SOCIO-PSYCHOLOGICAL AND BACKGROUND FACTORS INFLUENCING THE DISPLACED NEWFOUNDLAND AND LABRADOR FISHERY WORKERS' MOTIVATION TO RETRAIN

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SOCIO-PSYCHOLOGICAL AND BACKGROUND FACTORS INFLUENCING THE DISPLACED NEWFOUNDLAND AND LABRADOR FISHERY WORKERS' MOTIVATION TO RETRAIN

by

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ABSTRACT

Drastic declines in the northern cod stocks off the coast of Newfoundland prompted the Canadian Federal government to declare a moratorium on fishing and to offer displaced workers a financial compensation package which included an option to retrain into an industry or career field outside the fishery. At the end of the Northern Cod Adjustment and Recovery Program (NCARP), it was found that fisherpeople had not been highly motivated to take advantage of retraining opportunities. The second stage of assistance to fishery workers, The Atlantic Groundfish Strategies Labour Adjustment Component (TAGS) followed NCARP with a five year income and programs support structure that also included prominent retraining opportunities.

The impact of personal and situational influences which were thought to be crucial to an individual's decision to retrain was studied through the administration of a questionnaire to retraining NCARP/TAGS recipients. Data from the questionnaires were analyzed through multiple regression and crosstabulation analyses. Results indicated that the factors which appear to primarily influence motivation to retrain were not inherent to an individual and may thus be modified to foster and promote an increased willingness to retrain in the future. Background variables such as age, gender, marital status, completion of high school and number of dependents did impact in part on attitudes toward retraining but the major influences emerged in the form of the socio-psychological variables (degree of reliance on the fishery, perceived

age, perceived school ability, self-actualization, attachment to the community, significant others and career planning). Such socio-psychological variables account for 75% of the variance in attitudes towards retraining.

Based on the study, it is recommended that the generational restructuring of the fishery of the future be recognized through revised career planning including age-based goal setting and career aspiration programs, particularly for those over forty; retraining in non-traditional careers be presented as a viable option; a campaign to promote awareness of career fields in which employment is available within the province of Newfoundland and Labrador be instituted; and spouses be involved in the retraining process as peer or co-counsellors.

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

The Newfoundland fishery depends on the northern cod supply for much of its existence. Resource exploitation, both man-made and environmental, has led to an endangered cod stock, a resultant fisheries crisis and a government-imposed moratorium on commercial northern cod fishing. Canada allowed massive withdrawals of cod from the ocean, allowing a "stamp-based" fishery to thrive while genociding the source of the monetary gain. Once most of the available cod stock was expended, the livelihoods of the fisherpeople were in danger. A complete halt to cod fishing was both necessary and precedented. The Canadian Government imposed a moratorium which caused massive unemployment in both the harvesting and processing sectors of the fishery. It was, and still is, regarded as a time period which allowed the fish stocks to recover and permitted fisherpeople to adjust their career aspirations to suit the anticipated streamlined, more highly-skilled fishery of the future.

Fisheries News in 1994 presented The Northern Cod Adjustment and Recovery Program (NCARP) and The Atlantic Groundfish Strategy Labour Adjustment

Component (TAGS) as strategies designed to help fisherpeople manage financially while they learned skills in vocational areas to cope with, and prepare for, the future. Fisherpeople in Newfoundland and Labrador had to cope through learning. In calling the moratorium and funding retraining, the federal government felt it was fulfilling its commitment to help people affected by the decline of the fishery to face their future with dignity and hope rather than despair (Fisheries and Oceans, 1994a).

NCARP had several components: it encouraged workers to exit from the fishery by funding training for alternate careers; provided skill development within the fishery; and provided for some early retirement or licence retirement (Department of Fisheries & Oceans, 1992). The NCARP program was costly, poorly planned, unfocused and some said a waste of government money. Deeming the program a bureaucratic maze, NCARP recipients and others stressed that all the training in the world is useless if there is no employment afterwards. At the close of the program it was found that fisherpeople had not been highly motivated to take advantage of NCARP retraining opportunities (Human Resources Development 1994a).

The second stage of fisheries assistance, TAGS, followed in the wake of NCARP TAGS, announced on April 19, 1994, was a five year income support program for fisheries-related workers affected by the east coast groundfish crisis (Human Resources Development, 1994b).

While the TAGS strategy has been pronounced as poorly designed, it did have the redeeming feature of helping attack Newfoundland's 40% illiteracy rate. There was,

however, no guarantee that the program would last long enough to permit its recipients to regain years of lost and discarded schooling by the end of its five year mandate in 1999. TAGS components were designed to facilitate adjustment measures for individuals, industry and labour (Fisheries and Oceans, 1995b).

Education is recognized as an excellent way to get people and their children out of the poverty trap. It enables people to help themselves and those who depend on them. Facing Newfoundland's fishery closure, the Canadian government felt that it must preserve gains for the old, solve problems for the young, and help people to help themselves (Human Resources Development, 1994b). The issue of education versus stagnation can be addressed by the recent cod moratorium in Newfoundland. Government funded moratorium measures strived to improve the education level of those Newfoundlanders previously employed by the fishery.

It was the intent of this study to isolate the socio-psychological factors which contributed to the academic participation and success of NCARP/TAGS-funded students and to determine differences based on such variables as age, life stage and gender. As well, the impact of personal and situational influences, central to an individual's decision to engage in, and persist with academic retraining, were studied.

A questionnaire assessing NCARP/TAGS recipients' needs, current status, aspirations and attitudes toward the fishery, their future, lifestyle and adjustment caused by the moratorium was administered to groups of program recipients engaged in retraining in the Fall of 1994. Information regarding socio-psychological variables as

well as demographic information was collected It was projected that information obtained from the survey would be generalizable to the entire population of retraining NCARP/TAGS clients and assist those responsible for program planning and implementation.

Purpose/Significance of the Study

The fisheries crisis touched on all areas of human development. Environmentally, the northern cod stocks had dwindled. The decline of northern cod pointed to government mismanagement of the species. Kunzig in Discover (1995) details Thomas Huxley's 1883 perception of the fishery in Newfoundland. Huxley wrote that the codfish were so numerous as to appear inexhaustible and impervious to harm. One century later, modern day technology contributed to stripping the ocean of this species causing thousands of people dependent on this resource to earn a living to find alternate employment in its absence. The po'ential social, political and economic ramifications for fisherpeople who do not seek alternative employment could be disastrous.

Motivation to re-educate and the development of alternative career aspiration among NCARP/TAGS recipients was fundamental if full advantage was to be taken of the available training options. Unfortunately, the NCARP/TAGS programs did not appear to contain a component aimed at increasing academic motivation. NCARP/TAGS retraining had, as an objective, the future gainful vocational employment of recipients. The factors which may have adversely affected the ability to attain this objective such as

mobility, educational upgrading, availability of career counselling, career outlook, anticipated earning level, current life status and previous employment background were somewhat ignored. Also, the initiators for motivation are "the recognition of a need or interest, the will to do something about it and the opportunity to do so" (Aslanian & Brickell, 1980). One of the prime motives for adult learning is the acquisition of occupational skills. Also, according to Aslanian and Brickell's research, adults learn in conjunction with their living pattern.

In Newfoundland and Labrador, entire communities revolved around the fishing and fish plant operation. Attachment to the fishery by members of a community often conflicted with the motivation and incentive to obtain further schooling, since educational requirements were minimal. Newfoundland as well as the rest of Canada shared the stigma of a fishery classified by many non-participants as a backward embarrassment which should have been abandoned. Faced with maintaining the respect of "have" provinces, Newfoundlanders overlooked the fishery and emphasized the Province's education-based or high-technology industries. Fisheries workers who defended the fishery as valuable and productive often faced the personal embarrassment of being handicapped by illiteracy (Fisheries and Oceans, 1994a).

NCARP was implemented by the Department of Fisheries and Oceans to assist fisherpeople, plant workers and trawlermen who were adversely affected by the moratorium. NCARP's first priority was to provide income support and vessel assistance to those fishermen who were experiencing income reduction due to the moratorium. The

second priority of the program was to help fisheries workers adjust to the future of the Newfoundland and Labrador fishing industry or the fishery of the future (Department of Fisheries and Oceans, 1993a).

The objective of the TAGS program, which followed NCARP, was to prepare individuals to pursue employment in a developing and diverse labour market. Training, career counselling and education were the intended components considered essential to attaining the desired outcome. To help foster career readiness, community development, empowerment and an increase in motivation, an Improving Our Odds program was attempted under TAGS, but later abandoned after a brief trial.

The dramatic changes in life-style caused by the decline of the fishery provided an ideal opportunity to investigate the effect of both forced education and mandatory career change on retraining fishery workers. This unparalleled situation in educational history (or information contained within it) provides an opportunity to study educational motivation and career aspiration among Newfoundlanders who had chosen the fishery as a way of life. By determining the motivational factors of current NCARP/TAGS retraining participants, factors which help promote success in academic retraining of fisherpeople can possibly be isolated. These factors could then be used as a basis for potentially increasing the motivation or success of non-participating or non-succeeding members and incorporated into academic progress assessment (rate and level of progress through an academic program) as well as used to increase career aspiration. Goal setting could be instituted based on the participant's age and demography as reflected by a

person's home community (the geographical and economic conditions of the place of residence). The result should be higher levels of participation and success in retraining. Upon identification, the seeds of motivation to retrain can be nurtured to assist in vocational selection, academic progress and increased career aspiration and development.

According to Aslanian and Brickell, (1980) adults encounter marker events in the course of their life cycle. Marker events are significant life occurrences recognized by society which are incorporated into institutions and serve as a gateway to the future. The moratorium was a "career marker" for people in the fishery. The cessation of the fishery was one of the most expensive and potentially beneficial pivoting points in the history of Newfoundland. It had economic, social, personal, academic and emotional costs and implications as well as potential worker benefits related to self-esteem, freedom to pursue alternate training and future earning power. Many Newfoundland fishery workers were shocked by the value placed on education for employment and resource management. For many NCARP/TAGS recipients, the motivation to retrain was economic fear of a future without adequate education. The effect of retraining on family life, personal health and self-esteem, typically contributed to the participant's levels of continued motivation and aspiration once they started retraining (Employment and Immigration Canada, 1993a).

