

SCHOOL COUNSELLORS' PERCEPTIONS CONCERNING  
THE IMPACT OF UNEXPECTED LONG-TERM WIDESPREAD  
UNEMPLOYMENT ON SENIOR HIGH SCHOOL STUDENTS  
IN NEWFOUNDLAND FISHING COMMUNITIES

CENTRE FOR NEWFOUNDLAND STUDIES

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GREGORY REID









SCHOOL COUNSELLORS' PERCEPTIONS CONCERNING THE IMPACT OF  
UNEXPECTED LONG-TERM WIDESPREAD UNEMPLOYMENT ON SENIOR  
HIGH SCHOOL STUDENTS IN NEWFOUNDLAND FISHING COMMUNITIES

by

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# ABSTRACT

The purpose of this exploratory research was to investigate the impact of unexpected widespread local unemployment on senior high students in communities with one main industry - fishing, from the perspectives of their school counsellors. The sample consisted of 19 counsellors from high schools along the east coast of Newfoundland who served in 119 communities having high numbers of fishery workers who were unemployed due to the closure of the Northern Cod fishery.

Based on a review of the literature concerning the effects of unemployment on children, an instrument was developed and sent to counsellors who met the criteria for the study. Through the use of closed-form (Likert scale) and open-form items, counsellors were asked to assess how students were being affected in five general areas: school behaviours, career aspirations, family relationships, financial resources, and mental and physical health. Male and female students were rated separately on the Likert scale items. In each section a first open-ended question asked if there were any other changes that had taken place not previously addressed. A second question asked counsellors to list programs that might be implemented in their respective schools and communities that might address any student change.

The ten top ranked indicators of perceived student change involved items that addressed students' future job expectations, requests for training information, valuing of

education, admission rates, visits to counsellor, allowance money, and indications of stress and depression.

Each section was also ranked in terms of the percentages of counsellors who reported student changes on items. Macro analyses indicated that changes were reported, from most to least, in the following areas: Career Aspirations; Mental and Physical Health; Financial Resources; Family Relationships; and School Behaviours. Some counsellors reported changes in open-form responses in areas not identified in closed-form items. Certain recommendations for programs to address changes identified were also given. T-tests revealed relatively few perceived gender differences. It is recommended that future research be conducted and models developed to determine more precisely the actual situation in order that useful programs might be implemented in schools and communities affected.

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## CHAPTER I: INTRODUCTION

Levels of unemployment have been on the increase for the past several years in Canada. Since the late 1980s, the unemployment rate has generally continued to vacillate above the 10% mark. The rate has been much higher, though, in parts of the country, specifically in the province of Newfoundland and Labrador. The imposition of the moratorium on the Northern Cod fishery in this province has resulted in unemployment levels of unprecedented magnitude, even for a province which has been associated with high rates of unemployment.

Studies suggest that since the mid 1960s there has been an alleged decline in groundfish stocks, attributed mainly to overfishing, of which the Northern Cod has been traditionally by far the most important (Sinclair, 1988, Cashin, 1993). By the early 1990s, the stock along the province's east coast had reached unequalled and alarmingly low levels whereby the total catch had shrunken from 400,000 pounds in 1988 to 100,000 pounds in 1992 (Cashin, 1993, p. 20). As a result, fisherpersons and plantworkers in many parts of the province began to experience ever increasing difficulty in obtaining the minimal number of insurable weeks needed in order to qualify for unemployment insurance benefits. Such benefits have provided a significant portion of the annual income of many fishery workers for several decades). Yet, despite the foreshadowing of tougher economic times, most outport families

chose to remain in their home communities.

In response to a believed crisis in the fishery, during the spring of 1992, an 'armada' of fisherpersons sailed from St. John's harbour in a united offshore protest against what they believed to be one of the main causes of the stock depletion - foreign overfishing. The situation had worsened to the point that the Department of Fisheries and Oceans informed the public that an announcement would be made to address the fishery situation on July 3. The shock did not appear to be softened, however, when, at the Radisson Plaza Hotel in St. John's, federal "Fisheries" minister John Crosbie made the unthinkable and unforewarned announcement that there was to begin immediately a moratorium on the Northern Cod fishery in selected areas along the east coast of Newfoundland and the southeast coast of Labrador. Almost immediately the initial impact was evident. Fishermen who had been awaiting the announcement, and who, with the rest of the public, were denied admittance to the announcement chamber, attempted to confront the minister, some to the point of threatening violence and even vandalizing the premises (Furlong, J. and Rogers, D., 1994). One major concern that emerged immediately centered around what the future would hold, both for fishery workers, as well as for Newfoundlanders and Labradorians in general.

The imposition of the cod moratorium is an example of what some might call an economic disaster. This event has

directly impacted on the lives of tens of thousands of fishery workers in the province. Initially the moratorium was announced for a duration of approximately two years, but since that time groundfish biomass studies have indicated that stocks would not be ready for harvest by the originally proposed re-startup date of March 1, 1994 ("More fish less politics," 1993, July 3). In addition, on September 1, 1993, a moratorium was placed on other areas, with the result that the inshore cod fishery was totally shut down ("Death knell sounds," 1993, September 1).

In response to this crisis, the Canadian government implemented a financial package for several categories of cod fishery workers designated as fisherpersons, plant workers, and trawlermen<sup>1</sup>. Though it appeared that the immediate basic financial needs of most fishery workers had been met, there was also uncertainty in the minds of many ("Survey finds workers powerless," 1994).

It is a fact that, in contrast to the often permanent layoffs seen in other industries, those employed in the Northern Cod fishery, for the most part, were subject to seasonal layoffs, subsidized by unemployment benefits during the off-season. It is also true that the Newfoundland fishery has experienced downfalls over the years. What makes the

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<sup>1</sup> Financial aid was first introduced as the Northern Cod Adjustment and Recovery Program (NCARP) in July, 1992, and was changed, with some slight modifications to The Atlantic Groundfish Strategy (TAGS) in April, 1994.

present situation different is that there is no definite point in time cited by government when there will be a reopening of the groundfishery. Furthermore, there is much uncertainty concerning the future of those affected by the moratorium. More recent government proposals had suggested that moratorium unemployment benefits could be discontinued and be replaced by a fixed income package which could amount to significantly lower income levels for fisherpersons and plant workers than those originally provided on the 'Package'. These events, along with the resultant readjustments that fisherfolk have had to make in their lives, are cause for concern for those directly affected as well as for the people of the province as a whole.

### **Purpose of the Study**

Much of the media attention and research concerning the shut-down of the fishery has focused on the adult population. Obviously, a change or upheaval in the lifestyles of adults has direct repercussions on their children. Of particular interest to this writer was the impact that this widespread unemployment may have been having on the school-age population of the province of Newfoundland and Labrador. More specifically, the purpose of this research was to explore the effects of widespread unemployment on senior high students from communities with one major industry. This was done by looking at high school counsellors' perspectives concerning

if, and to what degree, the recent upheaval in the Newfoundland fishery has been affecting senior high school students. Specifically the study looked at possible changes in students' (a) school behaviours; (b) career aspirations; (c) family relationships; (d) financial resources; (e) mental and physical health. It also sought to discover if there were perceived gender differences in any of these areas. Furthermore, (g) suggestions were sought regarding programs which might be developed to address identified changes.

Due to the unique situation and the shortage of related information on the experiences of students in general, and especially on senior high age students, this study was exploratory. Counsellors' views were sought through the use of a questionnaire designed by the author. Respondents serving school catchment areas (see definition, p. 11.) associated with moderate to high proportions of persons involved in the cod fishery were asked for their opinions concerning any changes in students that have occurred since the imposition of the moratorium. This study, then, focused on school counsellors' perceptions concerning the effects of unexpected long-term, widespread, local unemployment, on high school students from fishing communities along the east coast of Newfoundland.

### **Significance and Rationale**

The literature suggests that the experience of unemployment is met with a wide range of responses, many of which negatively impact upon the respective individuals and groups involved (Komarovsky and College, 1971, Margolis and Farran, 1984, Whyte, 1992). From the standpoints of cod fishery workers, there appears to be much at stake. Though unemployment rates have been high for the past several decades, for the first time in the history of Newfoundland and Labrador, fisherpersons were not permitted to prosecute the centuries-old primary industry.

Currently, most research on the effects of unemployment has focused on the experiences of adults. Madge (1983) commented that,

There is little definitive evidence on the effects of unemployment on children. The few studies that have looked at outcomes for youngsters are mostly cross sectional and without adequate control or comparison groups. (p.311)

Fagan and Little (1984) also suggested that "although much has been written on unemployment, it has tended to focus either on the [unemployed] individual or at a macro-economic level within our society" (p. 61). Even as late as 1989, McLoyd stated: "While research on the effects of unemployment on adults has grown in the last decade, we know less about how changing economic trends affect the development of children

and adolescents" (p. 300).

Since the late 1980s a growing body of research has begun to focus attention on the impact of unemployment on non-adults. There is still much that is not known, however, about the impact of unemployment on adolescents, especially on those of senior high school age who are making the transition from secondary school to post-secondary education, the workplace, or even unemployment. Little is known about the effects of unemployment on students from areas associated with a single principal type of employment. Virtually nothing is known about the effects of employment loss on young people from fishing and related industries.

Further research on the effects of unemployment on late adolescents is needed in order to contribute to limited educational knowledge on the subject. Increased knowledge is necessary in order to address the needs of young people involved, especially as it pertains to the educational context. An understanding of the impact of mass unemployment on school children is needed if educators are to meet the needs of students.

The investigation of the effects of unemployment on adolescents in the province of Newfoundland is both timely and necessary. At the time of this research, one and one half school years had passed since the imposition of the moratorium on the Northern Cod fishery. There had been little research conducted concerning how the moratorium on the Northern Cod



fishery has impacted the lives of those affected (King, 1993; Canadian Mental Health Association, 1994). The implications may be far-reaching and are worthy of immediate research.

It is also important to study this phenomenon because of its magnitude. Government sources have identified a total of some 27,000 workers directly affected by the east coast moratorium (Department of Fisheries and Oceans, 1993). Mass unemployment has affected thousands of families, and indirectly, the society as a whole. In this province, traditional lifestyles may be forever altered. A dramatic change in lifestyle for, in some cases, virtually whole communities of persons, may have significant cultural, socio-economical and educational consequences on high school students in the present and future.

This study investigated the impact of widespread unemployment on young people from fishing communities in general, not solely those from families where one or both parents had been laid off because of the moratorium. In a study of the effects of plant closings on young people in a predominantly mining community, Pautler and Lewko (1987) rationalized that exposure to relatively high unemployment should be defined on a "macro level". Rather than specifically focusing on the children of the unemployed, they included in their research young people from families who were either directly or indirectly exposed to unemployment. They suggested that "by virtue of living in the community, all

subjects were exposed to a negative economic climate that may also have affected them" (p. 24).

### **Research Questions**

1. What changes in senior high students are perceived by counsellors in each of the major areas: (a) school behaviours; (b) career aspirations; (c) family relationships; (d) financial resources; (e) mental and physical health?
2. What do counsellors perceive to be the major indicators concerning the effects of widespread unemployment resulting from the cod moratorium on senior high students?
3. Are there gender differences reported in any of the items or areas under investigation?
4. What types of realistic programs can be developed to address any identified changes?

### **Definition of Terms**

Northern Cod Moratorium. - this event, imposed by the Canadian federal government in July, 1992, mandated a cessation of all commercial inshore fishing of the most important groundfish stock along the east coast of the

province of Newfoundland and Labrador. Subsequent to this, and not pertinent to the present research, other moratoria were further extended to southern and western portions of the Newfoundland coast in 1993.

Widespread Unemployment. - operationally defined as an unemployment rate equal to or exceeding 20% of the adult working age population (population between ages 20 and 65) who experienced unemployment as a result of the Northern Cod moratorium. These fishery workers included all inshore fisherpersons, fishplant workers, and trawlermen who were receiving NCARP benefits in December of 1992, as outlined by the Department of Fisheries and Oceans (1993). In fishing communities the actual rate of unemployment was often much higher than 20% due to unemployment in various other employment sectors (i.e., logging).

High School Catchment Area. - comprised of all communities served by the respective high school.

Effects. - For the purpose of this study the effects of unemployment will include certain school behaviours, career aspirations, family (and social) relationships, financial resources, and mental and physical health indicators, as categorized in subsequent sections of this thesis.

Senior High Students. - secondary school students enrolled in courses at level(s) 1, 2, or 3 (approximately equivalent to grades 10, 11, and 12, respectively), as outlined in the *Program of Studies* (1992) for Senior High students published

by the Department of Education, Government of Newfoundland and Labrador.

School Counsellors. - educators with training as school counsellors who have been assigned the title of school counsellor by their respective school boards.

Perceptions. - the perspectives under consideration are those of the high school counsellors themselves.

One Main Industry Communities. - most of the communities under investigations were settled because of the cod fishery, and though there may be other industries in some of these communities, fishing has been historically the one of predominance.

#### **Limitations**

1. This study was carried out during a distinct period of time, about one and one half years after the beginning of the cod moratorium, and may not reflect the participants' predicament at another point in time.
2. Counsellors' perceptions may not accurately reflect the true experience of those students involved.
3. This study focuses on senior high school students and cannot be generalized to other age groups or other communities.
4. Due to the unique situation of the rural Newfoundland economy the results may not be generalized to other populations outside the province.

5. The actual reported effects were seen to vary between respective counsellors, their students, and from community to community.

6. This study did not fully address differences in students from fishing families as compared to those whose parent(s) were not affiliated with the Northern Cod fishery.

## **CHAPTER II: LITERATURE REVIEW**

This literature review will assess research findings that sought to identify various effects of unemployment on high school students. This review finds such research to be scanty and inconclusive since most studies has been conducted on younger children. Due to the limited research conducted with high school age young people, this review will provide an overview of literature which addresses the effects of unemployment on younger children as well. Findings concerning the impact of unemployment on younger children help identify possible effects on their older counterparts. Indicators from these findings were combined with the limited indicators identified from research on senior high aged students in the formulation of the research questionnaire. Based on the review, the following general areas were identified: (a) school behaviours; (b) career aspirations; (c) family relationships; (d) financial resources; (e) mental and physical health; and (f) gender differences.

### **School Behaviours**

Works done in the early 1930s by Busemann and others (as cited in Madge, 1983) addressed the high rates of unemployment during the Great Depression. These showed that children's performance at school dropped off considerably when their fathers became unemployed, and that this tendency was most striking for girls, and for pupils whose performance was

initially above average.

Madge, Berry, and Chiapelli (1985) reported that the achievement levels of children whose parents lose their jobs may deteriorate, as indicated by an increase in the number of poor and failing grades, as well as due to an increase in absenteeism. They also suggested that children from unemployed families brought with them to the classroom a variety of problems. For example, boys and girls exhibited increased daydreaming, psychological unrest, asocial behaviour, and academic loss. The authors state that children's

anxiety produces an increase in (a) acting out behaviour toward teachers, staff, and peers; (b) voluntary withdrawal and isolation from peers; and (c) problems in classroom attention and day dreaming. (p. 304)

Dubois, Felner, Brand, Adan, and Evans (1992) looked at the impact of life stress and social support on adaptation in junior and senior high school students. They found that stresses, such as parental unemployment, made a significant contribution to the prediction of subsequent school performance and that stress in students was related negatively to students' grade point averages.

In a review of the impact of paternal job and income loss on the child, McLoyd (1989) also stated that the child's academic performance may suffer. This coincides with a study

by Van Hook (1990) where financial hardship was associated with lower academic performance for junior high students, especially boys who experienced reduced emotional support from their families. In contrast, research done by Clarke-Lempers, Lempers, and Netusil (1990), found that students' grades were not significantly impacted by family unemployment.

