.59
state school	Mean	3.40	3.01	2.96	1.64	2.04	2.42	2.66	2.62	2.24	2.20	1.64	2.30	2.33	2.13	2.15	3.14
	No.	72	72	72	72	69	67	70	69	70	71	69	70	69	71	71	70
	St. Devn.	1.31	1.33	1.24	.95	1.31	1.34	1.14	1.34	1.03	1.27	1.00	1.13	1.20	1.11	1.05	1.45

Table 6q2

		FATHER'S OCCUPATIONAL CLASS									
		1		2		3		4		5	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
OWNWORK	CHURCH SCHOOL	4	12.9%	8	25.8%	8	25.8%	9	29.0%	2	6.5%
	OTHER WORK	1	11.1%	3	33.3%	1	11.1%	2	22.2%	2	22.2%
	PRIVATE SCHOOL	1	5.9%	9	52.9%	1	5.9%	5	29.4%	1	5.9%
	STATE SCHOOL	3	5.4%	17	30.4%	8	14.3%	24	42.9%	4	7.1%
	NOT WORKING			1	25.0%	1	25.0%	2	50.0%		

Table 6r

		PLUS1																
			a	b	c	d	e	f	g	h	i	l	m	n	o	p	st	other
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
OWN	k	1	1				3		8	5	1	2	1		5	5	2	4
	o	11						1										
	p			1			5	3	6							3		3
	s	4	7	2	1	3	1	5	8	10				1	5	14	3	9
Group Total		20	8	3	1	3	9	9	23	15	1	2	1	1	10	22	5	16

Table 6s

		PLUS2																
			a	b	c	d	e	f	g	h	i	l	m	n	o	p	st	other
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
OWN	k	2					7	5	4	5			3	4	1	2	3	2
	o	11					1											
	p						7	3	3	2							3	3
	s	5	6	8	4	1	1	5	6	5	1	5	4	1	5	7	2	7
Group Total		22	6	8	4	1	17	13	13	12	1	5	7	5	6	9	8	12

Table 6t

		PLUS3																
			a	b	c	e	f	g	h	i	j	l	m	n	o	p	st	other
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
OWN	k	6		1	1	5	3	4		3	1		2	2	1	3	1	5
	o	11															1	
	p	2		1		1	2	6	3						1	1	2	2
	s		6	8	7	2	5	7	3			3	2	2	1	5	3	8
Group Total		34	6	10	8	8	10	17	6	3	1	4	4	4	3	9	7	15

Table 6u

		MINUS1																		
			a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	st	oth
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Cou
OWN	k	4	2	8	1	3	1	2				2	1	2				2		
	o	11															1			
	p	1			1	2					1	2	1	1	1					
	s	6	1	1	3	4	7	12	2	1	3	1	4	2		7	10		2	
Group		27	3	9	5	9	8	14	2	1	4	5	6	5	1	7	11	2	2	

Table 6v

		MINUS2																
			a	b	c	d	e	f	g	i	j	k	l	m	n	o	p	other
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
OWN	k	12	1	3	2	2		4			1	1		1		1	3	7
	o	11																1
	p	2	1	2	3						1	3						9
	s	8		1	4	3	5	10	5	4	2	3	2	6	8	4		8
Group Total		38	2	6	9	5	5	14	5	4	4	7	2	7	8	5	3	25

Table 6w

		MINUS3																
			a	b	c	d	e	f	h	i	j	k	l	m	n	o	p	other
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
OWN	k	23	1	1	1	1				1	1	2						7
	o	12																
	p	7	2		2	2										1		7
	s	19		1	3	1	6	2	1	4		1	3	2	8	7	1	12
Group Total		66	3	2	6	4	6	2	1	5	1	3	3	2	8	8	1	26

Table 7: Discriminating by Other Variables

Table 7a

		Q17P					
		0	1	2	3	4	5
LEVEL			1			1	1
	primary only	1	8	3	2	2	2
	primary & secondary			1			2
	secondary only		16	9	13	12	13
	secondary & junior lyceum		2		1	1	
	secondary & post-secondary		1				2
	junior lyceum		3	4	2	9	10
	trade school				1		
	post--secondary				2	1	
	junior college						1
	other			1			
	special school		1				