The first stage of implementation of the NCARP program was equivalent treatment of individuals from 18 to 55 years, regardless of gender. This approach overlooked career development and life-change theory. Gender differences, for example,

were recognized as important since age may have been secondary to life situation in determining women's motivation to retrain for a career or vocation. The moratorium was a major life-change event for fisherpeople and influenced self-concept, morale and aspiration level; and according to Knox (1977) such major changes are often turning points which increase vulnerability and heighten a person's potential while requiring people to adapt to role-related additions and losses in family, occupational or community relationships.

Stability in an adult's life is maintained by personality, habit and the expectations of others until a change event disrupts the pattern. Change events initiate a reaction in which the person either responds with openness to change and rises to new potential or withdraws and builds defences. For many people who decide to pursue further schooling in middle age, personal influences (learning ability, self-concept and aspirations) and situational influences (encouragement from significant others, ability to pay cost and accessibility of courses that match interests) interact to encourage them in this course of action (Knox, 1977).

Psychological problems due to alcoholism, prescription drug use and depression stem from job loss and uncertainty. For many affected fishermen, the moratorium meant no earned income, no future and no hope. People in this situation often resort to drinking, medication and crime until they are in the depths of depression (Sheehy, 1976; Smith, 1993).

When education is subsidized, returning to school is preferable to many rather than lapsing into stagnation. Identified influences which factor into the decision to go to college are encouragement from friends and family, financial assistance, an enjoyment of reading and lack of available jobs. Dislike of school experiences, lack of career goals, the prospect of alternate employment and marriage all influence decisions to remain out of school (Knox, 1977).

Atkinson and Raynor (1978) stress that money has been found to be an incentive which increased the desire to achieve and which can overcome such competing or inhibiting drives as fear of failure, low attainment and avoidance tendencies. It has been found that a multi-incentive approach combining a relaxed environment, extrinsic, achievement potential and monetary rewards is the most successful motivating combination, especially when the fear of failure is equal to, or greater than, the need to achieve. Job scarcity and financial assistance are not enough to encourage unemployed workers to return to school. In order for the objectives of NCARP/TAGS to be achieved, these and other influences should have been considered prior to the program implementation.

Vocational changes were at the heart of NCARP/TAGS. The main difference between adults who stayed in their original careers (career persisters) and those who changed professions (career shifters) related to adult life circumstances and personality. Although there are three types of career shifters, NCARP/TAGS recipients were, according to the work of Knox (1977) mainly Type A shifters - people who had

presumably reformulated their goals due to a major change event in their lives.

Vocational retraining must be considered in terms of chronological age, the "social timetable", life stage and the individual's needs, all of which influence motivation. The existence of a "socially prescribed timetable for the ordering of life events" (Hopson & Scally, 1993, p.97) has been postulated, and deviance from this timetable is said to create negative feelings which can interfere with the motivation to succeed.

The original NCARP program was an emergency response to the moratorium. While it provided financial assistance and career guidance, it did not address motivational factors. Such factors as adjustment to change events, gender differences in career path development, role changes, personal and situational influences, age and life stage and an individual's needs and feelings all contribute to a person's motivation and readiness to plan and pursue an alternate career path (Hopson & Scally, 1993; Sheehy, 1976). Since motivation and goal setting comes before action, instituting a crisis response program like NCARP and then TAGS without addressing these factors is difficult to understand.

Nature of the Study

With respect to education program funded NCARP/TAGS recipients displaced by the fishery crisis in Newfoundland and Labrador , the following research questions were asked:

1. What are the demographic characteristics (age, marital status, gender,

education level, previous education, current enrolment, family size, and number of dependents) of the individuals who are retraining?

2. How do the background variables of age, marital status, gender, education level, and number of dependents influence the major socio-psychological variables of career planning, perceived school ability, reliance on the fishery, community attachment, significant others, perception of age and self-actualization?

3. Does a person's age, marital status, number of dependents, level of education, and gender affect attitude towards retraining?

4. Does a person's socio-psychological characteristics affect attitude towards retraining?

5. What are the combined effects of the background and socio-psychological variables on a person's attitude towards retraining?

6. What are the future career aspirations and goals of NCARP/TAGS recipients and do they vary by gender, age, marital status, education level and number of dependents?

Information was obtained through a specifically developed questionnaire administered to a sample of NCARP/TAGS program participants. The study sample was obtained from post-secondary institutions across Newfoundland and Labrador.

Need for the Study

Traditionally, Newfoundlanders have learned ways to live as opposed to learning to earn a living. Before considering the number of fisherpeople who participated in retraining or their level of motivation, it's necessary to consider the nature of the lifestyle to which the traditional "stamp" fishery accustomed its workers.

In Newfoundland and Labrador, development had traditionally been viewed as something which government and industry could do for the community instead of something which community members initiated on their own behalf. This induced a dependency and a sense of complacency among fisherpeople and may have led to a persistent, although false, notion that the fishery would return to full employment after the moratorium (Employment and Immigration Canada, 1993b). The fishery extended beyond employment to a symbol of cultural identity (Sinclair, 1982). Whole communities relied on the fish plant and the people who supplied it for their work and community identity, source of income and sense of security. Life in the fishery meant that "income maintenance through welfare and, since 1957, Unemployment Insurance, have kept many families, even whole villages, from total economic collapse, despite considerable inequities and undesirable consequences" (Sinclair, 1982, p.9).

Income subsidies or periods of income with no work (Unemployment Insurance Commission funded) were not new to the fisherpeople of Newfoundland and Labrador. The provincial fishery survived because members of its workforce have been willing to accept a lifestyle which is a combination of activity and inactivity, earned income and

government income subsidy. This system, although necessary for the continuation of the fishery, did not encourage alternate career aspirations or motivation in members of the fisheries' workforce. The Newfoundland and Labrador fishery survived and flourished by minimizing the potential benefits of education. Entire communities negated school work in favour of fishplants, pointing to monetary income as proof that they were both correct and justified to do so. Community members who pursued an education were identified as different and the task of explaining the pursuit of the unnecessary often fell to family members within the fishery (Cox, 1994; House, 1986).

The moratorium tore at the very fabric of the fisherpeople's lifestyle. Anyone involved in the fishery had a rude awakening. Fisherpeople who had been accustomed to sporadic working lives with variable but certain income were being told that they had to commit to continuous and routine training and/or working conditions with uncertain employment and income prospects. In order for NCARP/TAGS to attain its objective, fisherpeople had to substitute knowledge for fish. They were encouraged to invest time, energy and emotion into the accumulation and processing of knowledge for profit, as they once did with fish. There were serious problems with this approach. NCARP/TAGS expected people to shift smoothly from the concrete skills and knowledge specific world of fishing to the abstract world of the classroom where the skills and knowledge required are of a very different and broader nature (Department of Fisheries and Oceans, 1993a).

In the majority of cases, NCARP/TAGS recipients were no longer in control of an external resource but were instead human resources to be managed and controlled by employers. "Community development approaches must begin with human resource inventories. A key consideration is the ability of people to be self-reliant, self-motivated and mobile" (Employment and Immigration Canada, 1993b; p.4). In the midst of the 1990's fisheries crisis, NCARP/TAGS was seen as being a measure to buffer the fisheries participants from the two competing alternatives of life on welfare or relocating to procure employment.

Approximately 19,000 Newfoundlanders qualified for and actually received, NCARP payments (Inshore Fisheries Improvement Committee, 1993). Of these, 6,293 participated in training at various levels (Curran, 1994). NCARP/TAGS funding did not reach the entire Newfoundland fisheries workforce of 20,000 people. NCARP/TAGS funding was spent in living and education subsidies for three-tenths of fishery workers while the other seven-tenths of fishery personnel atrophied as a workforce.

The decision to embark on retraining, to avail of an opportunity, to change careers or to prepare to exit (or qualify to remain in) the fishery is in itself a major life decision. Even the knowledge that employment within the fishery may be non-existent or depend on advanced qualifications did not motivate many fisherpeople to prepare for another occupation. Palmer, (1992) identified the motivating factors for engaging in the fishery as "money..., maintaining family traditions, adventure, independence, healthfulness, future employment opportunities for relatives, a sense of belonging and self-

actualization" (p.45). Palmer also posited that "identifying motivating factors for engaging in a fishery is crucial to predicting attitudes toward new regulations" (p.46).

Many of these motivating factors should have been considered by fisheries workers and incorporated into the new career they planned to pursue. In a career decision, motivation is dictated by, and impacts on, many other considerations such as the person's age group, previous education level and ability, gender, marital and family circumstances and mobility (Knox, 1977). Also a factor, for most career changers, is the cost of retraining, assessed as a loss of income during the training period (including living expenses incurred plus savings lost) and the cost of tuition (Hecht & Traub, 1982). The NCARP and TAGS programs provided recipients with a funded opportunity to change from a career in a dwindling fishery to a hopefully more secure occupation which held the promise of self-actualization. Job satisfaction (assessed through CEIC career counselling) and the cost of education were the two variables of career changes directly addressed by the NCARP and TAGS systems. The only age consideration that these programs addressed was for people aged 55 and over who were given the option to retire. While most career changes are the result of life reviews, changing values or life situations and individual work dissatisfaction (Hopson & Scally, 1993), the moratorium has led to economy based career changes. Fisherpeople "had no option", their jobs had been eliminated and the government encouraged retraining (Smith, 1993, p.23). Although Hopson and Scally (1993) stated that "no one should be made to review their

lives" (p.18), NCARP forced fisheries workers to do just that, and TAGS continued to promote counsellor-assisted life reviews as part of career planning

Many fisheries' workers appeared to have to deal with frustration before they "could be motivated to change" (Hopson & Scally, 1993, p.18). Canada Employment and Immigration Commission (CEIC) counsellors helped these people clarify objectives, while education programs helped formulate action plans. However, other than presenting the stark reality of imminent job loss to fisheries workers, there was no component in the NCARP programs aimed at increasing client motivation. The TAGS program that followed stressed counselling in conjunction with co-operative education and over-looked the basic building blocks of motivation, relying heavily on the client-counsellor relationship to assess the motivators inherent in the situation. This was a serious oversight since "failure to achieve much of what we would like in life can be traced to low motivation, unclear objectives and ill-formed action plans" (Hopson & Scally, 1993, p.169). Furthermore, without sufficient motivation even the clearest objectives and best-formed action plans can go awry. Motivation and aspirations are directly linked to the attainment of educational and career goals for people of average or above average intelligence.