Flanagan and Eccles (1993), in a two year longitudinal study, examined the effects of change in parental work status on early adolescents' school adjustment before and after the transition to junior high school. Based on patterns of change or stability in parental work status during the two years of the study, four groups were compared (economically deprived, declining, recovery, and stable families). With parents' education controlled, teachers reported that adolescents in deprived and declining families were less competent than their peers in stable or recovery families. In addition, adolescents whose parents experienced a decline in work status were the most disruptive in junior high school. While most students had difficulty adjusting to junior high school, the transition was particularly difficult for those students whose parents were simultaneously dealing with changes in work status.

Whyte's (1992) longitudinal study compared 16 year old Belfast males whose parents had both been employed when they were age 11 and age 16 with boys whose parents had both been unemployed when they were at the same ages. At both ages,



those with employed parents, according to T-Test scores, were significantly more positive in their attitudes towards school and significantly better school attenders.

Flanagan and Eccles (1993) operationally defined the construct of social competence based on the adolescents' concept of social tasks. Competence was described in terms of young peoples' participation in relevant social tasks in a particular developmental setting, in this case, the school. Adolescents in economically declining families were reportedly viewed as being significantly more disruptive in the seventh grade compared to peers in economically stable home environments.

According to teachers, adolescents in deprived and especially in declining families exhibited significantly lower social competence than their peers in stable or recovery families. Moreover, a decline in parental work status that occurred during the same period that the adolescent made the transition to junior high school was associated with an increase in school adjustment problems between the sixth and seventh grades. (p. 253)

In a study conducted in Newfoundland, King (1993) looked at the effects of parental unemployment resulting from the Northern Cod moratorium, as it related to demands placed on guidance counsellors of Levels 1 and 2 high school students from fishing families. Three general areas were investigated

- social relationships, family relationships and academic performance. In addition, changes in types of student visits to the office of the counsellor were studied. Of the three general areas, King reported that "the problem area of greatest increase was academic ( $p \leq .005$ )" (p. 46). It was also found that there was a significant ( $p < .001$ ) increase in the numbers of occasional visits to the counsellor as well as in visits by students with both parents having experienced recent unemployment compared to those with only one unemployed parent ( $p < .001$ ).

### **Career Aspirations**

Whyte's (1992) research investigated differences between 16 year old boys with both parents employed as compared with those with both parents unemployed. More of those with employed parents were "likely to think of employment as an outcome of school than of those with unemployed parents" (p. 200).

Flanagan (1990) compared the aspirations of early adolescents whose parents were either, promoted, demoted, temporarily laid-off, permanently laid-off, or stable in the work place. She found that adolescents in "temporarily laid-off" families experienced a foreclosure of identity and a more limited view of future options. Their parents were found to be the lowest on encouraging college and confidence in preparing for the future. Adolescents from permanently laid-

off families maintained high future aspirations but low achievement behaviour, to the extent that they did not intend to take courses in school that would prepare them for college, such as mathematics. According to information from their teachers, this group was also the most poorly adjusted socially.

Pautler and Lewko (1987) investigated the effects of unemployment on children's and adolescents' views of the work world in northeastern Ontario during the height of the 1983 nationwide recession. The researchers reported that negative economic conditions had a pervasive effect on attitudes towards the world of work and that subjects had a "relatively jaundiced view of the work world" (p. 28). Young people were tested using the "Attitudes Towards the World of Work Index." Low scores were found on subscales, termed "work ethic", which measured laziness, diligence, and attitudes toward unemployment. Adolescents were also found to have little confidence in their ability to get a job in the future and to be successful. Most of them planned to leave the community to look for work.

In Berry and Chiapelli's (1985) study, children appeared to experience increases in feelings of hopelessness and confusion concerning future career goals. This was attributed to increases in low self-esteem and self-concepts brought on by unemployment.

The majority of adolescents in Van Hook's (1990) study

of the Iowa farm crisis "thought that education was a ticket to security" (p. 81). Very low school dropout rates were found in the communities involved. She found that the crisis had accelerated the redirection of career goals away from agriculture and increased the value attributed to education. Females, in particular, endeavoured to shield themselves from the economic uncertainty experienced by their mothers by getting a post-secondary education as well as vocational experience in areas other than farming. This contrasts with the work of McLoyd (1989) which suggested that "If children's work aspirations diminish, education may come to be seen as irrelevant to the future ... " (p. 299).

From his research on young people from the Great Depression Elder (1984) reported that in terms of academic and career achievement, teenagers from economically deprived families tended to perform better than their non-deprived peers.

In a needs assessment carried out in two different fishing communities in Newfoundland shortly after the implementation of the cod moratorium, the Canadian Mental Health Association (1994) reported that youth were experiencing notable changes in the areas of career, educational, and job aspirations. These included the following:

- Loss of part-time seasonal work opportunities.
- Limited spaces in post-secondary schools and

universities.

- More value placed on getting an education.
- Concerns over the availability of work after completion of a post-secondary program.
- Worries over if there is a future in their home towns (p. 153).

### **Family Relationships**

Elder and Caspi (1988) investigated the influence of macroeconomic change on fifth-grade children and their families during the Great Depression. Interactional models were developed to assess the process by which families adapt to stressful times. They found that interfamilial stress inevitably occurs in response to economic stress. These changes, they argue, "take place in a reciprocal social system that involves mutual accommodation and adjustment between family members" (p. 42). Based on changes found in the work father's stability, the quality and nature of the mother's intrafamilial interaction, and the behaviour of the child, they concluded that changes in any relationship or in one family member's behaviour inevitably influence other relationships and other family members.

Jones (1991) purported that adolescents are predisposed by developmental factors to be more critical of their parents, and that their alleged tendency to struggle with identity and separation issues is exacerbated by parental job loss. In

their research, they assert that adolescents may have reacted negatively against the father for job loss which, in turn, created conflicts with the parents.

Van Hook (1990) studied changes in family work responsibilities and relationships in response to the agricultural crisis in the state of Iowa. The majority of adolescents in the study indicated that their responsibilities had increased since the economic crisis due to changes in parental work patterns. Females were significantly more likely to experience this increase than were males. Family tensions were also reported to have increased in response to the economic uncertainties and changes in family roles. Females were reported as more likely to report an increase in family conflict than were males.

Skinner, Elder, and Conger (1992) linked economic hardship to the aggressive behaviour of early adolescents toward parents. Data was collected using the adolescent's self-report and the mother's and father's report on the child's behaviour since the onset of parental unemployment. Low income, financial loss and unstable work created perceived economic pressures which adversely affected the marital relationship through the father's negativity. These interactions increased the likelihood of irritable parenting, which, in turn, made adolescent aggression towards parents more likely.

Komarovsky's (1940) study on the effects of unemployment

on families suggested that economic adversity seemed to reinforce the relationships that already existed. Families that got on well before the Depression became even closer. Conversely, those with earlier difficulties became more distant.

Conger, Conger, Elder, Lorenz, Simons, & Whitbeck (1992; 1993) linked family economic stress with adjustment in early adolescents. They reported that economic conditions, such as per capita income and unstable work, were related to parents' emotional status and behaviours through perceptions of increased economic pressures. These pressures were associated with depression and demoralization for both parents, which were linked to marital conflict and disruptions in skilful parenting. Disrupted parenting mediated the relations between the former steps in the process and adolescent adjustment. This line of reasoning follows from Patterson and his colleagues (Patterson, DeBaryshe, & Ramsey, 1989), who have suggested that stressful family circumstances have their greatest impact on children and adolescents through the disruption of parental behaviour.

A study by Silberesin, Walper, and Albrecht (1990) researched the relationship between family income loss and problem behaviour in adolescents between the ages of 10 and 16. Income loss was reported to be predictive of lower overall family integration. For adolescents, income loss was directly related to lowered feelings of self-worth and

increases in transgression proneness against common adult rules and norms, as well as the use of illicit substances such as inhalants. Income loss put restrictions on expenditures for all family members. Adolescents from economically deprived households exhibited concerns about an unfavourable appearance due to less expensive and less fashionable clothing.

### **Financial Resources**

Madge, (1983) suggested that children of the unemployed may suffer materially. She suggested that

Children in large families with an unemployed head are particularly likely to be living in overcrowded conditions and to be poorly clothed. Many needs, such as for bedding, household equipment and a varied diet, may not be met, and luxuries certainly cannot be afforded. (p. 312)

Berry and Chiapelli (1985) identified several economic changes which may result from unemployment which affect children as well as parents. These changes include:

- a decrease in general family resources
- a decrease in adequacy of family diet
- a decrease in family preventive medical and dental care
- a decrease in family recreation and leisure time
- a decrease in ability to purchase or secure for children items that are part of and contemporary with



their peer culture (e.g., clothes, games, and special events). (p. 301)

In cases where families had experienced financial hardship, Jones (1991) posed that adolescent children may experience more unstable relationships with their parents, and in particular their fathers. Jones offers many reasons for this. He states:

Less money is available for the items of contemporary peer culture, and for socialization. Adolescents are more sensitive to these deprivations than are younger children. Whatever the age of the child less money is available to provide rewards to children for good behaviour, and to demonstrate affection through gift giving or taking a child on an outing. (p. 109)

Whyte's (1992) research, which investigated differences between 16 year old boys with both parents employed as compared with those with both parents unemployed, showed differences between the two groups. Those with employed parents "got more pocket money, more of them had part-time jobs, and they earned more on average for part-time jobs" (p. 204). In the case of young people with unemployed parents that have access to money, Van Hook (1990) reported that they have been shown to cut back on spending and even to give their savings to the family during times of economic uncertainty.

### **Mental and Physical Health**

Several studies suggest that adolescents whose parents were unemployed were especially likely to become depressed and afraid of the future (Elder, 1974; Fagin, 1981). Such stigma can affect children's social relationships with their peers (Madge, 1983).

McLoyd (1989) summarized research on children's psychological responses to parental unemployment in the following manner:

Children whose families have experienced job or income loss have more mental health problems (Werner and Smith, 1982) and are more depressed, lonely (Lempers et al., 1989), and emotionally sensitive (Elder et al., 1985). They are less sociable and more distrustful (Buss & Redburn, 1983) and are more likely (adolescent girls) to feel excluded by peers (Elder, 1974). Parental unemployment also has been linked to low self-esteem in children, especially boys (Coopersmith, 1967; Isralowitz & Singer, 1986) and reduced competence in coping with stress. (p. 298)

Clark-Lempers, Lempers, and Simons (1989) examined the effect of present stressful economic times on ninth to twelfth graders in a farm community using the "Economic Hardship Questionnaire" and the "Parenting Questionnaire". They found that a family's economic decline was both directly and

indirectly associated with depression and loneliness in adolescent males and females. Furthermore, family economic decline was indirectly linked to delinquency and drug use for both sexes. In a subsequent study based on the same sample, Lempers and Clarke-Lempers (1990) found similar results for both delinquency-drug use and depression-loneliness for both male and female students.

Adolescents' emotional reactions to the Iowa farm crisis were examined by Van Hook (1990). Young people investigated generally indicated that it was a stressful time for them overall and reported experiencing feelings of pressure, helplessness and a variety of worries. Older children were found to be more likely to worry than younger concerning the effects of unemployment on their parents ( $p = .03$ ). Results on the "General Health Questionnaire," however, demonstrated considerable long-term resiliency by these young people. Adolescents, for the most part, reported only occasionally experiencing symptoms pertaining to general physical health, anxiety, apathy or lack of investment in activities, and depression. There were no significant differences based on either gender or the severity of the family's financial problems.

Margolis and Farran (1981; 1984) examined illnesses in a group of children whose parents had experienced unemployment due to a plant closure and compared those children with a group whose parents were continuously employed. The jobs were

blue collar and required a low level of skill. During the nine months following the plant closing, the children of terminated workers were one and one half to two times more likely to experience illness in general and illness of longer duration. The authors also indicated that children of job losers are at increased risk of illness including respiratory infections, gastrointestinal infections, immunological diseases (such as asthma and eczema), and trauma. This was attributed to a decline in the quality of food, the disruption of social support, and a decrease in the use of medical care.

In Buss and Redburn's (1983) study, the somatic complaints of the children of unemployed steelworkers and managers paralleled those of their fathers. Conversely, Kelly, Sheldon, and Fox (1985) found no direct link between parental job loss and the child's physical health status. According to Madge (1983), the health of children was often affected by unemployment in the 1930s, but it is less clear that an out-of-work father has similar consequences these days.

### **Gender Differences**

Together with those identified in some of the above categories, gender differences based on additional research will be noted in this section.

In a study of the effects of unemployment on seventh-grade boys (Conger et al., 1992) and girls (Conger et al.,

1993), maternal depression was directly related to the problematic development of early adolescent girls but not boys. Moreover, compared with adolescent boys, adolescent girls appeared to be more sensitive and empathetic to the emotional states of those around them, and also are more likely to provide emotional support in such situations. The studies found no differential effects of economic constraints on early adolescent boys' or girls' antisocial behaviour.

Rutter (1990) proposed that during stressful times, such as parental unemployment, the greater disruptive and oppositional behaviour of boys compared with girls places them at greater risk for suffering from the negative consequences of impaired child-rearing practices. Greater demands placed on parents by sons than by daughters resulted in parents becoming more hostile, more harsh, and more withdrawn toward sons. Girls were found to be more sensitive to parents' moods, enabling them to avoid, more often, the elicitation of the irritable parental behaviours associated with depression.

Elder (1974) found fathers slightly rejecting toward girls but not toward boys during the 1930s. These adolescent girls experienced considerable distress because of the fathers' harshness. Adolescent girls were more likely to be asked than boys to take on domestic tasks due to changes in the household brought about by the changed economic situation. Studies have determined that girls are likely to reduce their job aspirations when their fathers are unemployed.

Elder, Van Nguyen, and Caspi (1985) suggested that economic hardship increased distress in both boys and girls during the Great Depression. They also found an increase in boys' resistance to parental authority but noted little behaviour change in girls despite their high levels of distress. Girls appeared to be more subject to rejection by deprived fathers.

In the study by Lempers and Clarke-Lempers (1990) increased stress was associated with lower paternal support for female, but not male adolescents. Lower paternal support for females was associated with higher female distress. Female adolescents reported more depression than male adolescents. A higher incidence of delinquency and drug use was found more among males than females and among older versus younger adolescents. Economic stress was found to account for an increase in both male and female depression-loneliness and in male delinquency-drug use. Economic stress also accounted for a decrease in paternal support for females.

### **Summary**

A survey of the literature reveals that there is a wide range of both direct and indirect consequences resulting from the effects of unemployment and economic decline on young people. Though there appear to be some positive consequences associated with unemployment and economic decline for young people, the majority of research suggests that such

experiences more typically affect those involved in adverse ways. It must also be noted that responses may vary from community to community; be influenced by the gender of the child; and vary from individual to individual. One thing that is obvious is that there is much we do not know about the impact of economic decline and unemployment on the senior high aged population. Most of the research up to the present has been conducted on groups other than those of middle to late adolescent age. Very little research has been carried out in relatively small outport communities traditionally dependent on one main primary resource industry for their livelihood. The impact of loss of traditional employment on young people in largely outport, fishing communities is virtually unstudied.

### CHAPTER III: METHODOLOGY

#### Target Group

The sample from whom data were gathered was made up of counsellors selected based on criteria outlined below. The target or focus of the study was the young people in the communities themselves. Below, both the target group and the sample are discussed separately.

The target group included senior high school students from communities along the east coast portion of Newfoundland where relatively high numbers of fishery workers have been unemployed since the imposition of the Northern Cod moratorium in July of 1992. The problem was investigated by studying counsellors' retrospective observations of the behaviour patterns of these students.