Table 7b

		Q16A					Group Total
		1	2	3	4	5	
		Count	Count	Count	Count	Count	Count
COURSE	B.Ed.(Hons.)	15	45	31	13	1	105
	PGCE	4	13	9	2	1	29
	GTC			4	1	1	6
Group Total		19	58	44	16	3	140

Table 7c

		Q16B					Group Total
		1	2	3	4	5	
		Count	Count	Count	Count	Count	Count
COURSE	B.Ed.(Hons.)	5	37	42	18	4	106
	PGCE	1	16	7	5		29
	GTC			3	2	1	6
Group Total		6	53	52	25	5	141

Table 7d

		Year of Graduation				
		87	89	91	93	95
OWNWORK	church school	1	4	6	10	17
	other work	2	1	3	3	3
	private school			4	2	15
	state school	4	6	26	11	26
	unemployed	1	2	2		

Table 7e

		Year of Graduation				
		87	89	91	93	95
POSTWORK			1			
	in a non-teaching job		1	1	3	2
	taught in state and non-state sectors	1	4	7	2	2
	taught only in the non-state sector	1	1	6	11	29
	tstaught only in the state sector	6	6	26	10	28

Table 7f

		Year of Graduation				
		87	89	91	93	95
Q16A	1	1		7	1	10
	2	1	8	16	13	20
	3	3	2	12	5	22
	4	1	1	2	5	7
	5			2		1

Table 7g

		Year of Graduation				
		87	89	91	93	95
Q16B	1			1		5
	2		5	13	12	23
	3	5	5	14	8	20
	4	1	2	8	4	10
	5			3		2

Table 7h

		POSTWORK				
		in a non-teaching job	taught in state and non-state sectors	taught in non-state sector nonly	taught in state sector only	
COURSE	B.Ed.(Hons.)	2	11	31	66	
	PGCE	5	3	12	10	
	GTC		2	5		

Table 7i

		POSTWORK				
			in a non-teaching job	tught in state and non-state sectors	taught in non-state sector only	taught in state sector only
OWNWORK	church school		2	6	27	3
	other work		4	3	3	1
	private school			4	17	
	state school			3		70
	unemployed	1	1		1	2

Table 7j

		SEX	
		f	m
PLUS1		11	9
	a	4	4
	b	3	
	c	1	
	d		3
	e	5	4
	f	8	1
	g	13	10
	h	9	6
	i	1	
	l	2	
	m	1	
	n	1	
	o	8	2
	p	16	6
	st	3	2
	other	11	5
MINUS1		16	11
	a	1	2
	b	6	3
	c	4	1
	d	6	3
	e	5	3
	f	12	2
	g	2	
	h		1
	i	3	1
	j	7	6
	k	4	2
	l	4	1
	m	1	
	n	3	4
	o	7	4
	p	2	
	st	1	1
	other	13	7

Table 7k

		SEX	
		f	m
LEVEL		10	8
	Primary only	18	1
	Primary & Secondary	3	
	Secondary only	35	30
	Secondary & Junior Lyceum	3	1
	Secondary & Trade School	2	1
	Junior Lyceum only	20	9
	Trade School only	1	
	Post-Secondary	2	2
	Junior College	1	
	other	1	
	special school	1	

Table 7l

		SEX	
		f	m
Q18C1		93	52
	yes	4	
Q18C2		93	52
	other	1	
	yes	3	

Table 7m

		SEX	
		f	m
MONTHLY SALARY	no details given	20	10
	<Lm200	2	
	Lm200-299	1	
	Lm300-399	57	28
	Lm400-499	17	11
	Lm500-599		2
	Lm600-699		1

Table 7n

		MONTHLY SALARY LEVEL						
		no answer	< LM200	Lm200-299	Lm300-399	Lm400-499	Lm500-599	Lm600-699
OWNWORK	church school	6	2		21	9		
	other work	4			5		2	1
	private school			1	17	3		
	state school	15			42	16		
	not working	5						

Table 7o

		MONTHLY SALARY LEVEL						
			< LM200	Lm200-299	Lm300-399	Lm400-499	Lm500-599	Lm600-699
YEAR OF GRADUATION	87	3			1	3		1
	89	7			1	5		
	91	7	1		18	14	1	
	93	6			16	3	1	
	95	7	1	1	49	3		