Department of Fisheries and Oceans, Human Resources Development (formerly Canada Employment and Immigration) and the Canadian government assumed that NCARP and TAGS recipients in retraining programs were, and are, motivated to complete their programs and pursue alternate careers. This assumption needed to be

investigated if the NCARP/TAGS objective of guided exit from the fishery and entrance into other employment areas was to be successfully accomplished.

Scope and Limitations of the Study

A sample of NCARP/TAGS program students participated in the study. They represented both academic upgrading and vocational program recipients located at 15 college campuses across Newfoundland.

The questionnaire used was specifically developed for the study by the author. Chapter three outlines the precise methodology followed for this, including pretesting and validity and reliability checks. The study is limited by the validity and reliability of the items on this instrument and the manner in which it was completed.

The study results are perhaps generalizable to other NCARP/TAGS recipients, ages 18 to 55, in the demographic areas studied, as well as to other such programs in Newfoundland and Labrador and in Atlantic Canada where similar circumstances exist.

Definition of Terms

2J3KL - a Department of Fisheries and Oceans designated fishing zone in the Atlantic Ocean off Newfoundland.

Adult Basic Education (ABE) - A grade 12 equivalency program which was designed to allow adults who have not yet completed high school a second chance to get a high quality education. The age of ABE students ranges from 17 to over 70, with the average age generally in the 25 to 45 age range. The ABE program has three levels- Level 1, Level 2 and Level 3. It is a credit based system in which a learner needs to earn thirty-six credits for certification. Learners entering Level 1 study four content areas: communication skills, mathematics, science and general knowledge. Learners in Level 2 select courses in the area of communication skills, mathematics and science. Learners in Level 3 choose courses for credit in these three areas and also in the general options component. Level 2 is meant to provide a bridge between the literacy skills gained in Level 1 and the skills which go with high school completion (Department of Education, 1994).

Basic Training for Skills Development (BTSD) - the 'old' Adult Basic Education program, offered between 1985 and 1990 with the objective of high school equivalency. This program is no longer offered in Newfoundland and Labrador (Department of Education, 1994).

CEIC - Canada Employment and Immigration Centre renamed Human Resources and Development (HRD) in 1994.

Career persisters - adults who elect to stay in their original careers.

DFO - Department of Fisheries and Oceans.

General Educational Development examination (GED). A national grade 12 equivalency examination consisting of five tests - writing skills, social studies, science, interpreting literature and arts and mathematics. In Newfoundland, a person applying to write this examination must be a non-high school graduate over the age of 19 and a Newfoundland resident (Department of Education, 1991, p.7).

Harvesting sector - fisheries workers who extract fish from the water, either in small boats or larger draggers.

Improving Our Odds - a six week program designed to increase self-esteem, assess the future of the community and prepare program participants to make realistic choices about their future occupational life.

Life stage - the correlates of age which attach themselves to a person at predictable points in the lifespan. For example, the correlates of education level, housing, family size and financial status which are present in varying degrees dependent on a person's age and life situation.

Moratorium - a federal government-imposed cessation of all fishery-related activity associated with commercial Northern Cod fishing.

Motivation - desire and interest coupled with the will to act as measured by participation in the NCARP/TAGS-funded retraining program.

NCARP - the Northern Cod Adjustment and Recovery Program. A federal government financial compensation package for fishers and plant workers.

Processing sector - fish plants and associated processes of fish preparation for public consumption.

Socio-psychological variables - can be interpreted as the constructs of reliance on the fishery, attachment to home community, the influence of significant others, perception of age, degree of self-actualization, career planning, perceived school ability, and attitude towards retraining.

Social timetable - a timetable for the order of life events dictated by society's expectations. Certain life events are expected to occur at or by a certain age or stage in a person's life.

TAGS - The Atlantic Groundfish Strategy Labour Adjustment Component of the federal government's financial compensation package for moratorium affected workers. A five year income support program for fisheries-related workers affected by the closure of the East Coast fishery.

CHAPTER TWO

LITERATURE REVIEW

A review of selected literature pertaining to the topic of adult motivation to retrain and the effects of returning to school will be presented. Various sections document aspects of the current crisis in the fishery and the psychological and social effects of mid-career transitions, loss of employment and adjustment to changing events. Literature pertaining to factors that promote participation in adult retraining was also identified and reviewed along with motivating factors that influence the returning adult student's role relationships, and personal and situational variables.

The Context

A variety of causes, both man-made and environmental, have resulted in the resource exploitation and near catastrophic decline of Newfoundland's northern cod supply. The Newfoundland fishery, dependent on northern cod for survival dwindled rapidly in the past five years and approached a crisis point. Information booklets circulated by the Department of Fisheries and Oceans (1992, 1993a, 1993b), Human Resources Development (1994) and the Inshore Fishermen's Improvement Committee

(1993) announced that in light of fish plant closures and massive unemployment in the fishing sectors, the Canadian federal government initially declared (and later extended) a two-year moratorium on commercial northern cod fishing to preserve the stocks. Since it is anticipated that the fishery of the future will require fewer workers with higher skill levels, the Canadian government encouraged people to exit the fishery through a new initiative, the Northern Cod Adjustment and Recovery Program (NCARP). This program funded fisherpeople while they pursued one of four (later broadened to five) alternatives: retraining (outside or within the fishery), work, early retirement or licence retirement.

The northern cod moratorium had the potential to develop into a win-win situation. The federal government was in the situation of redirecting a workforce out of the fishery into either welfare or alternative employment. Education in the form of retraining made alternative employment a viable option. Newfoundland and Labrador fisherpeople and plant workers, who claimed to find hard work no deterrent, were asked to risk the emotional turmoil of retraining. Their investment in education held the promise of anchoring job security and employment (Apps, 1981; Cookson, 1989).

Personality preferences and personality types more than influence the quality of life. They determine levels of industriousness, income, occupational status and future advancement. Learners fall into two categories based on exposure to education and lifestyle - persisters and non-persisters.

People who are attracted to, and persist with, education are motivated to obtain knowledge and new skills at the expense of time, money and family. Educational

participants often incur debt, limit consumerism and subject themselves to high pressure and stress-related health problems to pursue it. Post-secondary students are goal-directed, actively participate in member systems, value education, delay gratification and experience difficulty with anxiety and self-esteem issues. A person's professional field and education shapes beliefs and attitudes resulting in the promotion of a broadened world view and higher levels of critical thinking (Apps, 1981; Aslanian & Brickell, 1980; Atkinson & Raynor, 1978; Cookson, 1989). University and college graduates have late entry into their profession with lowered initial income. Their major investment in education often results in job entry coupled with a period of high indebtedness. Job security varies depending on the field, and while full-time employment is expected by participants, under-employment and bumping (job -displacement) is often the norm (Aslanian & Brickell, 1980; Canadian Association for Adult Education, 1982; Woolfe, Murgatroyd & Rhys, 1987).

Contrasted with students who dare to brave the university system (or who meander or are forced into it at the bidding of their family) are those personality types who abandon education early. Aslanian and Brickell (1980) described these people as having little innate desire to contribute to society past a certain level. They perceive education as unnecessary, rely on government-funded supplementation and require societal systems (education, health, etc.) to fight for their rights. They experience no school pressure, better health, increased leisure, immediate gratification and work-affiliated validation. Knowledge is acquired from informal sources such as television and

there is little, if any, questioning of beliefs outside their immediate experience. The income level of opt-outs often outstrips that of better educated people in terms of early receipt of money and no education-related expenses. Opt-outs resist academic work and resent the "moneyed educated" because they work within a structure which persisters control. The structure of society requires a level of input which opt-outs or drop-outs are willing to give (Canadian Association for Adult Education, 1982).

The Department of Fisheries and Oceans (1992, 1993a, 1993b) and Human Resources Development (1994) indicated that government support, free education, a living allowance and redirective career counselling impacted on the value placed on education by fisheries workers. The need for job security and good pay was contrasted by the pressure to accept a lowered standard of living during training and the need to leave the community to obtain a living. Fishery workers who retrained wrestled with attitudes, emotions, impediments and social constraints. For some, fear of failure and the difficulty associated with obtaining an education became overwhelming and resulted in abandoning formal training for a life of family and social problems with no educational lever to improve their situation.

Participation in retraining for those Newfoundlanders affected by the moratorium was well below expectations. Of the factors affecting the decision to participate in further education, age, motivation and life stage are perhaps pivotal. An adult's decision to return to school (or college) is typically made within the framework of that person's

level of adjustment to change events, age, gender, demographic location, career style and life stage.

Motivators which spur people through transitions that include further or continued education will vary. People learn for their own reasons based on self knowledge and available job opportunities. Motivators which impel adults to learn new material are the key to obliterating illiteracy and the atrophy of skills among school leavers of all ages. Inciting students to return to what they might consider an aversive environment requires powerful motivators and strong incentives. If the environment is neutral (neither aversive nor appealing), motivators which counter-act boredom must be identified and utilized to prompt retraining (Apps, 1981).

Education often helps curb or stem the tide of social problems accompanying retraining. Retraining adults find that graduation opens the door to a future of employment opportunities and career direction while dropping out leads to welfare and aimless wandering. Efforts to foster community development were initiated by NCARP in an effort to promote community-wide adjustment to career shift and life-change at all levels, mainly through fostering new industry in the area and introducing a process which encouraged people to look beyond the fishery as a means of survival (Employment and Immigration Canada, 1993b).

The Newfoundland Fishery

For centuries, outport Newfoundland had relied on fishing as a means of survival.

No other part of North America has been as dependent on fishing as Newfoundland and Labrador, the poorest and youngest Canadian province, with a population just above half a million. Newfoundland's average per capita income is $11,000, the lowest in the country, and its unemployment rate is the highest (Momatuik & Eastcott, 1994). Survival for many meant extended family households and fishing as a family unit in order to garner sufficient income to live comfortably.