School counsellors were chosen as respondents because it was thought that their training and experience would help them make accurate observations of changes in students' lives. Questionnaires were sent to counsellors who served students from these fishing communities. Each high school counsellor meeting the criteria listed below from every school board within the boundaries of the cod moratorium area was contacted and asked to participate. To qualify each had to have:

- a. - been assigned the position of "School Counsellor";
- b. - received graduate level training as a school counsellor;
- c. - been employed in at least one high school;



- d. - been employed on the east coast of Newfoundland during 1991-92, the year preceding the moratorium, and 1992-93, the first year of the moratorium;
- e. - been employed in an area where at least 20% of the population between ages 20 to 65 was designated as either fisherperson, plant worker or trawlerman during 1992.

### **The Instrument**

A questionnaire was developed based on the literature on the effects of unemployment on non-adults. An item list of indicators concerning the affects of unemployment on young people was formulated based on this review. Five general categories, deemed representative of a wide range of student behaviour in the literature, were then established. The original list was shortened by excluding items that were redundant and deemed not related to senior high students. This list was subsequently presented to several professors, educators and counsellors who were asked to assess the appropriateness of items identified. Under the appropriate categories, the items were then placed in draft questionnaire form for both male and female students and again presented to the group of educators, counsellors and professors for re-evaluation and to determine the ease of completion. The instrument was then further revised into its final format based upon suggestions received.

Part 1 of the questionnaire sought two kinds of background information. The first portion, entitled, "A. Requested Information On Your Background", was concerned with personal details on the respondents themselves. A second part, labelled "B. Student/ School/ Community Information," sought demographic information on the students and communities studied. The purposes of this information was as follows:

- to establish the level of professional training and experience of the respondents;
- to depict the work related responsibilities in terms of the numbers of various individuals, schools and communities served by the informants;
- to ascertain the specific names of the communities served so that the percentages of adults formerly employed directly in the cod fishery in school catchment areas could be determined; and
- to help focus counsellors' thinking concerning their involvement with students, educators and parents from various schools and communities.

#### Part 1 of the Questionnaire

##### A. Requested Information On Your Background

Under the section requesting information on counsellors' backgrounds, informants were asked to respond to the following items:

1. Were you counselling in this school(s) in 1991-92 & 1992-93?
2. How long have you been with this school board?
3. Percentage of time spent in guidance related activities:
4. Number of years experience as a counsellor:
5. Number of graduate counselling or related courses you have completed:
6. Have you completed graduate training in counselling?
7. Gender:
8. Age:

B. Student/ School/ Community Information.

In this subsection counsellors were asked the following:

1. Name of school(s):
2. Number of teachers in your school(s):
3. Number of Levels 1-3 students in your school(s):
4. Estimated percentage of Levels 1-3 students from fishery families (i.e., families who derived their principal income from fishing, fish processing or a directly related industry):
5. Names of communities served by your school(s):

Part 2 of the Questionnaire

Part 2 of the questionnaire was comprised of five categories which were found to be representative of research studies found in the literature. These were: (a) School

Behaviours; (b) Career Aspirations; (c) Family Relationships; (d) Financial Resources; and (e) Mental and Physical Health. Within each of the five categories two different types of questions were asked. The first type consisted of several closed-form questions presented in a Likert scale format. The second type involved two distinct open-form questions.

#### Closed-Form Questions.

Counsellors were asked to rate each indicator for both males and females on a 5 point Likert scale with the following range: 1 - Marked Decrease (MD); 2 - Slight Decrease (SD); 3 - No Change (NC); 4 - Slight Increase (SI); 5 - Marked Increase (MI).

Due to the shortage of information concerning the impact of unemployment on senior high school aged adolescents, and because of the unique Newfoundland context, some closed-form items used were not based on information found in the literature but on information deemed important by the researcher (e.g., C-6; C-8). Counsellors were asked to rate each item for both male and female students. The specific closed-form items for each of the sections are given below:

The first section, "School Behaviours," explores the following ten items: students' grades; attendance rates; dropout rates; number seeking entry or admission to high school; frequency of visits to counsellor, classroom disruptiveness; willingness to complete school work and

assignments; cooperation with and respect for teachers; cooperation with peers; and student involvement in school or community clubs/organizations/extracurricular groups (i.e., church, cadets, etc.).

The second section, "Career Aspirations," focuses on the following four markers: students' valuing of education (i.e., plans to stay in school/pursue post-secondary training); expectancy to get a job they perceive to be equal to or better than parents' occupation(s); expectancy to get a job within one year of finishing school; and requests to obtain training-retraining information.

The third section, "Family Relationships," includes eight items: students' indications of atypical home stress; number of disclosures of parental neglect (i.e., lack of supervision, inadequate meals, etc.); number of disclosures of parental abuse (i.e., verbal abuse, physical abuse, etc.); students' criticism of parents; parental restrictions (i.e., expecting child to stay home more; help out more with chores, expenses, etc.); number of student marriages/co-habitation (i.e., more couples marrying, living together, etc.); frequency of student sexual activity; and number of student parents.

The fourth area is labelled "Financial Resources." It contains the following six indicators: money available for recreation (i.e., sports, dances, etc.); money at students' disposal for fashion clothing; money available for lunches and basic clothing; money on hand for school supplies; available

allowance money; and amount of time spent working part-time.

The final section in this part of the questionnaire, "Mental and Physical Health," looks at ten items: students' self-concepts and feelings of self-worth; students' self-reliance/ autonomy/ independence; degree to which students appear to be depressed; frequency of fighting/ aggressive acts towards peers; frequency of fighting/ aggressive acts towards teachers; frequency of fighting/ aggressive acts towards parents; students' levels of substance abuse (i.e., tobacco, legal drugs, illegal drugs, alcohol, etc.); degree to which students appear to be experiencing personal stress and/or coping difficulty; frequency of self-injury/ suicide; and frequency of illness/ health problems/ accidental injury.

#### Open-Form Questions.

At the end of each of the five sections, in order to provide a forum for qualitative responses from the respondents, counsellors were asked for two open-ended responses. The first was "Describe any other categories of change or impact that you have noted and deem important." The reason for this inquiry was to ascertain if counsellors had noticed behaviour not identified in the prevailing literature, perhaps due to the uniqueness of the situation in Newfoundland. The shortage of research on senior high school aged students also made it appropriate to include this request. The second open-ended request asked respondents to "Please

offer two or more suggestions for specific programs that would be realistic and possible in your school or community which might be developed to help address any changes identified above."

### **Selection of Counsellors and Communities**

#### **Moratorium Boundaries**

It was decided that the study would include all counsellors serving school catchment areas having 20% or more of the population between ages 20 and 65 consisting of fishery workers who were out of work because of the cod moratorium. The specific boundaries were determined through information from the Department of Fisheries and Oceans (DFO). It was found that the moratorium encompassed three divisions, namely, divisions 3K and 3L along the east coast of Newfoundland, and division 2J in southeastern Labrador, (see Appendix A, Fisheries Statistical Areas/ Sections, 1994).

#### **Ethics Review**

To ensure that proper procedures were undertaken during the research, a copy of the thesis proposal, questionnaire (see Appendix B), counsellor consent form (see Appendix C) and sample letter to counsellors (see Appendix D) were sent to the Ethics Committee in the Faculty of Education at Memorial University, as required in the *Graduate Handbook* (1993). Permission was granted by the committee to proceed with the

study.

Counsellors selected were sent a letter which explained the purpose of the research and which asked them to sign the consent form if they agreed to voluntarily participate in the study. In keeping with ethical guidelines, it was emphasized that, if at any point in time they wished to discontinue their involvement in the research, they could do so at their discretion. Each counsellor was also informed that his or her identity would be kept confidential and that the information gathered would be used for research purposes only.

#### School Boards and Counsellors

School boards found within the geographical parameters of the moratorium were determined through the use of the Newfoundland and Labrador Department of Education *Directory* (1993). A total of 19 out of 27 school boards were found to have schools within the geographical area covered by the study, two in Labrador and 17 in Newfoundland. Each school board was sent a letter of explanation concerning the research (see Appendix E) and a copy of the questionnaire, in order to gain their permission to contact counsellors in their employ. They were also asked for a list of their high school counsellors in order to facilitate reaching them. Five of the school boards were not included in the study due the absence of high school counsellors in respective schools, or because of the small percentages of fishery workers in respective



school catchment areas, or both. As a result, counsellors from a total of 14 school boards were finally included in the study. Due to reasons mentioned above, school boards in Labrador, as well as one denominational board in Newfoundland, were not represented in the research. In the final instance, counsellors from several Integrated and Roman Catholic school boards as well as from the Pentecostal Board of Education participated in the study.

When a school board agreed to participate, the list of high school counsellors was checked to determine, where possible, if they were located in a school that was likely in a catchment area where 20% or more of the defined working age population had worked directly in the Northern Cod fishery. In some cases, counsellors were called by telephone to find the names of communities contained in school catchment areas in order to determine if they qualified for the study.

The total possible number of eligible candidates was found to be 21, of which 19 participated, for a 91% rate of return on the questionnaires.

#### Percentages of Unemployed Fishery Workers From School Catchment Areas

Critical to the study was determining the percentages of persons from the adult population of working age (20 to 65 years) in high school catchment areas who were unemployed as a result of the moratorium. This information was determined

Table 1

Percentages of Adult Working Age Population In Receipt  
of NCARP Benefits in High School Catchment Areas

Catchment Area	Number of Communities	Percentage Receiving NCARP Benefits (Range)	(Midpoint)
A01	3	25-35%	30%
A02	5	27-37%	32%
B01	4	17-27%	22%
C03	6	37-47%	42%
C04	4	25-35%	30%
F03	7	19-29%	24%
F04	10	53-63%	58%
F08	1	23-33%	28%
G01	7	36-46%	41%
G03	7	29-39%	34%
H04	6	21-31%	26%
M02	3	46-56%	51%
H05	8	19-29%	24%
H06	5	21-31%	26%
H07	18	18-28%	23%
L06	10	22-32%	27%
L07	7	22-32%	27%
N02	7	23-33%	28%
S04	5	19-29%	24%
<b>Total</b>	<b>19</b>	<b>119*</b>	

\* Four communities were used on two occasions because they were served by two different high schools. Therefore, the total number of communities involved was 119 (the actual sum of the numbers in column two is 123).

from Department of Fisheries and Oceans (1993) and Statistics Canada (1992) statistics.

Percentages of direct fishery workers were derived by dividing the numbers of fisherpersons, plantworkers and

trawlermen in each community and catchment area into the actual adult working age population between the ages of 20 to 64.

Participating counsellors were found to serve in school catchment areas with percentages of unemployed adult fishery workers between 22% and 58%.<sup>1</sup>

## **Analyses**

### Part 1

For the questions in Part 1 descriptive analyses were carried out. In some cases data was analyzed in terms of the frequency and percentage of responses. In other instances means and ranges were used.

### Part 2

#### Closed-Form Questions.

The frequency and percentages of counsellors' responses for the Likert scaled items were derived in order to ascertain the proportion of counsellors who reported some type of change or no change at all. This was done by combining the total

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<sup>1</sup> Table 1 lists the breakdown, by counsellor, of communities and the respective population numbers involved, which were used to determine the approximate percentages receiving NCARP benefits. The actual rate of unemployment in each catchment area may be significantly larger than the percentage of unemployed workers from the direct fishery. Downturns in other types of fishery such as salmon, caplin, crab and lobster also affected the unemployment rate and standards of living in various Newfoundland communities during the period of this study. Unemployment rates from other jobs, such as logging may increase the actual unemployment rate in respective areas.

scores reported for both males and females on each item. T-tests were also carried out, using the Statistical Package for Social Sciences (SPSS) computer software, to determine if there were any perceived gender differences.

#### Open-Form Questions.

The final type of analysis, carried out on each of the two open-form questions, was qualitative in nature. Counsellors' responses were categorized by theme under each of the five general areas as identified in Part 1. Responses were also subcategorized thematically in accordance with subthemes identified by the researcher. In some cases, responses were reflective of more than one subcategorization. Responses were scored in accordance with the number of responses under each of the major categories as well as the number of counsellors who mentioned a particular distinct subcategory. The actual number of counsellors who responded rather than the number of responses by each informant was used in quantifying subthemes because of the tendency for some respondents to mention the same subtheme in more than one instance.

#### **CHAPTER IV: PRESENTATION OF RESEARCH RESULTS**

The purpose of this study was to determine any possible effects that the imposition of unexpected long-term widespread unemployment was having on senior high school students in communities with one major primary industry. This was accomplished by assessing, through the use of a questionnaire, high school counsellors' perceptions of the impact of the moratorium on the Northern Cod fishery on students in the province of Newfoundland and Labrador.

This chapter is divided into two parts. In Part 1, demographic information about the counsellors themselves, as well as the students and communities they serve, is introduced. In Part 2, the findings for both the closed-form Likert scale items as well as responses to the two open-form questions for each of the major sections (School Behaviours, Career Aspirations, Family Relationships, Financial Resources, Mental and Physical Health and Gender Differences) are presented.

##### **Part 1: Background and Community Information**

This part of the questionnaire was comprised of two subsections. Section A was labelled "Requested Information On Your Background," while Section B was entitled "Student/School/ Community Information."

Section A: Requested Information On Your Background

This section included eight items. These items, with the means and ranges, or percentages, of summarized responses are presented below (see Table 2):

1. Were you counselling in this school(s) in 1991/92; 92/93? Only counsellors who could answer yes to this question were included in the study. Nineteen of 19 counsellors answered in the affirmative.

2. How long have you been with this school board? The mean length of time counsellors' had been with their respective school boards was 10.3 years, with a range of 2 to 27 years. A total of 19 counsellors responded to this question.

3. Percentage of time spent in guidance related activities: All 19 counsellors responded to this question. The mean percentage of time counsellors spent in guidance related activities was 86 percent. The percentage range was between 40% and 100%.

4. Number of years experience as a counsellor: The mean number of years experience was 6.4, with a range of 2 to 20 years. Eighteen of the 19 informants reported their age.

5. Number of graduate counselling or related courses you have completed: All counsellors responded on this item. The mean for this question was 10.4 courses, the range being 5 to 15 courses.

Table 2

Counsellor Background Information

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1. Were you counselling in this school(s) in 1991/92; 92/93?

	#	(%)
Yes	19	(100%)
No	0	(0%)
Total	19	(100%)

---

## 2. How long have you been with this school board?

	<u>M</u>	Range	Total Responses
Years	10.3	2 - 27	19/19 (100%)

---

## 3. Percentage of time spent in guidance related activities

	<u>M</u>	Range	Total Responses
Percentage	86.2	40 - 100	19/19 (100%)

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## 4. Number of years experience as a counsellor

	<u>M</u>	Range	Total Responses
Years	6.4	2 - 20	19/19 (100%)

---

## 5. Number of graduate counselling or related courses you have completed

	<u>M</u>	Range	Total Responses
Courses	10.4	5 - 15	16/19 (84%)

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## 6. Have you completed graduate training in counselling?

	#	(%)
Yes	18	(95%)
No	1	(5%)
Total	19	(100%)

Table 2 (continued)

Counsellor Background Information

## 7. Gender

	#*	(%)
Males	12	(63%)
Females	7	(37%)
Total	19	(100%)

## 8. Age

	M	Range	Total Responses
Years	38.6	27 - 50	18/19 (95%)

Note. # represents the number of responses.

6. Have you completed graduate training in counselling?  
All but one counsellor (this person had completed eight graduate courses) had completed a Master's degree in either educational psychology or counselling, for a total of 95%. In this case, 19 of 19 counsellors participated.

7. Gender: All informants reported their gender. Twelve (63%) of the counsellors were male, while seven (37%) were female.

8. Age: The mean age for counsellors was 38.6 years. Ages ranged from 27 to 50 years. Eighteen of 19 individuals gave their age.



### Section B: Student/ School/ Community Information

This section included the following questions :

1. Name(s)<sup>1</sup> of school(s); 2. Number of teachers in your school(s); 3. Number of Levels 1-3 students in your school(s); 4. Estimated percentage of Levels 1-3 students from fishery families (i.e., families who derived their principal income from fishing, fish processing or a directly related industry); and 5. Names<sup>2</sup> of communities served by your school(s). The following is a description of the results (see Table 2):

1. Number of school(s): The mean number of schools served by the counsellors was 2.1, with a range of 1 to 5 schools. All informants reported on this item.

2. Number of teachers in your school(s): This question was answered by all informants. The mean number of teachers in counsellors' schools was 23.6, ranging from 8 to 50.

3. Number of Levels 1-3 students in your school(s): Each counsellor reported on this item. A mean of 162.6 students was found. Responses ranged from 36 to 400.

4. Estimated percentage of Levels 1-3 students from fishery families: The mean estimated percentage was 59%, with a range from 20% to 98%. On this item, 17 of 19 counsellors responded.

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<sup>1</sup> For presentation purposes, the number of different schools in which respective counsellors worked was used rather than the actual names of the schools.

<sup>2</sup> For presentation purposes the number of communities involved was used rather than the actual community names

Table 3

Student' School/ Community Information

## 1. Number of school(s)

<u>M</u>	Range	Total Schools	Total Responses
2.1	1 - 5	40	19/19 (100%)

## 2. Number of teachers in your school(s)

<u>M</u>	Range	Total Teachers	Total Responses
23.6	8 - 50	448	19/19 (100%)

## 3. Number of Levels 1 - 3 students in your school(s)

<u>M</u>	Range	Total Students	Total Responses
162.6	36 - 400	3089	19/19 (100%)

## 4. Estimated percentage of Levels 1-3 students from fishery families

<u>M</u>	Range	Total Responses
59	20 - 98	17/19 (90%)

## 5. Number of communities served by your high school(s)

<u>M</u>	Range	Total Communities	Total Responses
6.3	1 - 14	120	19/19 (100%)

5. Number of communities served by your school(s): All counsellors responded on this item. The mean number reported was 6.3 communities. Actual numbers ranged from 1 to 14 communities served.

## Part 2: Perceived Changes In Students

This part is comprised of two sections. The first includes data from the 5 point Likert scale used. This information will be presented by looking at the distribution and percentage of counsellors' responses for each item. Each of the items included a scale for both males and females in order to allow counsellors to separately assess any perceived gender differences. Frequencies and percentages, therefore, are presented in terms of the total number of responses per degree of perceived change (i.e., No Change).

The second section presents the open-form responses, which were scored in terms of content and theme. Counsellors' comments are summarized based on the actual number of times a theme or idea was presented by the responding counsellors. If an idea was used by a certain counsellor more than once it was credited as only one response for that particular theme.

### Closed-Form Questionnaire Component

#### Section A: School Behaviours.

The majority of counsellors' responses (61%) indicated there were no perceived change in *Students' grades* (see Table 4). Twenty-two percent believed there was a decrease in this area. Seventeen percent indicated an increase.

Fifty-three percent of respondents reported no change in item 2, *Attendance rates*. An increase was reported by 29% of the group. An additional 18% of counsellors believed there

Table 4

Section A: Perceived Changes in School Behaviours

PERCEIVED CHANGE						
	DECREASE		NO CHANGE	INCREASE		
	MARKED # (%)	SLIGHT # (%)	# (%)	SLIGHT # (%)	MARKED # (%)	n
<b>Item 1: Students' grades</b>						
Counsellors' Responses	0 (0)	8 (22)	22 (61)	5 (14)	1 (3)	36
<b>Item 2: Attendance rates</b>						
Counsellors' Responses	0 (0)	7 (18)	20 (53)	9 (24)	2 (5)	38
<b>Item 3: Dropout rates</b>						
Counsellors' Responses	3 (8)	8 (21)	21 (55)	6 (16)	0 (0)	38
<b>Item 4: Number seeking entry or admission to high school</b>						
Counsellors' Responses	0 (0)	6 (17)	13 (36)	14 (39)	3 (8)	36
<b>Item 5: Frequency of visits to counsellor</b>						
Counsellors' Responses	1 (3)	1 (3)	10 (26)	21 (55)	5 (13)	38
<b>Item 6: Classroom disruptiveness</b>						
Counsellors' Responses	0 (0)	2 (5)	22 (58)	14 (37)	0 (0)	38
<b>Item 7: Willingness to complete homework and assignments</b>						
Counsellors' Responses	4 (11)	9 (24)	16 (42)	7 (18)	2 (5)	38
<b>Item 8: Cooperation with and respect for teachers</b>						
Counsellors' Responses	1 (3)	9 (24)	25 (66)	3 (8)	0 (0)	38
<b>Item 9: Cooperation with peers</b>						
Counsellors' Responses	0 (0)	4 (11)	33 (87)	1 (3)	0 (0)	38

Table 4 (continued)

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Item 10: Student involvement in school or community clubs/ organizations/ extracurricular groups					
Counsellors' Responses	4 (11)	2 (6)	26 (72)	4 (11)	0 (0)
					36

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Note. # represents the number of responses for each degree of change. n represents the total number of responses out of 38. In some cases, because percentages are rounded, totals may be less than or exceed 100%.

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was a decrease in this marker.

No change in *Dropout rates* (Item 3) was perceived by 55% of informants. Twenty-nine percent of responses indicated a decrease for this item. Sixteen percent believed that there was an increase.

Almost half the respondents (47%) believed there was an increase in Item 4: *Number seeking entry or admission to high school*. No change was perceived by 36%, while 17% of those involved reported a decrease for this item.

The majority of respondents (68%) reported an increase for *Frequency of visits to counsellor*, of which 13% indicated a marked increase. Twenty-six percent of informants believed there was no change. Six percent of counsellors reported a decrease for Item 5.

Fifty-eight percent of the group reported no change for *Classroom disruptiveness*. An increase in this item was reported by 37%. Five percent of counsellors believed there was a decrease.

Forty-two percent of informants perceived there was no change in Item 7: *Willingness to complete homework and*

assignments. Thirty-five percent of responses reported a decrease on this item. An increase in this marker was indicated by 23%.

Most counsellors (66%) believed there was no change in *Cooperation with and respect for teachers*. A decrease was noted by 27%, while 8% indicated an increase in Item 8.

Eighty-seven percent of respondents reported no change for *Cooperation with peers*. A decrease was reported by 11% of the group for Item 9. Three percent of counsellors believed there was an increase.

No change in Item 10: *Student involvement in school or community clubs/ organizations/ extracurricular groups*, was perceived by 72% of informants. Seventeen percent of responses indicated a decrease. Eleven percent believed that there was an increase in this marker.

#### Section B: Career Aspirations

Most counsellors surveyed (55%) reported an increase in *Students' valuing of education* (see Table 5). Sixteen percent believed there was a marked increase in this indicator. Conversely, 26% believed that there was a decrease in this item. Eighteen percent of respondents indicated no change was perceived for Item 1.

Forty-two percent of respondents indicated a decrease for Item 2: *Expectancy to get a job they perceive to be equal to or better than parents' occupations(s)*. Twenty-one percent

Table 5

Section B: Perceived Changes in Career Aspirations

PERCEIVED CHANGE						
	DECREASE		NO CHANGE	INCREASE		n
	MARKED # (0)	SLIGHT # (0)		SLIGHT # (0)	MARKED # (0)	
<b>Item 1: Students' valuing of education</b>						
Counsellors' Responses	0 (0)	10 (26)	7 (18)	15 (39)	6 (16)	38
<b>Item 2: Expectancy to get a job they perceive to be better than or equal to parents' occupation(s)</b>						
Counsellors' Responses	8 (21)	8 (21)	8 (21)	13 (34)	1 (3)	38
<b>Item 3: Expectancy to get a job within 1 year of finishing high school</b>						
Counsellors' Responses	15 (39)	12 (32)	6 (16)	5 (13)	0 (0)	38
<b>Item 4: Requests for training-retraining information</b>						
Counsellors' Responses	1 (3)	1 (3)	9 (24)	17 (45)	10 (26)	38
<b>Note.</b> # represents the number of responses for each degree of change. n represents the total number of responses out of 38. In some cases, because percentages are rounded, totals may be less than or exceed 100%.						

of responses indicated no perceived change for this item. An increase in this marker was reported by 37%.

The majority of counsellors' responses (71%) suggested there was a decrease in *Expectancy to get a job within one year of finishing school*. Thirty-nine percent believed there was a marked decrease. Sixteen percent indicated no change, while 13% reported an increase in Item 3.

*Students' requests to obtain training-retraining*

information was on the increase, according to the majority of counsellors (71%), with 26% of respondents perceiving a marked increase. Twenty-four percent believed that there was no change in this indicator. A decrease in training information requests was perceived by 6% of informants for Item 4.

### Section C: Family Relationships

One half (50%) of the counsellors believed there was an increase for Item 1: *Students' indications of atypical home stress* (see Table 6). No change was perceived by 45% of respondents. Five percent reported a decrease in this item.

The majority of responses (74%) indicated there was no perceived change for *Number of disclosures of parental neglect*. Twenty-one percent believed there was an increase in this area. Five percent indicated a decrease for this indicator.

Sixty-six percent of respondents reported no change for Item 3: *Number of disclosures of parental abuse*. An increase was reported by 24% of the group for this item. Eleven percent of counsellors thought there was a decrease.

No change in Item 4: *Students' criticism of parents* was perceived by 61% of informants. Thirty-nine percent of responses indicated an increase in this area.

Most respondents (71%) believed there was no change in Item 5, while 16% thought there was a decrease in *Parental restrictions*. Thirteen percent reported an increase.





Seventy-five percent of the group reported no change on Item 6: *Number of student marriages/ cohabitation*. An increase was reported by 25% of informants.

Most counsellors (74%) thought there was no change for Item 7. Twenty-six percent perceived an increase concerning *Frequency of student sexual activity*.

Sixty-one percent of respondents indicated no change in *Number of student parents*. An increase was indicated by 25% for Item 8. A decrease in the number of students who also had children of their own was reported by 14%.

#### Section D: Financial Resources

The majority of counsellors' responses (39%) indicated there was an increase in Item 1: *Money available for recreation* (see Table 7). About one third (33%) believed there was a decrease in this area. Twenty-eight percent indicated no change.

Thirty-seven percent of respondents reported an increase for *Money at students' disposal for fashion clothing*, of which 16% felt there was a marked increase. No change was indicated by 37% of the group. Twenty-seven percent of counsellors believed there was a decrease in Item 2.

No change in Item 3 was perceived by 47% of informants. Thirty-seven percent of responses indicated an increase in *Available money for lunches and basic clothing*. Sixteen percent believed that there was a decrease in this marker.

Table 7

Section D: Perceived Change in Financial Resources

PERCEIVED CHANGE						
	DECREASE		NO CHANGE		INCREASE	
	MARKED	SLIGHT		SLIGHT	MARKED	n
	# (%)	# (%)	# (%)	# (%)	# (%)	
<b>Item 1: Money available for recreation</b>						
Counsellors' Responses	0 (0)	12 (33)	10 (28)	8 (22)	6 (17)	36
<b>Item 2: Money at students' disposal for fashion clothing</b>						
Counsellors' Responses	1 (3)	9 (24)	14 (37)	8 (21)	6 (16)	38
<b>Item 3: Available money for lunches and basic clothing</b>						
Counsellors' Responses	2 (5)	4 (11)	18 (47)	8 (21)	6 (16)	38
<b>Item 4: Money on hand for school supplies</b>						
Counsellors' Responses	0 (0)	8 (22)	16 (44)	8 (22)	4 (11)	36
<b>Item 5: Available allowance money</b>						
Counsellors' Responses	0 (0)	8 (22)	12 (33)	8 (22)	8 (22)	36
<b>Item 6: Amount of time spent working part-time</b>						
Counsellors' Responses	2 (6)	7 (22)	23 (72)	0 (0)	0 (0)	32
Note: # represents the number of responses for each degree of change. n represents the total number of responses out of 38. In some cases, because percentages are rounded, totals may be less than or exceed 100%.						

Thirty-three percent of counsellors reported an increase in *Money on hand for school supplies*. No change was perceived by 44% of respondents, while 22% reported a decrease.

Forty-four percent of respondents believed there was an increase for *Available allowance money*, while 22% indicated a marked increase. About one third (33%) believed there was

no change for Item 5, while 22% reported a decrease.

Seventy-two percent of the group reported no change for Item 6: *Amount of time spent working part-time*, while a decrease was reported by 28%.

#### Section E: Mental and Physical Health

The majority of counsellors' responses (58%) indicated there was no perceived change in Item 1 (see Table 8). Thirty-seven percent believed there was a decrease in the area of *Students' self-concepts and feeling of self-worth*. An increase was reported by 5% of informants.

Sixty-one percent of respondents marked no change for Item 2. A decrease in *Students' self-reliance/ autonomy/ independence* was reported by 37% of the group, and 3% of counsellors believed there was an increase in this indicator.

No change in Item 3 was reported by one half (50%) of respondents. Forty-five percent of responses indicated an increase was perceived. Six percent believed there was a decrease in *Degree to which students appear to be depressed*.

Most counsellors (58%) believed there was no change in Item 4: *Frequency of fighting/ aggressive acts towards peers*. An increase was perceived by 39% of respondents, and 3% reported a decrease in this item.

The majority of respondents (58%) believed there no change in Item 5. Thirty-four percent believed there was an increase in *Frequency of fighting/ aggressive acts towards*

Table 8

Section E: Perceived Changes in Mental and Physical Health

		PERCEIVED CHANGE					
		DECREASE	SLIGHT	NO CHANGE	SLIGHT	INCREASE	
		MARKED				MARKED	n
		# (%)	# (%)	# (%)	# (%)	# (%)	
<hr/>							
<b>Item 1: Students' self-concepts and feeling of self-worth</b>							
Counselors' Responses	0 (0)	14 (37)	22 (58)	2 (5)	0 (0)	38	
<hr/>							
<b>Item 2: Students' self-reliance/ autonomy/ independence</b>							
Counselors' Responses	2 (5)	12 (32)	23 (61)	1 (3)	0 (0)	38	
<hr/>							
<b>Item 3: Degree to which students appear to be depressed</b>							
Counselors' Responses	0 (0)	2 (6)	18 (50)	15 (42)	1 (3)	36	
<hr/>							
<b>Item 4: Frequency of fighting/ aggressive acts towards peers</b>							
Counselors' Responses	0 (0)	1 (3)	22 (58)	15 (39)	0 (0)	38	
<hr/>							
<b>Item 5: Frequency of fighting/ aggressive acts towards teachers</b>							
Counselors' Responses	0 (0)	3 (8)	22 (58)	13 (34)	0 (0)	38	
<hr/>							
<b>Item 6: Frequency of fighting/ aggressive acts towards parents</b>							
Counselors' Responses	0 (0)	0 (0)	26 (68)	12 (32)	0 (0)	38	
<hr/>							
<b>Item 7: Students' levels of substance abuse</b>							
Counselors' Responses	0 (0)	0 (0)	20 (53)	13 (34)	5 (13)	38	
<hr/>							
<b>Item 8: Degree to which students appear to be experiencing personal stress and/ or coping difficulty</b>							
Counselors' Responses	0 (0)	0 (0)	12 (32)	24 (63)	2 (5)	38	
<hr/>							
<b>Item 9: Frequency of self-injury/ suicide discussions threats or attempts</b>							
Counselors' Responses	0 (0)	3 (8)	23 (61)	12 (32)	0 (0)	38	

Table 8 (continued)

Item 10: <i>Frequency of illness/ health problems/ accidental injury</i>					
Counselors'					
Responses	0 (0)	0 (0)	28 (74)	8 (21)	2 (5) 38
Note. # represents the number of responses for each degree of change. n represents the total number of responses out of 38. In some cases, because percentages are rounded, totals may be less than or exceed 100%.					

teachers. A decrease was reported by 8% of counsellors.