Since the 1960's, the nature of the fishery shifted from an industry which was family-based and self-sufficient to one which was government subsidized and technology-dependent. The rapidly diminishing fish supply was attributed to technological changes in the harvesting sector advanced partly by government subsidies. The Newfoundland fishery divided into two types of harvesting - the fixed gear fishery (limited to the use of gill nets and the "Japanese" cod trap) and the mobile gear (or "dragger") fishery (Palmer, 1992).

The International Convention on the Law of the Sea was cited by Canada as the basis for its efforts to conserve dwindling fish stocks (stocks within the 200 mile zone of coastal states) and as a means to close a loop hole that allowed European trawlers to "prey" on the Grand Banks. In the 1950's and 1960's, the introduction of offshore trawlers reduced fish stocks to the point where the Canadian government instituted the 200- mile limit (Inshore Fisherman's Improvement Committee, 1993). The mobile gear fishery had a direct impact on the fish stocks and often necessitated government intervention to offset the negative consequences of its use.

According to Palmer (1992), the Canadian government sacrificed future generations of marine life for profit and foreign relations. Efforts to check or limit the activity of the offshore dragger fleet were instituted by the Federal Government. When the futility of these efforts became apparent, Ottawa continued to let these draggers pillage rather than call for an immediate disbanding of the fleet. The Inshore Fishermen's Improvement Committee, 1993, suggested that the abortion of future generations of northern cod was induced as draggers routinely helped themselves to excessive quantities of cod which could not be replaced. Draggers harvested spawning fish, interfered with the spawning process and destroyed the bottom of the spawning grounds with drag nets (Inshore Fishermen's Improvement Committee, 1993). Palmer (1992) stated that the dragger fleet, while limited in size, has increased harvesting technology. At the last moment, fisheries management officials have attempted to rescue Newfoundland's mainstay resource via the current moratorium, and halted most fishery related activity.

Economically, the consequences of reduced food catch were devastating. Both fixed-gear (the majority) and mobile-gear fisheries faced drastically reduced incomes. "The average return for the dragger fleet dropped from $108,935 to $39,656 in 1989 to $8,208 in 1987 to $4,319 in 1989." (Palmer, 1992, p.8). In spite of steady or increased costs of vessel and equipment maintenance, the income generated from fish harvesting decreased sharply over the years as the cod stock headed towards near-extinction.

The depletion of northern cod affected both the harvesting (procuring) sector and the processing sector. Fish plants were the largest employer in many rural communities and generated enough work to employ approximately 20% of the available labour force. Economically, fish plants have proven to be important for wages, employment for women and obtaining qualification for Unemployment Insurance compensation. The sharp decline in the amount of fish available to harvesters has resulted in a decline of about 40% of the total fishplant workforce (Palmer, 1992). Affected by lay-offs and unemployment, individuals, families and entire communities found themselves facing an uncertain future in which economic survival was the paramount issue.

The Inshore Fishermen's Improvement Committee (1993) stated that while the Canadian Government initiated policy intervention with every advance in harvesting technology, technological development continued to outstrip resource replenishment to the point where drastic measures had to be taken if Newfoundland was to continue to have a fishery. All species in all areas were in very poor shape with the cod near extinction.

After years of losing massive amounts of money, looming federal cuts may force the fishery to become self-supporting. Seizing and maximizing opportunity is particularly necessary in the domain of education if other employment venues are to be discovered and pursued for people involved in the fishery.

Government Responses to the Fishery Crisis

On July 2, 1992 the Canadian Government announced a two-year moratorium on commercial northern cod fishing. The moratorium meant the immediate cessation of northern cod fishing in the fishing area or zone known as 2J3KL. This meant that boats were pulled from the ocean and plants were forced to close. Plant closures underscored the difficulty of replacing the fishery as an employer.

To assist people affected by the moratorium (fisherpeople, plant workers and trawlermen), the Department of Fisheries and Oceans began the implementation of the Northern Cod Adjustment and Recovery Program (NCARP) (Department of Fisheries and Oceans, 1993b). The program's five options were designed to make either further education or retirement mandatory by tying income levels to these activities. An NCARP recipient had to chose between training outside the fishery, professionalization within the fishery, other approved fisheries-related activities, early retirement (if over 55) or license retirement (Department of Fisheries and Oceans, 1992). The option a person selected depended on factors such as location, age, education and income level. In any case, those who selected training, either outside or within the fishery, were doing so on the basis of immediate economic need and future employment prospects rather than on a purely voluntary basis. In most cases, whole communities of fishery-dependent workers were forced into the career change option. Thus, retraining was part of a forced choice, community-wide educational imperative.

According to Department of Fisheries and Oceans 1993 outlook, the Newfoundland fishery of the future will be streamlined into a system permitting reduced quotas of fish due to conservation and requiring fewer participants in both the harvesting and processing sectors. The implication of downsizing the fishery for many northern cod fishery workers was either unemployment resulting in welfare or moving from their home community to obtain employment. As people left the fishery, either to pursue new careers or to retire, they were contributing to the future of the fishery by balancing the harvesting and plant capacity within the natural limits of the resource. Since funded retraining would not be available under other conditions, the moratorium offered fisheries workers a chance to enhance their long-term future prospects (Department of Fisheries and Oceans, 1993a; Fisheries and Oceans, 1994a; Fisheries and Oceans, 1994b).

Canada's Northern Cod Adjustment and Recovery Program (NCARP) was instituted without advance planning. It was an emergency response to a crisis situation. A needs assessment for clients (in the form of an NCARP survey questionnaire) was conducted after the institution of the NCARP program. Emergency assistance payments of $225 a week were made to eligible fisheries personnel affected by the northern cod moratorium for the period of June 29 to July 31, 1992. NCARP recipients were required to choose between one of five government specified options by December 31, 1992 in order to maintain their income level above the basic payment of $225 per week (Department of Fisheries and Oceans, 1992; Fisheries and Oceans, 1994a).

For workers planning to exit the fishery, the main priority was education. This was contrasted with people electing to retrain inside the fishery who were provided training courses during fishery and plant down times. The main priority for workers opting to retrain within the fishery was work followed by training when that training did not interrupt fishery production. A fishing licence exemption allowed fisherpeople to decline training (although it was strongly encouraged on a voluntary basis) and keep their NCARP income replacement rate. Consequently, to receive the full NCARP income replacement benefit rate, recipients had to be in acceptable training programs or meet one of the exemptions (Department of Fisheries and Oceans, 1993b).

Under NCARP, Canada Employment Immigration Commission (CEIC) provided training allowances, Unemployment Insurance (UI) benefits, training seats and additional counselling services, sponsored diploma programs, extended regular UI up to three years to participants in approved training programs, and monitored client participation in all such programs. The Fisherman, Food and Allied Workers Union (FFAW) coordinated training programs for all fisherpeople (except trawlermen) who wished to retrain inside the fishery (Department of Fisheries and Oceans, 1993b).

The NCARP program encouraged workers to exit from the fishery by funding training for alternate careers, skill development within the fishery, early retirement or licence retirement (Department of Fisheries and Oceans, 1992). The program, however, had some built-in disincentives. Fisherpeople who elected to take early retirement virtually eliminated their prospects of re-entry into the fishery. People in this position

either elected to wait out the moratorium, drew NCARP benefits under the fisheries exemption if they qualified, or declined retraining due to their "advanced" age. Fisherpeople who were eligible to select retraining were faced with the sudden and unanticipated dilemma of making major decisions about the type of career they should choose as their "new life's work", the type of employment they were best suited to, the lifestyle they wanted to pursue and whether to train inside or outside the fishery (Annual Inshore Fisheries Conference, 1993). Many fisheries workers were asked to make these major life decisions immediately following the loss of their traditional livelihood.

The moratorium had a snowballing effect on the economy. Momatiuk and Eastcott (1994) described landlocked fishermen, displaced plant workers and perishing secondary industries (ie: transportation companies and repair shops) in the wake of economic downfall. Thirty thousand Newfoundlanders faced either certain unemployment or retraining to survive. Many questioned their location in the face of an extinct resource base. A very high level of anger was mollified by compensation payments from the government through NCARP (Momatiuk & Eastcott, 1994). Initially, a low amount of interest to avail of NCARP opportunities was expressed by participants who regarded retraining as part of a larger compensation package.

The second stage of fisheries assistance, The Atlantic Groundfish Strategy (TAGS), announced on April 19, 1994, was a five year income, $1.9 billion support program for fisheries-related workers affected by the east coast groundfish crisis. The objective of this program was the preparation of individuals for employment

opportunities in a varied and developing labour market. It offered a combination of income support, entrepreneurship training and technical support to those qualified. It consisted of ten options designed to enhance the objective of improving job-finding prospects or career planning. They included a 52 week work and learn cycle (Green Project), non-fishery related employment bonuses, a portable wage subsidy to non-fisheries employers, self-employment assistance, community pool projects, mobility assistance, training and work experience for youth and the Fishery Older Workers Adjustment Program for those workers who planned to retire (Human Resources Development, 1994b).

The full transition from NCARP to TAGS was completed by December 31, 1994. Any NCARP recipients who became ineligible for income support as of that date received assistance from the Human Resources Development Commission in the form of access to available job-finding programs and services.

TAGS assistance was available for fish plant workers or trawlermen who qualified for NCARP. This assistance extended for a two-year period or forty weeks in which six insurable weeks of work fishing or fish processing were earned and unemployment insurance qualifications were met (Human Resources Development, 1994b).

Career counselling was a major component of the TAGS program and spanned most options. TAGS applicants were required to attend career counselling interviews with Canada Employment and Immigration Commission or outreach counsellors to assess

employability, set realistic career goals and develop mutually agreed upon individual career plans for continued participation. Counselling interventions consisted of individual and/or group counselling, counselling assessment, coping skills (including peer support), career decision-making, career planning and job search skills (Human Resources Development, 1994b).

The Improving Our Odds program was designed to assist displaced fisheries workers to clarify their career and life goals prior to retraining. This program was an innovative, custom-design employment counselling strategy for NCARP and TAGS recipients. A study to evaluate the effectiveness of this program was conducted at the end of the 1994 school year. It was determined that the program enhanced self-esteem, increased self-insight and added to participants' community awareness (Human Resources Development, 1994b).