Sixty-eight percent of the group reported no change on Item 6. An increase was reported by 32% of informants for *Frequency of fighting/ aggressive acts towards parents*.

An increase in *Students' levels of substance abuse* was reported by 47% of the group, with 13% indicating a marked increase. No change was reported by 53% of respondents for Item 7.

On Item 8: *Degree to which students appear to be experiencing personal stress and/ or coping difficulty*, 68% of informants reported an increase. Thirty-two percent believed there was no change in this area.

No change in Item 9 was perceived by 61% of informants. Thirty-two percent of responses suggested an increase. Eight percent believed that there was a decrease in *Frequency of self-injury/ suicide discussions threats or attempts*.

The majority of respondents (74%) thought there was no change in Item 10. Twenty-six percent believed there was an increase in the *Frequency of illness/ health problems/ accidental injury*.

### Section F: Gender Differences

T-tests were used to determine if there were any significant sex differences at the .1 level. This statistical level is deemed to be acceptable for exploratory studies (Borg and Gall, 1989).

Three indicators were found to be statistically significant - *Frequency of visits to counsellor*, *Willingness to complete homework and assignments*, and *Students' criticism of parents*. Results indicated that counsellors perceived that females visit the counsellor significantly ( $p = .01$ ) more than their male counterparts. Seventy-four percent of counsellors suggested that there was an increase in female students' counsellor visits. 21% perceived there was a marked increase. This compares with 63% of counsellors who thought there as an increase in males' visits to their office, where only 5% (1 counsellor) thought there was a marked increase males' visits.

Counsellors believed male *Willingness to complete homework and assignments* decreased significantly ( $p = .04$ ) more than female. Thirty-seven percent reported a decrease for male students on this item, with 16% perceiving a marked decrease. This compares to 32% reported for females, with 5% of counsellors reporting a marked decrease. No change was reported by 42% for both male and female students. Twenty-one percent of counsellors indicated they thought there was an increase in this indicator compared with 26% reported for females.

In general, counsellors indicated they thought female *Students' criticism of parents* had increased significantly ( $p = .08$ ) as compared to males. Sixty-eight percent of respondents reported no change for males, as compared to 52% for females. Forty-seven percent reported a slight increase for females in contrast with 32% for males.

#### Major Indicators of Student Change From Closed-Form Questionnaire Results

On the closed-form questionnaire component, the ten items on which the highest percentages of counsellors reported student change, were deemed the major indicators of change (see Table 9). Relatively high numbers of counsellors reported decreases on items that addressed students' future job expectations. Increases were perceived in items addressing students' requests for training information, valuing of education, admission rates, counsellor visits, allowance money, and indications of stress and depression.



Table 9

Major Closed-Form Indicators of Student Change

Rank	Closed-Form Item	Change Type	%
1/2:	Expectancy to get a job within 1 year of finishing high school	D	71
1/2:	Requests for training-retraining information	I	71
3/4:	Degree to which students appear to be experiencing personal stress/ coping difficulty	I	68
3/4:	Frequency of visits to counsellor	I	68
5:	Students' valuing of education	I	56
6:	Students' indications of atypical home stress	I	50
7:	Number seeking entry or admission to high school	I	47
8:	Degree to which students appear to be depressed	I	45
9:	Available allowance money	I	44
10:	Expectancy to get a job better than or equal to parents' occupation(s)	D	42

Note: D indicates that the majority of counsellors reported a decrease on this item, while I indicates a reported increase.

Macro Analysis Overview of Closed-Form Questionnaire Results

It was desirable to make macro level comparisons between each of the five general areas (see Table 10). First, for each of the five closed-form sections a mean score per item was calculated in order to determine which sections were perceived as exemplifying the most student change, overall. The highest aggregate sectional scores were deemed representative of the greatest degree of counsellor agreement and thus indicated a shared perspective as to changes that had

occurred in the lives of adolescents.

Individual items from each closed-form section also were averaged. Mean scores were used to determine which areas in students' lives were perceived as being most affected and likely subject to the greatest change. The mean score for each item was then subtracted from the 'No Change' rating (3). The absolute value of this difference for each sectional item was then used to find the mean difference for each section overall. Table 9 is a rank order presentation of the findings.

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Table 10

Mean Aggregate Scores per Section

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Rank	Section	Score
#1	Career Aspirations	0.65
#2	Mental and Physical Health	0.40
#3	Financial Resources	0.30
#4	Family Relationships	0.27
#5	School Behaviours	0.25

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The highest ranked item was Career Aspirations, with a score of 0.65. Mental and Physical Health was rated (0.40) second. The final three sections, Financial Resources (0.30), Family Relationships (0.27), and School Behaviours (0.25) were all relatively close in rank scores.

### Open-Form Questionnaire Component

Accompanying each of the five sections of the questionnaire discussed above, two open-form questions were asked of counsellors. The first was worded: "Describe any other categories of change or impact that you have noted and deem important." The second stated: "Please offer two or more suggestions for specific programs that would be realistic and possible in your school or community which might be developed to help address any changes identified above."

Respondents' comments were grouped based on common themes identified by the researcher. Each response was assigned to a general category and was further assigned to one or more sub-categories according to the various sub-themes that arose. The total number of open responses for each question are provided. Each individual sub-theme was credited to a counsellor only once irregardless of the number of times it was mentioned by that individual.

### Open-Form Question 1: Other Categories of Change or Impact Deemed Important

#### A. School Behaviours.

Five counsellors offered comments for a total of eight distinct responses.

Work Ethic. Five respondents mentioned the deterioration of students' study habits and school work ethic. One put it this way: "'Student grades' - a marked deterioration in

performance - lack/ absence of work ethic."

Drop Out. Two counsellors commented that students tend to stay in school longer (not drop out) since the inception of the moratorium. "Many students dropped out in past to work at fish plant. Now students remain in school because there are no avenues of employment," is one example. Another counsellor reported that there was an increase in the enrolment of "Level 4" students during the past school year by 40.

#### B. Career Aspirations.

In total, 22 distinct responses from 11 respondents were made concerning career aspirations.

Waiting Lists. A predominant theme was the frustration high school students in general were experiencing over having to be placed on college waiting lists. Six informants commented on the situation. One example is, "They often get disappointed because they can't enrol in community colleges due to the DREADED WAITING LIST" (indicated emphasis reflects original content).

Non-fishing Families. Three respondents specifically noted that students not from fishing families were perturbed due to community colleges being "filled" with individuals who had their training paid for, or subsidized by, government funds coming from NCARP. One counsellor was of the opinion, for example, that, "Students who are not members of fishing

families are meeting with frustration, i.e., not getting accepted for programs because they are not sponsored (NCARP, CEIC, Community Futures). [They] see themselves as having limited options."

Value Education. Non-fishery family students were also thought to value education more than those from fishery households by two counsellors. An example of this is, "Some students (non-fishing families) see even more importance of gaining higher education, (i.e., do not want to be in same situation as fishermen)."

Apathy. Another motif concerned the perceived apathy of students, primarily from fishing families, displayed towards post-secondary aspirations (which was linked to the NCARP financial supplement). Six individuals responded in this regard. In one case a counsellor commented, "Some students [are] apathetic or indifferent towards post-secondary aspirations. 'Got the Package'."

No Jobs. Three counsellors reported that students were being affected by the belief that opportunities for employment were very limited in the context of present labour market conditions. "Students [are] very reluctant to make career decisions due to unavailability of jobs," is a typical comment.

Outside Province. Two informants noted that there appeared to be a greater interest in post-secondary programs outside the province. "More interest in universities/ schools

outside the province, may have to do with lack of funding; smaller universities are more attractive," is how one counsellor responded.

### C. Family Relationships.

All comments in this section focused on students' parents. A total of twelve distinct statements by eight respondents were made in all.

Parents' Time Use. Four counsellors' observations focused on parents' time usage. Two commented on a perceived lifestyle of leisure or "party mentality" families had adopted since the inception of the moratorium. One put it this way: "Little self-discipline. Holiday or party mentality. Have a good time. Don't look too far ahead, just to weekend." Another said, "More money, but majority of parents and students refuse to pay school fees - More new vehicles, more new ski-doo's and Quad-Runners - more money spent on leisure."

Two more counsellors commented on negative effects associated with parental idleness. In one instance it was reported: "Student (child) experiencing stress when family is idle (no outlook)."

Negative Mindset. Two informants believed that students' perceived negative attitudes were a reflection of parental mindsets. For example, one counsellor commented that, "Parents do not protest when students quit and then live off them. They [students] don't look for work. They sleep all

day and then go to the teenage hangout all night."

No Control. Two counsellors suggested that parents exercised little restrictions or supervision over their teenagers: "Parents [are] less available to help out at school level (at cabins all week long instead of only a couple of days)."

#### D. Financial Resources.

Eleven distinct statements were made by six respondents in this section.

The "Package". The moratorium income supplement, (the "Package") was referred by six different respondents, four of whom believed that families receiving NCARP benefits had as much or more money available to them than before the moratorium started. One counsellor reported that, "More money [is] available overall due to the 'Package'."

Part-time Work. Three individuals commented that there was a decline in part-time work for students since plants had closed. One said that, "Local plants were a source of part-time employment. No longer available."

Less Support. Two counsellors mentioned a decline in family financial support for post-secondary programs for students not from fishing families. "Students of working people are ticked off with having little help in provincial grants and student loans, while non-workers get all the financial aid," was one respondent's comment.

### E. Mental and Physical Health.

Nine responses were elicited in this area by six different counsellors.

Despair. Feelings of despair and hopelessness towards the future were identified by five counsellors, three of whom linked these feelings to alleged student perceptions of a poor job future outlook. For example, "General morale of kids seems to [be] lower in recent years ... difficulties reflect difficulties of our times," was what one counsellor reported.

Social Problems. An increase in social problems was identified by two respondents. "The package has given families more money but also more social problems because of time on their hands," is the manner in which one counsellor responded.

Suicide Discussion. Two counsellors noticed an increase in suicide discussion.

### F. Gender Differences.

There were three counsellors who commented on student gender differences. One remarked that though there appeared to be a slight increase in the number of disclosures of parental abuse for both males and females the incidence was still "more for females." Another counsellor reported a slight increase, for both males and females, in terms of classroom disruptiveness, but that in females this was "more



marked." Another counsellor said that females were more ambitious, hard-working and self-reliant than their male counterparts, but had also been so prior to the moratorium.

Open-Form Question 2: Suggestions for Specific Programs Deemed Realistic and Possible in Respective School or Community to Address Previously Identified Changes

A. School Behaviours.

A total of 10 suggestions by five counsellors were made for programs pertaining to School Behaviours.

There was a need for additional guidance and counselling services in the school, according to four counsellors. One suggested that, "Counsellors should be relieved of some teaching duties to deal with students manifesting these [behaviour] problems." In addition to extra counselling services, two respondents also expressed the need for social workers to be "attached" to schools.

Other comments involving school-related programs included two suggestions concerning the need for increased emphasis on industrial technology/ arts programs and another that suggested the school needed to tighten its standards.

B. Career Aspirations.

Additional emphasis on career services was mentioned in 13 responses by seven individuals. Two informants suggested that students need additional preparation for, or expansion

of, post-secondary options. Individual responses included the following: a "career assessment center," job shadowing, non-traditional occupations, an interactive computer career choices program, full-time career counselling services, high profile motivational campaigns, teacher advisors, consultation between educators and government, educational programs designed to illustrate the link between education and job readiness/attainment, to address issues related to the current job market and prospects for jobs, a bridging program to prepare students for post-secondary and the elimination of government sponsored seats in community colleges.

#### C. Family Relationships.

Parents. Projects involving parents were seen as important in six responses by four informants. Teen parenting programs were also mentioned by two participants, while one counsellor believed that a "parenting of teens" program would be beneficial. One person remarked that parent-school relations might be improved with proper planning. Another suggested that a committee be formed to hold a forum in order to address the "high percentage of teenage pregnancies in the area." A final respondent mentioned the need for family counselling.

#### D. Financial Resources.

There were two responses for two different informants in this section. One respondent reported that the guidance office had instituted a free lunch program funded through the churches. Another strongly stated that there is a need to eliminate the NCARP financial package.

#### E. Mental and Physical Health.

Four counsellors (in six responses) recommended programs in several areas. These services included a community forum with information on how society is changing, peer counselling (specifically for conflict resolution) and tutoring, general mental health education, a crisis response team, and coping with loss.

## **CHAPTER V: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

This research has explored how school counsellors in eastern Newfoundland viewed the impact of the Northern Cod moratorium on their senior high aged students. The study sought to describe the response of adolescents to unexpected long-term pervasive local unemployment. Results for Career Aspirations; Mental and Physical Health; Financial Resources; Family Relationships and School Behaviours are discussed.

### **Career Aspirations**

The category in which most counsellors consistently reported change was that of Career Aspirations. Two items from this section yielded the highest consensus found in the study. These looked at students' expectations related to finding a job within a year of finishing school, and their requests for training information.

There appears to be a direct link between items regarding students' requests for training information and their valuing of education. Student requests are directly observed by counsellors, and young people may have been influenced by high levels of unemployment to seek alternatives other than those formerly provided by local industry. Increased numbers of students seeking career information may have influenced counsellors' determinations as to the overall value placed by students on educational endeavors. Similar findings were reported in another study (Flanagan, 1990), in which rural

adolescents with permanently laid off parents were found to maintain high future aspirations. Several studies concerning the reaction of rural young people to the Iowa farm crisis also suggest that economic downturns speed the redirection of career goals away from local industry and increase the value attributed to education (Van Hook, 1990; Kilman, 1988). On a local level, a recent needs assessment conducted by the Canadian Mental Health Association (1994) reported that there was more value placed on getting an education by affected young people after the moratorium than before.

Responses to the open-form questions in this study indicated that some counsellors perceived that students from families not associated with the fishery valued education more than their fishery family counterparts. One reason for this may be found in additional comments from counsellors which suggested that some students from fishing families were apathetic towards post-secondary training. Students from fishing households were perceived as believing that concern was unnecessary due to the security of government support. Students whose families were not associated with the fishery were not privy to the material benefits that NCARP had to offer. "Non-fishery" young people may have, therefore, been seen as more inclined to pursue the benefits associated with pursuing an education.

Decreases were reported on the two items that focused on student expectations for future jobs. It must be remembered

that most of the counsellors surveyed served communities with only one major industry - the cod fishery. When the local industry failed, there was very little or nothing else to turn to for employment. If jobs were to be found, students would have to seek them in larger centers, often well beyond commuting distance, or, more realistically, out of the province or country. When this study was conducted, students were likely aware that even multi-industry, highly populated areas were experiencing high levels of unemployment. Awareness of bleak economic conditions both at home, and abroad, may have lowered students expectations to find future employment.

Recent research has reported that even adolescents living in close proximity to urban centers were found to have relatively little confidence in their ability to get a job in the near future, and to believe that getting and holding a job was largely outside their locus of control (Pautler and Lewko, 1987, p. 29). Whyte (1992) found that students with employed parents were more likely to think of employment as an outcome of finishing high school than were their counterparts whose parents were unemployed. Not surprisingly, fewer students appeared to expect to find local employment in the communities investigated in this study.

### **Mental and Physical Health**

Changes in students' Mental and Physical Health were also noted. Comparatively high numbers of counsellors reported an increase in personal and family stress among students (see section on Family Relationships). Because of the similarities between these items, they will be addressed together.

Numerous studies have linked children's stress with parental unemployment (Komarovsky, 1940; Elder, 1974). Rayman (1987) conceptualized the relationship in the following manner:

The unemployment event reduces family resources causing family disruption resulting in parental stress. This, in turn, reduces parental effectiveness causing stress in the child, resulting in child psychosocial and health outcomes. (pp. 17-18)

Flanagan's (1990) study of early adolescent students reports a "spillover effect of parental unemployment" (p. 20) on children. In the study, teachers in middle or high unemployment areas contended that children were more stressed and that they were "filling in for parents and providing emotional support for children". Recent research (Conger, et al., 1992; 1993) has linked unstable work conditions and economic pressures with marital conflict and disruptions in skilful parenting, which, in turn, reportedly had adverse consequences on adolescents.

Newfoundland parents were faced with the indefinite closure of a centuries-old industry, with little chance of finding employment in other fields of work. Many parents likely feared the disappearance of a life-style. Subsequently, along with experiencing uncertainties about their futures, counsellors reported that parents were more likely to be "idle in," or absent from, the home. Counsellors also perceived increases in parental neglect and abuse (see Family Relations section). Given these perceived changes, it would appear reasonable that the home stability of adolescents would have been affected, and that young people could have experienced high levels of stress.

It is possible that some student concerns directly mirror the thinking and attitudes of their parents. Students themselves may have experienced increased personal stress due to widespread unemployment and bleak economic conditions. Specifically, several open-ended comments were made in regards to the perceived frustration of students due to long waiting lists at community colleges. Counsellors further suggested that non-fishery students may have been especially perturbed due to college positions being filled with NCARP sponsored students. High levels of stress are typically associated with extreme frustration (Elder, 1974).

Increases in student substance abuse and depression were also reported by counsellors. Links between economic stress and parental support, and adolescent depression and drug use,



have been found in several studies. Financial hardship reportedly influences parents to become less nurturing, which, in turn, increases adolescent depression and loneliness, and the likelihood that young people will become involved in delinquent drug use (Van Hook, 1990; Lempers, Clarke-Lempers, and Simon, 1989; Lempers and Clarke-Lempers, 1990). Studies have been conducted with grades nine through twelve students from families, where the main industry, farming, had suffered an economic downturn (Lempers and Clarke-Lempers, 1990; Lempers, Clarke-Lempers and Simon, 1989). In these studies, an increase in drug use by older adolescents was linked directly to economic stress.

The current situation in Newfoundland may indicate a financial anomaly. In this present study, unlike many areas experiencing high unemployment, counsellors suspected that there was as much or more money available to students after the moratorium than before (see section on Financial Resources). Availability of financial resources, together with negative factors associated with widespread unemployment, could have helped create a climate that was more conducive to adolescent alcohol and drug usage. The complexity of the current situation suggests that economic reasons alone are not the sole determinant of student stress and negatively associated behaviours such as drug use. This suggests that problems need to be looked at in a more systemic or ecological way (Bronfenbrenner, 1987).

Increases in aggressive acts were also reported by counsellors. Studies have suggested that unemployment contributes to young people's resistance to parental authority and to increases in behaviour problems, especially in boys (Flanagan, 1990; Jones, 1991; Elder, Nguyen, and Caspi, 1985). Due to the stress caused by unemployment, parents and young people have been known to engage in bouts of aggression (Patterson and King, 1976). If students are experiencing greater frustration it is possible that some of it may be reflected in aggressive behaviour.

Several counsellors reported decreases in students' self-concepts and self-worth, as well as in self-reliance and independence. It has been shown that unemployment stress can have adverse effects on young people in these areas. Coopersmith (1967) and Isralowitz and Singer (1986) found a relationship between parental unemployment and low self-esteem. Elder, Nguyen, and Caspi (1985) found an increase in adolescents' "self-inadequacy" to be linked to rejecting parenting behaviour. In the face of a poor outlook towards the future and increased family conflict, it is plausible that adolescents indirectly studied in the present research may have experienced decreased personal worth. Students' self-reliance may have been adversely affected by living in a family or community whose very existence, which was formerly largely dependent on primary industry, has been replaced by an overdependence on government monies.

Some counsellors indicated the belief that there was an increase in health problems and self-injury since the onset of the moratorium. Incidents of deliberate self-injury and psycho-somatic illness have been documented in other research (Margolis and Farran, 1991; Van Hook, 1990). Frustration, depression, stress, and lack of future hope over economic conditions may underlie both types of health threats. Increases in student health problems may have well occurred, but it is beyond the scope of this study to explore the complex physiological and medical phenomena related to situational stress.

#### **Financial Resources**

Most items in this section measured counsellors' perceptions of money available to students for basic needs, as well as for "wants." Several counsellors reported increases in student resources. These findings were further supported by open-ended responses indicating that families receiving NCARP benefits had as much or more money available to them during the time of this study than before the moratorium started. Furthermore, the lack of suggested financial solutions to financial problems was conspicuous. Lowered levels of income are typically associated with high unemployment (Elder, 1974). In stark contrast to what one might expect, one counsellor strongly stated that there was a need to eliminate the NCARP financial package.

Despite a perceived increase in money available to students, some informants believed that the amount of time students spent working part-time had decreased. This paradox is explainable by the financial resources likely available to students through parents, who were in receipt of the NCARP income supplement. Some of the students themselves, especially older ones, may have also worked in the fishing industry prior to the moratorium. This may have qualified them personally for the government subsidy, giving them access to extra financial resources.

#### **Family Relationships**

Counsellors reported an increase in students' criticism of their parents, along with the above discussed stress at home. As noted, an increase in home stress as a response to parental unemployment is well established in the literature (Flanagan and Eccles, 1993; Conger, et al., 1992, 1993; Silberesin, Walper and Albrecht, 1990). If disruptions in regular activity and added stress occur in the home, together with diminished future hopes, it is possible that more than normal levels of conflict may occur in some families. In such cases, it is also plausible that students may criticize their parents more than usual, and in the presence of someone such as the school counsellor.

Though both male and female students were reported to have increased in parental criticism, females were said to

together in marriages or cohabitation. Two counsellors indicated some concern in these areas and called for an emphasis on teen parenting programs. If students were more active sexually after the moratorium, it may be, among other things, linked to the perceived increase in parental neglect mentioned above. Before the imposition of the moratorium, it may have been more likely that one parent would have been home for supervision. With unemployment, in some cases, both parents may have been more apt to be absent. Hence, there may have been increased opportunity for student access to the home for substance usage and sexual activity.

Participating in sex or getting married could also be coping measures and reactionary behaviours in response to additional stress in the lives young of people. Getting married may present the opportunity to move out of a stressful home environment, and into one that might be viewed as more desirable. Increases in student sexual activity and cohabitation could certainly have an influence on the numbers of teenage pregnancies and students who become parents.

### **School Behaviours**

The most notable school behaviour reported as having changed was the frequency of student visits to the counsellor. Increases in visits to the counsellor are in keeping with those found in another recent Newfoundland study, which looked at how parental unemployment relates to student demands on

have increased significantly more than males. Part of the reason for this may be that they also were reported to have visited the counsellor significantly more frequently than their male counterparts. This may have created the impression that females were more critical of parents than males. Until more controlled studies are completed, it would inappropriate to conclude that these student behaviours have been significantly influenced.

Some counsellors reported an increase in the number of disclosures of parental abuse and neglect. The literature on the effects of unemployment on families and young people contains considerable evidence that unemployed parents are much more likely to abuse or neglect their children than those who are employed (Komarovsky, 1940; Kirsh, 1983; Margolis and Farran, 1984; Sariola and Uutela, 1991). A few counsellors mentioned that parents seemed to be spending more time on leisure activities. (This may be a possible reflection of a trend in society on the whole.) In some cases, because of additional leisure time and money available, some parents may have been absent from the home more frequently, and for longer periods of time, than for merely weekend excursions. In some instances, this may have been considered neglect by certain counsellors.

Increases were reported on three items from this section that appear to be linked; these items addressed student sexual activity, the number of student parents, and students living

guidance counsellors. Elaine King (1993) found a significant increase in the number of students who used school counselling services after the onset of the cod moratorium. In the current study, several frequently reported reasons were offered as to why students might seek counsellor consultation more often. These included requests for training information, and requests for assistance related to personal and home stress and depression. Requests for such things as training information alone, could have increased the number of counsellor visits.

Several counsellors recommended an increase in the number of persons offering counselling programs and services. In the sample, most counsellors were responsible for at least two schools, and some were involved with up to five. Working in multiple schools often required significant amounts of time because of the large travel distances involved. Added to the time and effort associated with travel, was the extra challenge of having to adapt to different groups of students, teachers, parents and age groups. Given these factors, and the perceived added work load experienced since the beginning of the cod moratorium, it is not surprising that several informants mentioned the need for an increase in counselling services in their schools.

It is interesting to note that a significant increase in the number of visits by female, as compared to male, students was found. One reason why females may visit the counsellor

more may be due to social acceptability. Males may view visits to the counsellor's office as not in keeping with their masculine role. Many males may also be uncomfortable with the introspective nature of the counselling experience.

Several respondents reported an increase in students' attendance rates and in the overall number seeking admission to high school. Some also noted a perceived decrease in the dropout rate. Responses from the open-form section suggest the reason for this was the unavailability of work in local fish plants. Some students were likely former dropouts who had returned to school. A portion of these students may have returned simply because school attendance gave them something to do with their free time. Some young people likely returned to finish high school or to improve academic qualifications in order to help them better compete for seats in the community colleges. Some may have been in school principally to maximize the amount of financial benefits available through NCARP. (In some cases recipients were eligible for increased benefits if they returned to school.)

Certain respondents reported an increase in classroom disruptiveness. This finding parallels previously discussed perceived increases in aggressive acts by students. If a tendency towards antisocial behaviour existed, then it is plausible that disruptive behaviour also increased. As mentioned above, some students may have returned to school, in the absense of local work, in order to have something to



do with their time. It is possible that some of these students may have not applied themselves appropriately and may have engaged in disruptive actions.

These findings appear to contrast with the absence of change reported for cooperation with peers. Counsellors may have perceived that some students were generally cooperating among themselves, even though towards a rather non-productive end.

Several counsellors reported a decrease in students' willingness to complete homework and assignments. A decrease in a closely related item, students' grades, was reported by others, along with increases in unproductive acts mentioned above. This pattern found some additional support in the open-form responses, where several respondents mentioned the deterioration of students' study habits and "work ethic." These results seem anomalous to others found in the study, for example the reported increase in students' valuing of education and increased requests for training information. The question remains as to what might account for the apparent discrepancy between students' purported valuing of education and returning to school and their perceived unwillingness to perform productively in school.

Pautler and Lewko's (1987) work may provide part of the explanation for this phenomenon. Their study looked at Canadian adolescents' views of the work world in times of economic uncertainty. The study found that students, when

measured on the "Attitudes Toward the World of Work" subscales, had a tendency to "avoid hard work and try to get as much as possible without expending any effort" (p. 29). This attitude, in turn, was reflected by students' decreased diligence in school performance. As applied to the present research, it appears that, on the one hand, students may subscribe to certain values, such as the need for a good education, on an intellectual level. Yet, on the other hand, they may also lack the motivation or self-determination to practically realize the goals to which they aspire. It is possible that some students may be unmotivated, as some counsellors suggested, because of the availability of government support, and the belief that they will be "taken care of."

Another factor influencing students' perceived decline in productive activity could likely include the frustration brought about by specific and general economic factors. There was a lack of jobs for both students, and their indefinitely laid off parents, in the traditional fishery and other areas. For those who wished to pursue other career aspirations, there was both a perceived lack of jobs available after post-secondary graduation. It was also deemed impossible to secure acceptance into community college courses. This situation could well lead to a lack of hope, and hence may have influenced some students towards unproductive actions. Possible increases in such things as substance usage may have

also translated into some unproductive school behaviour.

Finally, relatively few counsellors reported change in student involvement in extracurricular groups. This may be due, at least in part, to students' seeming ready access to as much or more money than they did before the moratorium. One reason why students may have continued the same level of involvement in extracurricular activities after the cod moratorium, could be that the money needed to participate in such activities was as available to them as before.

### Conclusion

The purpose of this exploratory study was to determine the effects of widespread unemployment on senior high school students in communities with one major industry. Information was gained by assessing school counsellors' perceptions of the impact of the Northern Cod moratorium on senior high school students in Newfoundland fishing communities. Areas under investigation included students': School Behaviours; Career Aspirations; Family Relationships; Financial Resources; and Mental and Physical Health. Counsellors were asked to assess items for both male and female students to determine if there were gender differences.

In each of the five sections, counsellors identified changes in students. The most reported area of change was in students' career aspirations. Counsellors indicated that some students viewed education as of value to them, and that

students were more inclined to seek career information. This might suggest that the moratorium has affected some positive outcomes. Despite the perception of several counsellors that more financial resources were available to students, some student behaviours were reported to have changed for, what might be considered, the worse. Even though more students appeared to be enrolling or re-enrolling in courses, and there seemed to be a greater value placed on getting an education, there appeared to be a growing unrest among students. In some instances students were reported to have exhibited excessive and even antisocial behaviours. Unproductive attitudes and behaviours, in some cases, may have affected students' mental health and personal-social relationships, both in and out of school.

This study strongly suggests that the effects of unemployment on students, in particular rural ones, are related to much more than income. Of primary concern to this researcher are explanations to some of the paradoxes that have arisen in this study. It might prove beneficial, for instance, to understand why students appeared to respond positively to widespread local unemployment in some cases, and negatively in others. It is hoped that additional future research will be conducted, as indicated in the following recommendations, in order to investigate the relationship between unemployment and the effects on students, their families, and their schools. Such research may provide the

opportunity to better understand, and more adequately address, the effects of unexpected and widespread local unemployment on those living in rural communities.

### **Recommendations**

1. It is recommended that additional research be conducted in order to examine the impact of widespread local unemployment on young people in rural areas.

2. It is recommended that, in the near future, students in these and other rural communities be directly studied. An instrument based on the one used in this research might be used. This would be useful to ascertain from students themselves the experience resulting from widespread unemployment. This would test the reliability and validity of counsellors' perceptions. Similar research on the impact of unemployment on students in urban centers would be useful.

3. Future research should be conducted to further explore differences between the reactions of males and females in high unemployment areas. Studies might specifically look at of male socialization as compared to that of females.

4. It is recommended that further research be carried out to investigate the effects of various degrees of government subsidization for unemployed parents on young people.

5. Attention should be paid to the possible impact of widespread unemployment on students from homes whose parents

are employed as compared with those who are unemployed. Areas of consideration might include: differences in family structure resulting from the unemployment of the primary breadwinner; loss of work by both parents; paternal versus maternal unemployment; and unemployment in male versus female single-parent families.

6. It is recommended that students in other age groups be studied, including those in primary, elementary and junior high school in order to determine the impact of widespread unemployment on them both directly and indirectly.

7. Longitudinal studies need to be conducted to determine the enduring effects of unemployment on students, families and educators.

8. It is recommended that models be developed to "capture the interaction of parental events, individual events and developmental stages for children" (Farran and Margolis, 1987, p. 86.).

9. Given the fact that some communities, families, and individuals seem to be less affected by unemployment, it is important to conduct an "exploration of the individual, family and community support that modifies" (Farran and Margolis, 1987, p. 86.) the effects of unemployment on students and their families. Research should be conducted on coping strategies utilized by families and children and how these affect both individuals and groups in the short and long term.

10. Additional study is needed to study the variations in individual children's responses to unemployment.

Degree of material deprivation, social support, family decision making, adolescent employment, developmental status, and the child's causal attributions about the parents' loss of employment or income are obvious factors that need to be considered. (McLoyd, 1989, p. 300)

11. There continues to be a "need for research on how the emerging views of work held by young people affect their actual work choices and behaviour" (Flanagan, 1990, p. 24.).

12. It is recommended that school and community programs in high unemployment areas be developed. These should be tailored to the unique developmental and psycho-social needs of the young people themselves. These programs could help educators, parents and students become more aware of the nature and manifestations of stress in adolescents (Schwefel, 1986, 421). Of particular concern should be programs which foster career aspirations and mental health. Further support in the form of "social-pedagogical and psychological training programs to enhance self-management skills abilities on the cognitive, social, emotional, and behavioral level" (Schwefel, 1986, 421) is needed.