The Improving Our Odds Program, piloted in 1993-94, was designed to initiate the process of building an action plan which would terminate in employment. Human Resources Development, through this six week program, instituted a process which encouraged people to assemble in a group setting to talk and plan. The identification of barriers and obstacles which might impede career changes or retraining by individual fisherpeople was crucial to the success of the program. Participants investigated the desirability of relocating to find alternative employment versus remaining in their present community to await a reduced and uncertain fishery of the future. The community's

development opportunities were stressed and the role of agencies which have a mandate for community development was clarified.

The Improving Our Odds Program was based on the works of Amundson (1984, 1989) whose model considered psychological, social and economic factors and was consistent with a perception that work is one component of a total lifestyle. This model, adapted for the program, was viewed as a journey with four discernable stages. Paramount to these four stages was the notion of a sense of readiness for career counselling defined as preparation and goal refinement.

The outcome of evaluation at the Improving Our Odds program was that participation led to motivation, empowerment, increased self-esteem, self-confidence and a sense of independence. In spite of its apparent success, there was a negative stigma revolving around the notion that the program was a "waste of money" (Human Resources Development, 1994a; p.28). Relatively few displaced fisherpeople participated in it.

The Improving Our Odds program underscored the importance of career counselling to a successful transition from life in the fishery to employment elsewhere. This component was noticeably lacking in the NCARP program and additional emphasis was given to career counselling and employment readiness in the second stage of fisheries assistance - The Atlantic Groundfish Strategy (TAGS).

The Fishery Older Workers Adjustment Program (FOWAP) was designed to encourage individuals to adjust permanently out of the industry, according to Human Resources Development (1994b). Long-service workers who had been laid off had poor

prospects for re-employment due to non-high school education levels, low levels of functional literacy and the high expense of retraining. Rather than invest money in retraining for this age group, Human Resources Development designed the Fishery Older Workers Adjustment Program to be a buffer between unemployment payments and welfare until the affected workers were eligible for Canada Pension Plan and Old Age Security benefits. In order to be eligible for welfare, older workers had to deplete the assets they'd accumulated over their working life. The Fishery Older Workers Adjustment Program was structured to ease the transition between moratorium-enforced work discontinuation and official retirement.

Funded Education

Funded education takes many forms. Financial assistance to students varies by country. Britain had long been the forerunner in funded education. It financed young men and women through the school system with the objective of producing well-rounded citizens. England found that government funding impacted on subject area and gender while all other variables - age, marital status, parenthood and full or part-time study were negligible (Pratt, 1983). Monetary awards varied according to the national necessity of subject area pursued. Subject area financing contained an inherent gender bias, with males traditionally receiving the higher value grants contrasted against the lesser value grants of most women. Britain aimed for outcome when rationalizing its educational subsidy. The projected outcomes included enriched national life through paid full-time

employment, educationally advantaged communities and an increased number of highly educated mothers and fathers. Owen (1982) stated that mobility was increased by uniform grants to all institutions, the curriculum became honours oriented, and society changed in terms of responsibility, with universities selecting their students. He concluded that "Society, in paying the piper, is always at risk of calling the tune." (p.59).

The Netherlands funded scientific research, deeming it "the motor of international progress" (Van der Kaa, 1994, p.64). Funds were allotted through a simple committee or jury model according to a selection process intended to "curb the human tendency to ensure justice through equal division of the spoils" (Van der Kaa, 1994, p.81).

R. J. Braithwaithe (1992) in evaluating Austudy, the Australian-funded educational program, has found the main determinant of availing of this opportunity to be the absence of local employment opportunities. Students continuing past compulsory school-leaving age often contribute to parental financial problems. To provide monetary aid, families often go back to work and/or insist their children apply for government grants. Research indicated that students' continuation decisions are made within the framework of social, economic, school and family influences operating together (Braithwaite, 1992).

In third world countries, according to Hilal Khashan (1992), the burden of planning for development and social change falls to the state. In a world of underdevelopment, education is necessary for advancement and social change. Without a certain level of schooling, a nation stagnates and falls into decay. In Lebanon, for

example, educational grants are contingent on religious, political, social class and regional states.

In Canada, many students exited schooling through the legal system's open door. The reasons for this exit are varied. In some social, economic and cultural groups, education is not widely encouraged, incentives for leaving school exist, personal factors intervene and outside employment interferes with school continuance. The Steering Group on Prosperity (1994) called for the federal government to produce an action plan to secure Canada's future economic and social well-being by increasing the number of students completing secondary school (Jefferson, 1994).

Like Britain, Canada has national educational needs. However, to date, no conscious decision has been made based on research and public discussion (Phibbs, 1990). The economics of education are the prime determinant of the state of society. Many students work to obtain a college degree to the point of incurring debt. In 1987-88, supporting a student through a two year public college education required a family income of $49,866 while a four year university education required $53,624 in annual family income. In any student aid program, public concern always revolves around perceived financial-aid abuses. Low income families, however, still need to be assured that higher education is within reach regardless of economic level. For Canada, nothing less than the future of our democracy is at stake (Phibbs, 1990).

Exceptional circumstances and special situations have resulted in funded education outside a country's mandate: For example, immediately following World War

II, thousands of returning veterans flooded college campuses to cash in their G.I. Bill of Rights in return for college educations. Higher education was not prepared for an onslaught of older, returning students. In terms of accommodations, finances and prepared instructors, the college system delivered impoverished services. Less than ten years after the end of World War II, the war veterans faded from college campuses and the educational system returned to business as usual (Apps, 1981).

Mid-Career Transitions (Vocational Changes)

"Of the human being's three score years and ten relatively little attention has been focused on the last five decades of life" (Herr & Cramer, 1984, p.336). In a 21 year follow-up of 111 people, Gribbons and Lohnes (1982) reached the conclusion that few people were in their original choice occupation. Evidently, substantial changes occurred between early adolescence and adulthood. Osipow, cited in Herr and Cramer(1984) stated:

> Clearly, attention to mid-career transitions is burgeoning. Many interventions have been devised to try to help people deal with the associated stresses and strains. These interventions remain to be proven with respect to their effectiveness. What does appear to be clear is that the cultural determinants

that have indicated career stages and development in younger people seem as they get older, to operate to produce predictable stages in many people (p.336).

The main differences between those adults who stay in the same occupation (career persisters) and those who change professions (career shifters) relate to adult life circumstances and personality. More shifters have experienced divorce or separation, received personal counselling and had access to financial resources sufficient to support themselves and their families during the transition. Shifters also had higher self-esteem and a greater sense of their own mortality than persisters (Knox, 1977). Three main reasons were identified for mid-life career shifts. These were disenchantment with the first career (Type B shifters), discovery of a more enjoyable career (although there was no discontent with the first one) (Type C shifters) and reformulation of the individual's goals precipitated by a major change event (Type A shifters) (Knox, 1977). One such major change event is a loss of employment.

Current research on layoffs and job loss is heavily influenced by research conducted during the Depression. Much of the research focused on how devastating job loss was rather than on coping methods to offset this devastation. It is true that job loss has a negative impact. People who have lost their jobs demonstrate an increased level of anxiety, depression, unhappiness and dissatisfaction with life in general. The characteristics of the newly unemployed are lowered self-esteem, loss of patience, short-

temperedness, increased fatalism and more pessimism about the future (Leana and Feldman, 1992).

Job loss has physical, emotional and environmental effects. Leana and Feldman, (1992) have listed the common physical reactions to loss of employment as comprised of any of the following psychosomatic illnesses - sleeping disorders, eating disorders, overuse of sedatives, dermatitis, headaches and listlessness. Environmentally, the risk of family violence, depression and child abuse increases rapidly after a loss of income. For many who receive their lay-off slips, "...There is a shock, which is followed by an active hunt for a job, during which the individual is still optimistic and unresigned; he still maintains an unbroken attitude. Second, when efforts fail, the individual becomes pessimistic, anxious and suffers active distress; this is the most crucial state of all. And third, the individual becomes fatalistic and adapts himself to his new state but with narrower scope. He now has a broken attitude." (Leana and Feldman, 1992).

The five stages of loss are denial, anger, depression, bargaining and acceptance (Kübler-Ross, 1969). In denial, people react to shocking news by refusing to accept that the loss is likely or has occurred. A future without the fishery is difficult to imagine and many people refuse to entertain the thought. For example, many fisherpeople do not believe that the fish are gone, feel that the cod will come back or are waiting for their plant to re-open (Fisheries and Oceans 1994b, 1995a).

Anger is a stage arising out of people's dislike of losing which causes feelings such as regret, resentment or anger. "The competent and conscientious worker who is

technologically unemployed due to a downturn in the industry will probably react with resentment and anger" (Knox, 1977, p.526). During the moratorium, many Newfoundland fishermen were at the stage where they assigned blame to the Canadian government, Department of Fisheries and Oceans, dragger operators and individual government representatives. They did not appear to have resolved their disappointment and anger towards their loss of livelihood and consequently were not in a position to move their life forward (Employment and Immigration Canada, 1993a).

In the bargaining stage, some people try to negotiate for a second chance. Depending on the circumstances, this can be viewed as a last desperate attempt to forestall the inevitable. Some losses are never satisfactorily resolved. However, if an irrevocable loss is not dealt with, a continuation of denial, anger and depression can prevent adequate functioning and progress for the rest of a person's life. For example, some people who are angry about non-voluntary retirement, experience increased acceptance and life satisfaction in the following two year span partly as a result of changes in their expectations (Kubler-Ross, 1969).

A person facing a forced or involuntary career shift must deal with the stages of denial, anger, depression, bargaining and acceptance. A person's ability to adjust to the change event of sudden unemployment and forced career shift depends on that person's readiness to undergo a career shift.

Little is known about the prevalence or utility of individual coping strategies either in attaining new employment or in establishing a reasonable quality of life after a

job loss. According to Leana and Feldman (1992), there are two types of coping strategies which are typically employed to deal with a loss of employment: problem-focused coping and symptom-focused coping strategies. Problem-focused strategies attempt to change the environment by eliminating the source of stress while symptom-focused coping strategies consist of joining support groups or community groups. The use of a coping strategy depends on the extent to which the job loss is perceived as negative. The more negatively a job loss is perceived and felt, the more individuals will gravitate towards symptom-focused coping. The less negatively a job loss is perceived, the more likely people are to use problem-focused coping to prepare themselves for the future. Four outcomes must be assessed in determining long-term adjustment to unemployment. They are job re-attainment, perceived prospects for re-employment, psychological distress and overall satisfaction. Coping techniques usually employed to attain these outcomes consist of search for a new job, seeking education or training, investigating geographical relocation, getting involved in community activities, applying for financial assistance beyond Unemployment Insurance and seeking social support. The majority of these coping strategies inevitably lead to career shifts. The Canadian federal government compelled moratorium-affected fisheries workers to employ problem-focused retraining as a coping strategy, even though the perception of the unemployment situation was very negative. This combination of negative outlook and forced retraining had the immediate outcomes of psychological distress and perceived prospects for re-employment.

Entine (1977) has proposed that causes for a career change can be either internal or external and anticipated or unanticipated. This is illustrated by a classification model which shows that the amount of preparation a person has for a change in careers affects the responses from the individual and the environment (see Table 2.1).

Table 2.1: Causes of mid-career change.

	Internal	External
Unanticipated	Example: Serious Illness Divorce Death of Spouse Children	Example: Unemployment Work Dissatisfaction Job Obsolescence Rapid Inflation
Anticipated	Example: Empty Nest Labour Force Re-entry Voluntary Career Change	Example: Planned Retirement Promotion and Advancement

(Adapted from Table 12.1, Herr & Cramer (1984), p.342)

Thomas (1980) devised a typology which classified career changers according to environmental and self-initiated pressure to change careers. Since pressure from the environment to retrain was high, NCARP/TAGS recipients who were retraining could be

classified as either "Force-outs" or "Bow-Outs", depending on the level of their desire to change careers (low or high) (see Table 2.2).

Table 2.2: Typology of career changers

		Pressure From Self to Change	
		LOW	HIGH
Pressure From Environment To Change	LOW	"Drift-outs" (Routine)	"Opt-outs" (Self-Determined)
	HIGH	"Force-outs" (Situation-Determined)	"Bow-outs" (Accommodation)

(Adapted from Table 12.1, Herr & Cramer (1984), p.342)

The factors which result in a high level of motivation to change careers can be examined from a theoretical perspective. Brim (1976) hypothesized that career shifts in middle age may be caused by an aspiration-achievement gap. He postulated that male aspirations in life are "primarily expressed through the institution of work." By midlife, most men adjust their career aspirations downward to fit reality. Consequently, a male's level of career aspiration is affected by the age group to which he belongs. Women's career aspirations are expected to follow a different developmental path, especially if they've been absent from the workforce for child care reasons.

Neugarten, in Hopson and Scally (1993), has suggested the existence of a "socially prescribed timetable for the ordering of life events" and that most adults conform to this time schedule. The social timetable or time clock regulates the stages in our life when we engage in certain tasks. "To be 'off time', whether early or late, is to be an age deviant" (p.97). Repercussions of being "off time" are social penalties and negative personal reactions such as embarrassment and shame. For adults returning to school after an extended period in the work force, being "off time" can interfere with their motivation to succeed (see Table 2.3).

Table 2.3: The stages of adult life.

Stages		Tasks
Pulling up Roots	(16-20 years)	Autonomy, self-sufficiency.
Provisional Adulthood	(20-28 years)	Select career, make relationships, achieve place in society.
Age 30 Transition	(28-32 years)	Search for identity and meaning in life, reassess future objectives.
Rooting	(32-39 years)	Establish long-term goals, get career recognition.
Midlife Transition	(39-45 years)	Re-examine career and personal relationships, assess gap between achievement and aspirations
Restabilization and Flowering	(45-55 years)	Autonomy, acceptance of time as finite.
Mellowing and Renewal	(55-65 years)	Acceptance of what one has, fewer personal relationships, enjoyment of here and now.

(Adapted from Hopson and Scally, 1993, p. 103).

Developmentalists view mid-career changes as simply an alternative available in a predictable stage of adult life (Herr & Cramer, 1989). There are seven stages of adult life characterized by involvement in different tasks at each stage.

An adult's motivation and level of aspiration is determined within the context of the age and stage in which the individual is operating. Chronological ages have been used only as general boundaries and do not apply to all adults at all times. A person's outlook can be typical of more than one stage and there are definite differences in stage development according to gender (Smith, 1993). Gail Sheehy (1981) emphasized that women's progress through life stages is recognizably different from that of men. Due to childbearing and childrearing dilemmas, many women experience the age 30 transition at age 35 and midlife crisis may begin at age 35 (Smith, 1993). Women's life dissatisfaction begins in their late twenties and does not come on par with that of males until the late fifties. Sheehy's research suggests that women take longer to resolve their midlife transitions than men and that the widest spread between females and males in terms of life satisfaction occurs between 40 and 55 (Hopson & Scally, 1993).

Mid-career change has also been viewed as an attempt to more clearly meet values and needs. Issacson (1981) believes that changing worker needs and interests are major reasons for career change. Maslow developed a hierarchy of needs that underlies people's lifestyles. People progress sequentially through a series of needs from basic to the maximization of their potential. "Self-actualized" people exhibit both the desire (motivation) and ability to determine their own life patterns (see Table 2.4). If a person

has been forced to change direction through, for example, the loss of a job or relationship, a preoccupation with basic "having" needs is likely to occur. Setbacks can affect self-esteem and cause a temporary descent to a lower step (Smith, 1993).

Table 2.4: Maslow's hierarchy of needs.

Self-Actualization Desire to become whatever you are capable of becoming. Creativity Determining your own life patterns	Being
Self-esteem Skill Status Recognition Respect	Doing
Belonging Love Acceptance Membership of groups	
Safety Protection from danger Security - physical - income	Having
Physiological Food, water, shelter, warmth	

(Adapted from Smith, 1993, p.31)

Adult Adjustment to Change Events

Change is part of adult life, especially in the areas of personal relationships and career development. Change events influence a person's self-concept, morale and aspiration and are often turning points which increase vulnerability and heighten a person's potential. The interaction of personal characteristics (such as openness and physical condition) and contextual characteristics (such as encouragement from others and access to opportunities) influences the manner and rate of an individual's adjustment to a change event (Knox, 1977).

Change events require people to adapt to role-related additions and losses in family, occupational or community relationships. These events take many forms. They can be voluntary (allowing the individual to elect the aspects of life to be altered) or compulsory (inescapable and imposed, anticipated, sudden and vary in emotional intensity, duration and expectations of others). Erikson (1963), Knox (1977), Neugarten and Datan (1973), and Sheehy (1976) stressed that people have life routines which consist of a patterned set of recurring activities in the realms of family, work, religion and politics. The stability or equilibrium in the activity structure is distinctive for each person and provides the baseline against which the disruption of a life pattern is measured.

Apps (1981) and Aslanian and Brickell (1980) generated a ream of information on the topics of life change related to learning and school return. Summarized briefly, adult learning is triggered by specific life events or "marker" events which serve as

milestones in the life course. These marker events prompt the decision to learn while life transitions establish reasons to learn.

Anderson and Darkenwold (1979) stress that 90% of factors motivating adults to participate in and drop out from adult education have not been identified through past scientific studies. More than 80% of adults learn because their lives are changing. This is true regardless of sex, age, race, marital status, age of children, education, income, employment status or occupation. A transition can occur in any area of a person's life. Apps (1981) and Aslanian and Brickell (1980) identified the transition - prone life areas as career, family, health, religion, citizenship, art and leisure. Fifty-six percent of the population cite career transitions as their reasons for deciding to learn. At 16%, family transitions ranked a distant second for inspiring learning (Aslanian & Brickell, 1980). Gender differences occur in the type of life change. Male learning is prompted by career changes while female learning is prompted by family leisure or health transitions.

The traditional learner could be characterized as a young, high school graduate with a relatively high income. The breakpoint salary for a failure to pursue education is $10,000 a year. People who have personal or family incomes below this figure are almost invariably chronic nonlearners (Aslanian & Brickell, 1980).

Life changes (also known as life transitions) are defined by Smith (1993) as "events after which life becomes irrevocably different, requiring new behaviour and adjustment to different norms" (p.39). She also suspects that change events have the potential to damage or destroy a person's life, health, career and financial security.

Sudden or inadequately-anticipated changes can result in suicide, increased crime and mental or physical illnesses. In order to cope effectively, people undergoing either planned or rapid and unexpected change must examine their methods of coping with and surviving past transitions. If a method of adaptation has been successful in the past, it may be effective in the present situation. Coping methods which functioned poorly in the past should be identified and their implementation guarded against in future situations involving change.

Aslanian and Brickell (1980) view learning as a reorienting experience which can put the pieces of a life back together again. Personal counselling is an alternative or supplement to learning as a coping technique. Since many individuals neither possess nor utilize strategic coping methods through their own initiative, career and personal counselling is essential to effective life adaptation to change events.

Research conducted by Apps (1981) indicated that upgrading and retraining students view their classroom instructor as a model, an expert resource, a counsellor and a guide for the learning process. Determining the threshold for referral to a professional counsellor is a difficulty encountered by teaching staff who often act in a counselling capacity in their daily contact with students. The findings of Apps (1981) stressed the need for increased counselling for returning students. Counselling can draw out interests and skills, support, motivate, provide information and help students gain insight into themselves and their careers.

The personality and situation of returning students makes them prime candidates for counselling. Most returning students are insecure in their role as students, require considerable support, need to practice study skills, have to adjust to student life and have no traditional student network. Both instructors and students are under pressure when a student returns to school. Retraining students worry about being judged inadequate and feel the pressure of forced improvement. These tensions and concerns are often mirrored by instructors who are challenged by more demanding, older students. Forced improvement can lead to feelings of pressure tension and anxiety (Apps, 1981).

The relative stability of life is punctuated by change events such as marriage, job change or death of a close friend. Such change events significantly alter the individual's relationships and disturb the routine of social participation of a family occupational or community level. These transitions may result in gains, losses or combinations of both (Aslanian & Brickell, 1980; Wolfe, Murgatroyd & Rhys, 1987).