13. It is recommended that extra guidance and counselling services be provided for communities in Newfoundland and Labrador lacking such services or having

inadequate resources to meet the needs that have arisen since the imposition of the cod moratorium. This study supports other research (King, 1993) suggesting that the workload of counsellors has increased since the cod moratorium was implemented. It is possible that the responsibilities of teachers and other school personnel have also increased.

For example, one study (Flanagan 1990) reports that

Teachers who taught in middle or high unemployment areas reported a spillover effect of parental unemployment. They contended that children were more stressed and that their teaching duties had expanded because they were "filling in" for parents and providing emotional support for their children. Teachers also perceived an increase in their work load. (p. 20)

It is therefore recommended that studies be carried out on the impact that unemployment is having on teachers, principals and other school personnel, and that extra support staff and personnel be hired as needed.



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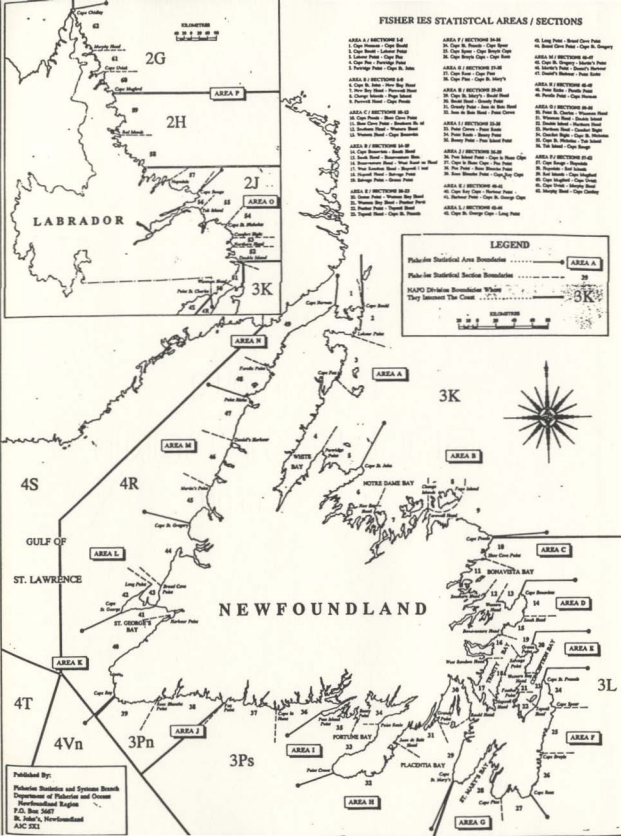
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**Appendix A. Fisheries Statistical Areas**

# FISHERIES STATISTICAL AREAS / SECTIONS



## Appendix B. The Instrument

### Students' Attitudes and Life-Styles Questionnaire

#### INTRODUCTION:

There have obviously been dramatic changes in the Newfoundland economy as a consequence of downfalls in the fishery. Little is known what impact, if any, these changes are having on young people in senior high school. This questionnaire is designed to determine if you, as a counsellor of senior high students, have perceived any changes in student behaviour as a result of the cod moratorium.

As a counsellor, you have a perspective on both former and present student groups. Please reflect on the Levels 1, 2, and 3 students you know, and have known, and complete the following questionnaire. When completing this questionnaire focus on students from your school and those with whom you have had direct contact. Feel free to consult with colleagues on this matter. Please do not speculate on possible effects or differences in other communities.

Please return your responses as soon as you are able (if possible, within seven days after the questionnaire reaches you).

The names and information obtained from this questionnaire will be kept in strict confidence and used for research purposes only. In order to assure your anonymity you have been assigned a confidential reference number by the researcher. Your number is

\_\_\_\_\_.

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Supervisor  
Faculty of Education  
Memorial University of Newfoundland

**PART I. BACKGROUND AND COMMUNITY INFORMATION****A. Requested Information On Your Background**

1. Were you counselling in this school(s) in 1991-92 & 1992-93? \_\_\_\_\_
2. How long have you been with this school board? \_\_\_\_\_
3. Percentage of time spent in guidance related activities:  
\_\_\_\_\_
4. Number of years experience as a counsellor: \_\_\_\_\_
5. Number of graduate counselling or related courses you have completed: \_\_\_\_\_
6. Have you completed graduate training in counselling? \_\_\_\_\_
7. Gender: \_\_\_\_\_
8. Age: \_\_\_\_\_

**B. Student/School/Community Information**

1. Name of school(s): \_\_\_\_\_
2. Number of teachers in your school(s): \_\_\_\_\_
3. Number of Levels 1-3 students in your school(s): \_\_\_\_\_
4. Estimated percentage of Levels 1-3 students from fishery families (i.e., families who derived their principal income from fishing, fish processing or a directly related industry):  
\_\_\_\_\_
5. Names of communities served by your high school(s):  
\_\_\_\_\_  
\_\_\_\_\_



## PART II. PERCEIVED CHANGES IN STUDENTS

### Directions:

This research has identified 5 areas in which there can be student change resulting from economic upheavals such as parental unemployment. These areas include: A. School Behaviours; B. Career Aspirations; C. Family Relationships; D. Financial Resources; and E. Mental and Physical Health. You will be asked to note the absence, or rate the degree, of perceived change in each of these areas for your senior high students. Please circle the number which best illustrates your perspective. The rating scale is shown below:

Marked Decrease	(MD)	1
Slight Decrease	(SD)	2
No Change	(NC)	3
Slight Increase	(SI)	4
Marked Increase	(MI)	5

**Note 1:** Please be aware that each item is duplicated to allow you to assess separately whether or not changes in males and females differ.

**Note 2:** Please feel free to comment or elaborate on any item. Write your comments either underneath your response or on the back of the page. If you use the back of the page please be certain to indicate the number of the item to which you are referring.

**Note 3:** For each of the following five sections, please keep in mind the behaviours of students since July 1992 (when the moratorium began) as compared to the behaviours of students before July 1992.

### A. School Behaviours

This section seeks to assess any changes in students' school involvement, participation and performance.

1	<b>Students' grades</b>										
	MD	SD	MALES				MD	SD	FEMALES		
	1	2	NC	SI	MI		1	2	NC	SI	MI
			3	4	5				3	4	5
(Reminder: please write any additional comments either beneath your response or on the reverse of page.)											
2	<b>Attendance rates</b>										
	MD	SD	MALES				MD	SD	FEMALES		
	1	2	NC	SI	MI		1	2	NC	SI	MI
			3	4	5				3	4	5
3	<b>Dropout rates</b>										
	MD	SD	MALES				MD	SD	FEMALES		
	1	2	NC	SI	MI		1	2	NC	SI	MI
			3	4	5				3	4	5
4	<b>Number seeking entry or admission to high school</b>										
	MD	SD	MALES				MD	SD	FEMALES		
	1	2	NC	SI	MI		1	2	NC	SI	MI
			3	4	5				3	4	5
5	<b>Frequency of visits to counsellor</b>										
	MD	SD	MALES				MD	SD	FEMALES		
	1	2	NC	SI	MI		1	2	NC	SI	MI
			3	4	5				3	4	5
6	<b>Classroom disruptiveness</b>										
	MD	SD	MALES				MD	SD	FEMALES		
	1	2	NC	SI	MI		1	2	NC	SI	MI
			3	4	5				3	4	5
7	<b>Willingness to complete school work and assignments</b>										
	MD	SD	MALES				MD	SD	FEMALES		
	1	2	NC	SI	MI		1	2	NC	SI	MI
			3	4	5				3	4	5

- 8 Cooperation with and respect for teachers
- |       |    |    |    |    |         |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MALES |    |    |    |    | FEMALES |    |    |    |    |
| MD    | SD | MC | SI | MI | MD      | SD | MC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 9 Cooperation with peers
- |       |    |    |    |    |         |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MALES |    |    |    |    | FEMALES |    |    |    |    |
| MD    | SD | MC | SI | MI | MD      | SD | MC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 10 Student involvement in school or community clubs/organizations/extracurricular groups (i.e., church, cadets, etc.)
- |       |    |    |    |    |         |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MALES |    |    |    |    | FEMALES |    |    |    |    |
| MD    | SD | MC | SI | MI | MD      | SD | MC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 11 Describe any other categories of change or impact that you have noted and deem important (use back of page if necessary).
- 
- 

- 12 Please offer two or more suggestions for specific programs that would be realistic and possible in your school or community which might be developed to help address any changes identified above (use back of page if necessary).
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#### B. Career Aspirations

This section seeks to assess any changes in students' life aspirations and future job plans.

- 1 Students' valuing of education (plans to stay in school/pursue post-secondary training/)
- |       |    |    |    |    |         |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MALES |    |    |    |    | FEMALES |    |    |    |    |
| MD    | SD | MC | SI | MI | MD      | SD | MC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 2 Expectancy to get a job they perceive to be equal to or better than parents' occupation(s)
- |       |    |    |    |    |         |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MALES |    |    |    |    | FEMALES |    |    |    |    |
| MD    | SD | MC | SI | MI | MD      | SD | MC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 3 Expectancy to get a job within 1 year of finishing school
- |       |    |    |    |    |         |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MALES |    |    |    |    | FEMALES |    |    |    |    |
| MD    | SD | MC | SI | MI | MD      | SD | MC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 4 Requests to obtain training-retraining information
- |       |    |    |    |    |         |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MALES |    |    |    |    | FEMALES |    |    |    |    |
| MD    | SD | MC | SI | MI | MD      | SD | MC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 5 Describe any other categories of change or impact that you have noted and deem important (use back of page if necessary).
- 
- 

- 6 Please offer two or more suggestions for specific programs that would be realistic and possible in your school or community which might be developed to help address any changes identified above (use back of page if necessary).
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## C. Family Relationships

This section seeks to assess a range of student relationships with parents or partners.

- 1 *Students' indications of atypical home stress*  

MALES					FEMALES				
MD	SD	NC	SI	MI	MD	SD	NC	SI	MI
1	2	3	4	5	1	2	3	4	5
  - 2 *Number of disclosures of parental neglect (i.e., lack of supervision, inadequate meals, etc.)*  

MALES					FEMALES				
MD	SD	NC	SI	MI	MD	SD	NC	SI	MI
1	2	3	4	5	1	2	3	4	5
  - 3 *Number of disclosures of parental abuse (i.e., verbal abuse, physical abuse, etc.)*  

MALES					FEMALES				
MD	SD	NC	SI	MI	MD	SD	NC	SI	MI
1	2	3	4	5	1	2	3	4	5
  - 4 *Students' criticisms of parents*  

MALES					FEMALES				
MD	SD	NC	SI	MI	MD	SD	NC	SI	MI
1	2	3	4	5	1	2	3	4	5
  - 5 *Parental restrictions (i.e., expecting child to stay home more; help out more with chores, expenses, etc.)*  

MALES					FEMALES				
MD	SD	NC	SI	MI	MD	SD	NC	SI	MI
1	2	3	4	5	1	2	3	4	5
  - 6 *Number of student marriages/co-habitation (i.e., more couples marrying, living together, etc.)*  

MALES					FEMALES				
MD	SD	NC	SI	MI	MD	SD	NC	SI	MI
1	2	3	4	5	1	2	3	4	5
  - 7 *Frequency of student sexual activity*  

MALES					FEMALES				
MD	SD	NC	SI	MI	MD	SD	NC	SI	MI
1	2	3	4	5	1	2	3	4	5
  - 8 *Number of student parents*  

MALES					FEMALES				
MD	SD	NC	SI	MI	MD	SD	NC	SI	MI
1	2	3	4	5	1	2	3	4	5
  - 9 *Describe any other categories of change or impact that you have noted and deem important (Use back of page if necessary).*
- 
- 
- 10 *Can you offer two or more suggestions for specific programs that would be realistic and possible in your school or community which might be developed to help address any changes identified above (use back of page if necessary).*
- 
- 

## D. Financial Resources

This section seeks to assess any changes in how available money is for students, or their access to money for basic needs, as well as for "keeping up with" their contemporaries and peers.

- 1 *Money available for recreation (i.e., sports, dances, etc.)*  

MALES					FEMALES				
MD	SD	NC	SI	MI	MD	SD	NC	SI	MI
1	2	3	4	5	1	2	3	4	5
- 2 *Money at students' disposal for fashion clothing*  

MALES					FEMALES				
MD	SD	NC	SI	MI	MD	SD	NC	SI	MI
1	2	3	4	5	1	2	3	4	5

- 3 Available money for lunches and basic clothing
- | MALES |    |    |    |    | FEMALES |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MD    | SD | NC | SI | MI | MD      | SD | NC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 4 Money on hand for school supplies
- | MALES |    |    |    |    | FEMALES |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MD    | SD | NC | SI | MI | MD      | SD | NC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 5 Available allowance money
- | MALES |    |    |    |    | FEMALES |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MD    | SD | NC | SI | MI | MD      | SD | NC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 6 Amount of time spent working part-time
- | MALES |    |    |    |    | FEMALES |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MD    | SD | NC | SI | MI | MD      | SD | NC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 7 Describe any other categories of change or impact that you have noted and deem important (use back of page if necessary).
- 
- 8 Can you offer two or more suggestions for specific programs that would be realistic and possible in your school or community which might be developed to help address any changes identified above (use back of page if necessary).
- 
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## 2. Mental and Physical Health

This section seeks to assess any changes in students' feelings, emotions, behaviours, identity, and health.

- 1 Students' self-concepts and feelings of self-worth
- | MALES |    |    |    |    | FEMALES |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MD    | SD | NC | SI | MI | MD      | SD | NC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 2 Students' self-reliance/autonomy/independence
- | MALES |    |    |    |    | FEMALES |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MD    | SD | NC | SI | MI | MD      | SD | NC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 3 Degree to which students appear to be depressed
- | MALES |    |    |    |    | FEMALES |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MD    | SD | NC | SI | MI | MD      | SD | NC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 4 Frequency of fighting/aggressive acts towards peers
- | MALES |    |    |    |    | FEMALES |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MD    | SD | NC | SI | MI | MD      | SD | NC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 5 Frequency of fighting/aggressive acts towards teachers
- | MALES |    |    |    |    | FEMALES |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MD    | SD | NC | SI | MI | MD      | SD | NC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 6 Frequency of fighting/aggressive acts towards parents
- | MALES |    |    |    |    | FEMALES |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MD    | SD | NC | SI | MI | MD      | SD | NC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |
- 7 Students' levels of substance abuse (i.e., tobacco, legal drugs, illegal drugs, alcohol, etc.)
- | MALES |    |    |    |    | FEMALES |    |    |    |    |
|-------|----|----|----|----|---------|----|----|----|----|
| MD    | SD | NC | SI | MI | MD      | SD | NC | SI | MI |
| 1     | 2  | 3  | 4  | 5  | 1       | 2  | 3  | 4  | 5  |

8 Degree to which students appear to be experiencing personal stress and/or coping difficulty

MALES					FEMALES				
MD	SD	MC	SI	MI	MD	SD	MC	SI	MI
1	2	3	4	5	1	2	3	4	5

9 Frequency of self-injury/ suicide discussion, threats, or attempts

MALES					FEMALES				
MD	SD	MC	SI	MI	MD	SD	MC	SI	MI
1	2	3	4	5	1	2	3	4	5

10 Frequency of illness/health problems/accidental injury

MALES					FEMALES				
MD	SD	MC	SI	MI	MD	SD	MC	SI	MI
1	2	3	4	5	1	2	3	4	5

11 Describe any other categories of change or impact that you have noted and deem important (use back of page if necessary).

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12 Can you offer two or more suggestions for specific programs that would be realistic and possible in your school or community which might be developed to help address any changes identified above (use back of page if necessary).