The rate of transition determines the effect it has on people's health and coping skills. Some transitions catapult people into situations and/or events for which they are unprepared. In these cases, learning follows the transition. When a transition is anticipated, people are often impelled to examine and reorient goals and aspirations, reassess personal resources and impediments to future goal attainment (Aslanian & Brickell, 1980; Buck, 1988; Mezinrow, Darkenwald & Knox, 1975; Woolfe, Murgatroyd

& Rhys, 1987). According to Apps (1981), slower transitions furnish adults with the time necessary to accommodate to the changing circumstances. Letting go of a pre-transition era requires unlearning and unlearning is attitude change.

Smith (1993) detailed the ideal conditions for a transition to occur. The better the conditions during a transition event, the greater the ease in coping. It is easier to manage life changes when the life-changing event is voluntary and planned, other areas of a person's life experience minimal disruption, relationships are supportive and self-esteem and confidence are high. The transition from one life situation to another is smoothed when several outside interests are present, change can be experienced gradually over time, several options exist and opportunities to explore and plan the future are available.

A healthy attitude towards life involves a realization and acceptance of its fluid and ever shifting nature. People espousing a philosophy conceptualizing the lifespan as an on-going journey comprised of a flux of people, environment, views, goals and values are better able to deal with, and adjust to, the inevitability of change (Woolfe, Murgatroyd & Rhys, 1987).

Smith (1993) detailed the stages of transition and the impact it has on people emotionally. A distinct and recognizable pattern can be observed in the stages of change or transition. The strength of a person's reaction to, and the time required to deal with, change or transition varies with the type and depth of the event triggering the change.

For example, some change events (such as marriage) are more welcome than others, while some (such as death) are more permanent. Change events are always accompanied by a transition curve. Although it varies in intensity and duration according to the individual and the situation, the transition curve is comprised of several progressive stages which apply to anyone undergoing a shift in their lifestyle or life plan. The stages of the transition curve in order of occurrence, are shock and denial, euphoria and minimizing, pining and searching, anger, guilt, depression cycle (depression, despair, apathy) and gradual acceptance (see Table 2.5).

The transition curve (see Table 2.5) has components which deserve special mention due to their impact on coping and recovery. Depression is the most sinister, and deadly, phase in this curve or sequence of events. A depressed person is at his or her most susceptible and may be experiencing mild to extreme world-view distortion. To clarify, a person in the depressed stage of this curve or cycle may be bored and irritable (slightly depressed) or exhibit a total inability to envision a positive future (Smith, 1993). Depression colours , clouds and distorts a person's world view and influences the reactions of others. In the face of a transition emphasizing retraining for a better future, the power of depression can be riveting.

Depressed people often do not get the support and assistance they expect from family members, leading to a greater sense of loss and isolation. Family and friends may react to a person who is experiencing a turbulent transition with blame and confirm the "victim's" feelings of guilt. Family members and loved ones often turn against the

Table 2.5: The transition curve.

Shock, denial	Inability to believe it is happening. Sometimes accompanied by frantic, useless activity.
Euphoria, Minimizing	Making the best of it. Generation of alternative activities. Rationalizing Loses.
Pining, searching	Reviewing lost event/lifestyle in thoughts, sometimes in dreams or nightmares.
Anger	Blame directed towards others.
Guilt	Self-blame, desire to relive and re-do the life-event, this time selecting the alternative action or activity.
Depression, despair, apathy	Powerless, lack of motivation, (lack of desire to get up, plan or attempt a new undertaking). The lower end of this phase exhibits itself in suicidal thoughts.
Gradual acceptance	Letting go - focusing energy by returning to old activities, taking up a new enterprise, new zest for life.

(Adapted from Smith, 1993, p. 56)

"victim" because of a sense of powerlessness to help and frustration in the face of events which are beyond their control. Since it is tantamount to betrayal to admit a loss of respect or lack of desire to help a recipient of a bad life event, many people attribute their reaction to something which the affected family member or "victim" has done. This

syndrome is known as "Blaming the Victim" and is a re-direction of frustration by forcing the source of concern (ie., the person whom the life change affects) to assume accountability for a situation he or she is not responsible for (ie., job loss) as well as for the effect it has had on family members or other affected individuals. Family support is necessary to help the adjustment of the person progressing through the transition curve. For people who lack close relationships and become isolated, a professional counsellor or health professional is recommended to assist in coping with the anxieties and concerns surrounding the life change, transition curve and withdrawal of support from family and friends (Smith, 1993).

In a transition, a pivot point symbolizing the death of the past and advancement towards the future is known as a ritual. For the Canadian government, the moratorium was one such ritual. It acknowledged the situation, focused people's attention on their life roles, stressed family and societal responsibility and promoted forward movement (Hopson & Scally, 1993; Smith, 1993).

It is important to avoid impulsive handling or mismanagement of transition situations. Wolfe, Murgatroyd and Rhys (1987) depict counselling as assistance in choosing how to live within constrained personal, societal and environmental life areas.

Counselling, in dealing with people as rational, emotional and active beings delves into the "nitty-gritty " of human existence. The main goals of counselling with the adult population are goal-setting and coping skills. A transition requiring a large output

of energy, such as retraining, can wreak havoc on the survival mechanisms inherent in self-knowledge, support systems and recreation/relaxation (Smith, 1993).

Several authors have compared the Canadian pursuit of education to the survivalist games of ancient Rome (Apps, 1981; Aslanian & Brickell, 1980; Mezinrow, Darkenwald & Knox, 1975). The learning arena beckons to returning students who are motivated by beginning or changing an occupation, the desire for social acceptability, life enhancement, a change in life situation, credentials, self-esteem, future economic security, increased salary, family expectations and community support. When the environment signals a need to pursue education, such as national/provincial event, difficult financial times, employment necessitated retraining, women in the work force and/or a change in marital status, entry into the learning arena is almost a certainty (Apps, 1981; Atkinson & Raynor, 1978). There are millions of potential adult learners whose entry into the learning arena (either voluntary or forced) is determined by specific events. Knowing an adult's life schedule can determine an adult's learning schedule.

The adult learner is embroiled in the contest for survival, the contest for knowledge and the contest for advancement. The importance of school as the arena for both economic survival and life enhancement cannot be diminished or dismissed. Almost all work routes lead to the schoolhouse and the road to work runs through it.

Returning students often have high levels of motivation and clear goals. The characteristics of returning students are seriousness, intense desire to learn, allocation of time and money to a degree in exchange for professional marketability, and a high degree

of responsibility and reliability (Apps, 1981). These students are argumentative, more inclined to question material and to sort and filter it through their own life experience. Work is their primary objective within the learning arena and it is their expectation that the class and the instructor will work at a comparable level. Retraining students often best traditional students in the areas of life experience and motivation. However, their academic behaviour is often rusty, difficulties with concentration have been noted and old habits and attitudes often die a hard death (Hecht & Traub, 1982).

The time period an adult comes from filters attitudes and values. Adults at different ages possess varying beliefs, experience and prior education. While adult age-related performance in the areas of learning ability or intelligence does not decline, obstacles are frequently encountered within the learning arena. Barriers include fear of failure, the philosophy of education, instructors who lack experience with the age group, lack of confidence as a student, recall of previous formal learning, guilt feelings and fear of the loss of learning capacity. For many retraining students there is a very real fear of becoming dying hulks of once important and powerful young people (Apps, 1981; Atkinson & Raynor, 1978; and Aslanian & Brickell, 1980).

Participation in Education and Training

Knox (1977) defined participation as an activity divided into two domains - the objective and the subjective. The objective dimension includes preoccupation with autonomy, work, physical maturation, mental development and increased sensitivity.

In this domain, young people tend to pursue interests which permit them to explore and satisfy their main pre-occupations. The subjective dimension includes goals and values in addition to feelings about past and present experience. This includes the extent to which people elect to or are forced to participate in an activity as well as the amount of personal satisfaction derived from it.

Adults have varied motives for engaging in higher education. Six categories of motivation were identified by Apps (1981). The most common category consisted of the occupation-related motives of career entry, career change, job promotion and mandatory continuing education. Also, motivation is linked to the view that college is socially acceptable. Other categories of motivation which encourage adult participation in college are life enhancement (a desire to learn or to obtain a degree), a change in life situation, the perceived value of a college degree and the active recruitment of adult students by higher education institutions (Ross in Cookson, 1989).

For adults, the structure of participation gradually evolves and is formed through personal and situational influences. Personal influences include social class background, gender, marital and employment status, health, openness or rigidity of personality and learning ability. Situational influences determine the structure of an individual's participation. A key component of "the societal context is the opportunity system" which includes the general opportunities in the individual's community (i.e. employers, job openings, health care services, recreational facilities, potential marriage partners and educational programs) in addition to "the actual accessibility of these opportunities to the

individual" (Knox, 1977, p.517). Even if resources and services are available in the community, they are not part of the opportunity system if the adult does not have the awareness, money, or background to take advantage of them. Restriction in the opportunity system limits an individual's structure of participation. It was known in 1977 that the degree to which a person participates in the opportunity system is determined by the interplay of personal and situational influences including factors such as age, sex, religion and ethnic background (Knox, 1977).

Donaldson in Cookson (1989) stated that the strongest predictor of participation is formal educational attainment. He further suggested that adult college participants can be classified into three overall categories: credential seekers who strive to obtain degrees or certificates, problem solvers engaging in education to arrive at the solution of occupational or personal problems and people who participate for self-enrichment. The compliance theory of participation must also be examined for its contribution to continuing education. Compliance stems from a relationship in which superiors employ power to control subordinates. Organizations, such as colleges, can be classified according to the form of power applied to students.

According to McEuen (1988), the Canadian school system is headed towards an educational third world. By the year 2000 he portents an increase in the financial, social and linguistic impoverishment of the nation's student population. The bulk of the currently employed workforce (aged 45 and over) will retire and the gap between the

"haves" and the "have-nots" in education will widen, leaving the nation to fight an educational battle within the school system.

Schools have, available for the taking, the currency of literacy. Its purchasing power extends to relationships, social organization and employment. Developed initially as a tool of domination, literacy can still intimidate. People often feel out of place, hesitant, embarrassed, frustrated or angry, when encountering the printed word. Words convey someone else's power. It takes a literacy of one's own to balance it. The type of literacy people possess indicates their position in the world and has lifelong implications. Functional literacy does not provide a grasp of organizational, power-carrying literacy and this distinction can separate a nation of people into two social strata. The practices of reading and writing as the means by which we articulate ourselves to organizations are essential to participation (Darville in Taylor & Draper, 1989).