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\* Please remember to return this questionnaire as soon as possible.  
Thank-you for your valuable support!

**Appendix C. Counsellor Consent Form*****Counsellor Consent Form***

*I, \_\_\_\_\_, consent to participate in a study of the impact of the Northern Cod moratorium on senior high students being carried out by Mr. Gregory Reid. I understand that participation is voluntary and that no individual participant's name will be identified.*

*Date: \_\_\_\_\_*

**Appendix D. Letter To Counsellors**

P.O. Box 552  
Mount Pearl, NF  
A1N 2W4

February 14, 1994

Dear Guidance Counsellor:

As part of my graduate work in the Faculty of Education at Memorial University I am studying the impact of sudden widespread parental unemployment on senior high students. I am seeking high school counsellors' observations of any impact that the moratorium on the Northern Cod fishery is having on students in Levels 1, 2, and 3 in this province.

Your training and experience as a counsellor makes you a valuable source of information on any impact that the moratorium may be having on the students in your school. I am asking you to help me, and ultimately other counsellors and students, by completing a questionnaire I have developed. I have received permission from your school board to ask for your support. The time needed to complete the questionnaire is between fifteen and thirty minutes. Your name will be kept in strict confidence and data will be used for research purposes only.

You will have the opportunity to elaborate on any individual items you wish. You will be asked to suggest possible services which might be provided in your community to help ameliorate any changes you have identified. Additional information may be sought from you in the future.

You will find enclosed both a consent form and a copy of the questionnaire. If you decide to participate, please return the completed forms promptly. A stamped, return-addressed envelope is included for this purpose.

Participation is voluntary and you are free to withdraw at any time. You are also free to refrain from answering any particular question(s). If you have concerns about any aspect of the study, you can contact a third party (Dr. P. Canning, 737-3402) who is not directly associated with the research. This study is being done under the supervision of Dr. Gary Jeffery (737-7654) and has been approved by the Faculty of Education Ethics Review Committee.

The current economic crisis could be having a significant and long-term impact on our students and our province. We need to better know about and understand what effects this upheaval is having on our youth. Your insights and observations are very important. Your help is needed. Thank you in advance for your time and cooperation.

I may be calling you in the near future to discuss the questionnaire with you. Finally, if you wish to contact me, I can be reached at 368-0622.

Sincerely,

Gregory Reid

Enclosure



**Appendix E. Letter To Superintendents**

P.O. Box 552  
Mount Pearl, NF  
A1N 2W4

February 2, 1994

Superintendent  
Nova Consolidated School Board  
203 Elizabeth Drive  
Gander, NF  
A1V 1H6

Dear Superintendent:

My name is Gregory Reid. I am a graduate student in the faculty of Education at Memorial University. I am presently engaged in a study of how high school counsellors perceive the impact of the Northern Cod moratorium on senior high students. This study is being done under the supervision of Ianagan Dr. Gary Jeffery (737-7654).

The purpose of my letter is to seek permission to contact guidance counsellors of senior high school students with your school board. I have enclosed a copy of the questionnaire that I plan to send to them for your viewing. The questionnaire may be altered slightly before being sent to counsellors, depending upon any feedback I may receive from school board officials, university personnel, etc. The time needed to complete the form is about twenty minutes. Though the findings of this study will be made available, the names of the participants will be kept in **strict confidence** and used for research purposes only.

In anticipation of a positive response, I would appreciate very much if you would provide, in your return letter, a list of the addresses of your **high school/all-grade school counsellors** in order to facilitate contacting them.

Thank you very much for your assistance in this matter. If you have any concerns please feel free to contact me at 368-0622.

Sincerely,

Gregory Reid

Enclosure

## Appendix F. Open-Form Response Themes

### Open-Form Question 1: Other Categories of Change or Impact Deemed Important

#### **A. School Behaviours**

(counsellor ID no.)

- A01 (DROP 1) (PART-WORK 1) Students realize there's no fish plant to work in and so they tend to stay in school longer.
- C03 (DROP 2) (PART-WORK 2) Many students dropped out in past to work at fish plant. Now students remain in school because there are no avenues of employment.
- F04 (Enrol 1) 42 level 4's
- F04 (WORKETH 1) (#A1) Academics and work habits are rated very low.
- F09 (WORKETH 2) #A1 'Student grades' - a marked deterioration in performance - lack/absence of work ethic.
- H05 (WORKETH 3) #A7 Students don't want to work. Not committed to their studies.
- C03 (PACK 2) (APATHY 1) For some school not seen as important because things are "so good" on Package.
- G01 (NO \$ 1) (POOR OUT 1) (POST 2ND/CARS 1) Student outlook is more dismal due to lack of family financial support.
- H05 (SOC-PROBS 1) More social problems in area of counselling.

#### **B. Career Aspirations**

- H07 (WAITLIST 1) (POST 2ND/CARS 2) (EMOT-FRUST 1) ... frustration with waiting lists and lack of post-secondary training.
- A01 (WAITLIST 2) (POST 2ND/CARS 3) (EMOT-FRUST 2) They often get disappointed because they can't enrol in community colleges due to the "DREADED" WAITING LIST.

- H05 (WAITLIST 3) (POST 2ND/CARS 4) (NO-PACK 1) (EMOT-FRUST 3) If anything, student ambition is discouraged since the waiting list at Colleges is so long (2 or 3 years for some programs). Sometimes filled by moratorium people.
- C04 (WAITLIST 5) (POST 2ND/CARS 5) (EMOT-FRUST 4) (POOR OUT 2) Strive to attend post-secondary but are frustrated with the roadblocks and general job future outlook for them.
- C04 (WAITLIST 6) (POST 2ND/CARS 6) (NO-PACK 2) (EMOT-FRUST 5) Students who are not members of fishing families are meeting with frustration. i.e., not getting accepted for programs because they are not sponsored (NCARP, CEIC, Community Futures). See themselves as having limited options.
- H07 (EMOT-FRUST 6-ANGRY) (POST 2ND/CARS 7) (NO-PACK 3) (WAITLIST 7) Most students feel angry that they are losing post-secondary seats to NCARP students.
- B02 (EMOT-FRUST 7) (POST 2ND/CARS 8) Students feel frustrated and helpless in dealing with their situations and career aspirations.
- H06 (WAITLIST 4) (POST 2ND/CARS 9) (POOR OUT 3) Most changes are the result of poor economic outlook and unavailability of training programs ... long waiting lists.
- H07 (POOR OUT 5) (APATHY 3) Also a feeling of despair and apathy noted. (taken from A1)
- S04 (APATHY 4) (PACK 3) (POST 2/CARS 10) Some students apathetic or indifferent towards post-secondary aspirations. "Got the Package" (taken from A1).
- N02 (EMOT-FRUST 8) (POST 2/CARS 11) Students seem to feel a sense of urgency to move on with their lives.
- F08 (PACK 4) (WORKETH 5) Ten 42 syndrome was well-established. "Package" just a continuation (minus the 10 weeks work).
- B01 (APATHY 5) (PACK 5) (POST 2/CARS 12) The attitude that one is just as well off without an education because of often generous social programs (the 'Package') and ...

- B01 (NOJOBS 1) ... the numbers of educated people out of work.
- G01 (NOJOBS 2) (POST 2/CARS 13) Students very reluctant to make career decisions due to unavailability of jobs.
- H06 (OUT NF 1) (POST 2/CARS 14) Greater orientation toward training programs outside of Newfoundland.
- L06 (OUT NF 2) (POST 2/CARS 15) more interest in universities/schools outside the province, may have to do with lack of funding; smaller universities are more attractive.
- C04 (NO-PACK 4) (VALU-ED 1) #1 'valuing of ed' (SI) for non-sponsored students.
- C04 (NO-PACK 5) (VALU-ED 2) (POST 2/CARS 16) Some students (non fishing families) see even more importance of gaining higher education. i.e., do not want to be in same situation as fishermen.

### C. Family Relationships

- F08 (WORKETH 4) (PACK 1) (PARENTS 1) (REFL 1) Attitude towards work has become worse ... Why bother to do well in school and seek employment if the government is going to take care of you? Many resent the fact that their [parents] have to go to school in order to get the package. Many comments made similar to: "Why don't they get off Dad's (or Mom's) back about having to go to school? They don't want to go to school. They just want the money. They don't need education; they have no intention of leaving Musgrave Harbour to get work" (from Al).
- F08 (PARENTS 2) (APATHY 2) (NO RESTR 1) Parents less available to help out at school level (at cabins all week long instead of only a couple of days).
- G02 (POOR OUT 4) (PARENTS 3) (REFL 2) Students have lost hope and think rural Newfoundland is on the verge of resettlement, which is a direct reflection of the parental mindset.
- B01 (PARENTS 4) (NO RESTR 2) Parents are afraid or careful to use restrictions on kids and have lost control (i.e., unsubstantiated allegations of parental abuse

- G01 (POOR OUT 6) (PARENTS 5) ?(APATHY) (IDLE 1) Student (child) experiencing stress when family is idle (no outlook) (#1).
- H05 (PARENTS 6) (APATHY 6) (IDLE /LEISURE 2) (PACK 6) Parents doing nothing and receiving money. Why work? We will be looked after.
- F08 (PACK 9) (PARENTS 7) (MORE \$ 3) (IDLE /LEISURE 4) More money, but majority of parents and students refuse to pay school fees - More new vehicles, more new ski-doo's and Quad-Runners - more money spent on leisure.
- F08 (WORKETH 7) (PARENTS 8) (APATHY 8) (NO RESTR 3) Parents do not protest when students quit and then live off them. They don't look for work. They sleep all day and then go to the teenage hangout all night
- H05 (NO-PACK 6) ( NO \$) (EMOT-FRUST 9) (POST 2/CARS 17) (NO \$) Students of working people ticked off with having little help in provincial grants and student loans, while non-workers get all the financial aid.

#### D. Financial Resources

- B01 (PACK 7) (MORE \$ 1) More money available overall due to the "Package".  
(SOC-PROBS 2) (IDLE /LEISURE 3) The package has given families more money but also more social problems because of time on their hands.
- C03 (PACK 8) (MORE \$ 2) Because LaScie is a very wealthy fishing community the effects of the moratorium have not been felt as heavy here. Many families have several people on the "Package" and therefore get as much money as they did before. Finances do not seem to be a problem. (from A1)
- H05 (PACK 10) (MORE \$ 4) I see very little change in amount of money students spend or quality of clothes they wear. If anything it might be better.
- H06 (PART-WORK 3) Local plants were source of part-time employment. No longer available.

### **E. Mental and Physical Health**

- H05 (WORKETH 8) (APATHY 9) IDLE /LEISURE 5) Little self-discipline. Holiday or party mentality. Have a good time. Don't look too far ahead, just to weekend.
- C04 (DISC) (RESP) More general discipline problems in school; lack of respect for self and teachers.
- N02 (SUIC 1) Increase in talk of suicide (#9-suicide) (taken from C1).
- H05 (SUIC 2) #9 'suicide discussion' There's been a SI in this over the years. (NOTMOR) It didn't start with moratorium.
- H06 (POOR OUT 7) General morale of kids seems to (be) lower in recent years difficulties reflect difficulties of our times (from E2).

### **Open-Form Question 2: School and Community Programs**

#### **A. School Behaviours**

- A01 (IA-1) Industrial Arts Program should be a priority ...
- B01 (IA-2) Diverse programs, course modification (i.e., Industrial technology training is more appropriate for all students and especially those who are not strong academically) (from B2)
- A01 (GCS-1) counsellors should be relieved of some teaching duties to deal with students manifesting these [behaviour] problems.
- H05 (GCS-2) more guidance counsellors.
- H05 (SW 1) Social worker to be attached to a school
- H03 (SW 2) Increased Social Services
- H05 (STANDARDS) School needs to tighten its standards. Students are graduating and some can't spell "diploma". We're making it easy for them and they expect it to be easy now.
- F08 (NO-PROG) Difficult to have programs which target lack of ambition, negative attitudes toward education (and educators) ...

## B. Career Aspirations

- B01 (CAR 1) Career Assessment Centre, job shadowing, non-traditional occupations, ...
- L06 (CAR 2) Interactive computer career choices program.
- L06 (CAR 3) (GCS-3) Full-time counsellor career counseling
- S04 (CAR 4) Educational programs designed to illustrate link between education and job readiness/attainment (from A1).
- N02 (CAR 5) Address issues related to the current job market and prospects for jobs.
- H05 (POST 2-1/CARS 5) More post-secondary opportunity to train students. It's better to have an unemployed X-Ray technician than an unemployed Grade 12 student. At least they would look somewhere else for employment and have something to offer an employer.
- H07 (POST 2-2) (CAR 6) Possible expansion of post-secondary seats particularly in technical trades. ("CEIC) Elimination of CEIC sponsored seats in trade school. Students presently not prepared to fund education (taken from A2).
- N02 (POST 2-3) (CAR 7) Bridging program to prepare students for post-secondary.
- L06 (TEACHER ADVISORS 1) In this school teacher advisors work with students for the duration of their program.
- H06 (MOTIVATIONAL 1) High profile motivational campaigns.
- B01 (GOV-1) Need consultation between Federal and Provincial government and educators ...
- B01 (DROP-1) ... especially concerning potential dropouts and high risk students. i.e., Some students are motivated to drop out and enrol in Adult Basic Education when they are 18 because they are sponsored by the government and will get paid for it.

### C. Family Relationships

- F08 (PARS-1) (RELS 1) Programs to improve Parent-School Relations?
- N02 (PARS-2) (RELS 2) The "Dialogue With Schools" program that our school worked on with the Waterford Hospital is a good example.
- B01 (PARS-3) In order to deal with the high percentage of teenage pregnancies a committee has been put in place in our area to hold a forum for the entire area involving teachers, parents, teens, clergy and public health personnel.
- L06 (PARS-4) Student/teen parenting programs (i.e., "Nobody's Perfect").
- B01 (PARS-5) Active Parenting of Teens (how to help parents help their teenage students learn study skills, etc.)
- B01 (GCS-4) Family counselling is needed.

### D. Financial Resources

- S04 (FOOD 1) We have implemented a free-lunch program through my office (completely confidential) that is funded by the Churches.
- F08 (NO!) No specific programs - General, profound changes in UI, "Package" (Income Support Program Similar to Clyde Wells' plan)

### E. Mental and Physical Health

- B01 (FORUM 1) (GCS-5) (PEER 1) Forum, getting community together and talking about changes in lives, counselling Peer counselling, students as role models, peer tutoring, peer training for conflict resolution.
- N02 (MENTAL 1) There is a need for "mental health" education.
- B01 (CRIS 1) We also have a crisis response team;
- B01 (SOCIETY 1) info on how society is changing,
- G01 (LOSS 1) Coping with loss.



- F08 (NO!) What is needed is a fundamental change in attitude of the students and their parents. It is difficult to install a normal level of ambition and eradicate a comfortable living on government money.
- F08 (NO!) Forget about specific programs. We need profound changes in attitudes among rural Newfoundlanders towards work and education. Parents do not protest when students quit and then live off them. They don't look for work. They sleep all day and then go to the teenage hangout all night.

#### **F. Gender Differences**

- B01 (SEX-DIFS 1) #3 'abuse' (SI) more for females
- F08 (SEX-DIFS 2) (VALU-ED 3) #1 'valuing of ed' (SD) females are still more ambitious and hard-working in comparison to males.
- L06 (SEX-DIFS 3) #A6 [classroom disruptiveness (SI)] FEMALES more marked.
- F08 (SEX-DIFS 4) #2 'self-reliance' (NC): MALES always was low; Females more ambitious, independent.
- F08 (SEX-DIFS 5) (WORKETH 6) (APATHY 7) Males before 1992: "I don't need an education, I'll drop out and fish with my father. Males after 1992: "I don't care about an education. There are no jobs out there anyway.