Doris Marshall (in Taylor & Draper, 1989) stated: " I want to see ordinary people feeling their own worth as human beings and recognizing that same worth in other ordinary people, so that the resources of the world can be used together. This cannot be brought about from the top down, but only by ordinary people imbued with their own power" (p.110).

Participation in any event follows the rationale that people "do it for love, do it for money or because they have to". Power over others can manifest itself as coercive force, calculated incentive-based goals or moral/emotional motives (Cookson, 1989).

Financial control is the essence of economic power. Cookson (1989) explains that in cases where people are given the ultimatum of retraining or loss of financial compensation, many participants feel coerced into participating, resulting in alienation and ineffectual learning. To counteract this phenomenon, participant's attention may be purposely directed towards projected gains and away from real or threatened losses. No matter how strongly the institution stresses their potential gains, students will be attending under the threat of financial loss.

Cookson (1989) also underscored the relationship between government funding and student participation. Continuing education programs with a predominantly renumerative power orientation lead to people participating for reasons which are extraneous to the learning tasks rather than a desire to learn. The relationship between financial reimbursement and school attendance becomes one of renumerative-calculative relations which seldom leads to an internalization of values. An honest appraisal of funded education revealed that some student populations are just going for the money. In cases such as these, adults will participate on a superficial, expedient level only as long as funding continues and will terminate their education in the absence of financial compensation. Aside from money, other factors which prompt continued education are the quest for higher learning, a sense of duty or pleasure, manipulation of esteem, prestige, ritualistic symbols (ie. degrees) and social influences.

Sheehy (1981) explains that motivation revolves around the central question of "What's in it for me?". For some people, particularly the 46 to 55 year old generation,

independence became more important than achievement. The highest goal elicited from blue collar workers in a recent survey was self-respect. The worker and his work have to matter. For many, work holds little purpose, resulting in a demand for increased leisure time for self-development. If the retreat from work becomes a withdrawal from the world of uncertainty and change, then the future forfeits collective progressive improvement.

Role Relationships

It is essential to look at the situational influence of role relationships on a person's desire to participate and ability to cope with change events. "Role relationships in family, work or community settings are reciprocal and reflect the expectations of the individual and of other people in the role set" (Knox, 1977, p.517). A person's role is responsible for the expectations and stereotypes which others hold. The more rigid these expectations are, the more inflexible the role becomes. Often other people who have already experienced an unfamiliar type of activity influence the expansion of an individual's role to modify the structure of participation through providing encouragement and assistance. An examination of the role rigidity by age group will determine whether certain age groups need more access to "role models who demonstrate alternative modes of role performance or even life-styles before they can engage in participation" (Knox 1977, p.518).

Personal and Situational Influences

Personal influences, according to Knox (1977), include social class background, gender, marital and employment status, health, openness or rigidity of personality and learning ability. Situational influences refer to opportunities in the individual's community in addition to "the actual accessibility of these opportunities to the individual". For many people who decide to pursue further schooling in adolescence or middle age, personal influences (learning ability, self-concept and aspirations) and situational influences (encouragement from significant others, ability to pay cost and accessibility of courses that match interests) interact to encourage them in their chosen course of action. It has also been found that a multi-incentive approach combining a relaxed environment, extrinsic reinforcers, achievement potential and monetary rewards is the most successful motivation combination, especially when the fear of failure is equal to or greater than the need to achieve.

Atkinson and Feather (1966), outlined the problems inherent in forced education. Cues in the situational environment, such as unemployment due to plant closures, gave rise to motive dispositions which were latent until it was demonstrated that performance, such as retraining, would be instrumental to achievement. In circumstances where the motivation for leaving the situation was less positive or more negative than performing a task, such as retraining, the student's performance was forced or constrained. In a forced or constrained situation, as in the Newfoundland fishery retraining program, the true potential of the student may not be reflected by performance. An actual situation seems

to show to the best advantage the role of the potential to succeed as a constraint on the options or choices an individual makes. If a person is capable of upgrading and the incentive is present, most people will enrol in academic pursuits in growth occupations whether or not this is where their talents or interests are best displayed or fostered. The situational context influences decisions dependent on whether the situations are ego, chance or achievement oriented. As the nature of the work world changes from individual entrepreneur settings to a harmonious and co-operative network situation, people with relatively strong affiliation motives are expected to be more occupationally successful than people with strong motive to achieve.

In the case of some individuals, a deficit in motivation may occur as a result of deficiency of personality or when the motive to avoid failure is too strong. Either factor, or a combination of both, can produce a general resistance to achievement-oriented activity which must be surmounted by other extrinsic sources of motivation if there is to be any spur to engage in further activities of this nature (Atkinson & Raynor, 1978).

Monetary Concerns

The obsessive drive some people have towards money can almost be mistaken for an inborn need. Forman (1987) emphasized that there is nothing in biological necessity to account for the drive to get rich nor is there any equivalent to it in animal life. The seemingly purposeless drive to acquire money is one of the most powerful known to man. He indicates that the love of money is the chief or secondary motive for everything

Americans do. In order to succeed financially, a person must have a long-term focus in an instant-gratification society. Money is loaded in terms of the basic emotions it evokes -the pleasure/pain principle is central to the emotional purchasing power of money. While an abundance of money does not necessarily lead to pleasure, it alleviates worry. An absence of money in our commodity-filled world invariably leads to pain (Cohen 1987; Forman, 1987; Robbins, 1991). Robbins (1991) suggested that pleasures which lead to greater pain should be avoided while pain which eventually enhances pleasure should be sought after. People fear change because it may lead to an unfamiliar pain. There is a point where a person has monetary pain regardless of action, given a limited resource with a myriad of possible options for depleting it. When people reach this pain-pain barrier, they become immobilized and unsure of action. Robbins goes on to state that it is possible that people have done more injuries to each other in the name of money than for any other reason.

Money loss is a model for all loss and disappointments in our lives because our hopes, wishes and fantasies for a better life are tied up with that powerful symbol of finances. Lost money may represent lost opportunity, lost love, lost feelings of accomplishment or loss of recognition. The experience of loss causes a shock to the system, emotions are in chaos and we undergo mental suffering. Monetary loss can terrify and panic people, leading to either an increase in crime or severe depression. Perhaps to a degree we all unconsciously equate money with immortality. Spending money can be a denial of death (Forman, 1987; Robbins, 1991).

Cohen (1987) classified a generational approach to money. A person's attitude towards money and his or her level of preparation for the unexpected depends on chronological age and consequently the life circumstances of the generation into which a person was born.

Cohen's work presents several more perspectives on this. Adults are extremely negligent in preparing for life after work. Attitudes towards future preparation are directly related to age group. Twenty to thirty year olds ignore future planning because they are focusing on building the basis of a life. Thirty to forty year olds, having reached the point where the central concerns revolve around the accumulation of goods and children, are cash-poor but looking at providing for the future. Forty to fifty year olds continue accumulating assets while fifty to sixty year olds defer excess income towards retirement. Sixty to sixty-five year olds panic and sixty-five to death attempt to cope with the loss of their earning years. Nowhere in this life schedule is there a provision for loss of employment or a means to deal with loss of income. Getting fired or permanently laid off is a source of psychological stress no matter how balanced a life a person leads. Stress experts rate job loss to be as intense as death or divorce. The country has changed from an economically secure environment to one in which expectations and families have changed. In Canada, neither jobs nor marriages last forever. Parents both go out to work, families are mended, blended or extended. Jobless adult siblings move back in with their parents at the same time as retired parents move in with their middle-age

children. Adjusting to lifestyle after a monetary setback necessitates counselling, family support, re-evaluation of skills and choices to be made. The most important thing in these "it can't happen to me" events is to remember that in these changing times, no one is immune (Cohen, 1987).

Summary

Both NCARP and TAGS were federally funded programs designed to address the needs of fishery workers in Newfoundland and Labrador who experienced a major disruption in their lives due to the closure of much of the fishery. Funded retraining opportunities were a major component of these programs.

It was evident from the literature review that the following variables impact on adult retraining to varying degrees: funded education, mid-career transitions, adjustment to change events, participation, role relationships, personal and situational influences and finances. Funded education removes financial barriers to upgrading, increasing the attractiveness and accessibility of retraining. Life circumstances and personality determine readiness for career shifting. Marital status, self-esteem and counselling affected a person's tendency to shift careers. The manner in which job loss is perceived influences the usage of problem - focused or symptom-focused coping mechanisms. Problem - focused coping techniques attempt to control the stressors in the environment while symptom focused coping mechanisms consist of joining support groups. Age and

gender are important variables in coping with transition and must be investigated if their role in coping and behaviour change is to be determined.

Many adults are induced to learn due to changes in their lives. Retraining students have concerns revolving around their ability to perform up to certain academic standards and their departure from the expected timeframe for the achievement of milestones. Transitions are not always smooth and depression can be the outcome of a poorly managed transition. Close relationships, family support and counselling can avert difficulties like depression and poor or improper coping during a transition period.

For adults, the role of participation in education and training is gradually evolving and is formed through personal and situational influences. Personal influences include social class background, gender, marital and employment status, health, number of dependents, family size, openness or rigidity of personality and learning ability. Situational influences, such as demography and training or opportunity, determine the structure of an individual's involvement in the educational system. The major socio-psychological variables of career planning, perceived school ability, reliance on the fishery, attachment to the community, perceived age and level of self-actualization also emerge as factors that may influence individual involvement in available educational opportunities.

CHAPTER THREE

METHODOLOGY

Introduction

Reactions to the dramatic changes in the fishery were mixed. Government incentives and options to retrain were offered to those involved through NCARP/TAGS programs. For many fisheries related workers, involvement in a variety of upgrading and funded retraining programs was inevitable if they wished to continue receiving government benefits and support. As a group, these workers were generally undereducated and had typically rejected career pathways that had included all but a rudimentary formal education. They had enjoyed a lifestyle, often within small rural communities, that had engaged them in various aspects of work in seasonal fisheries. It is therefore understandable that reaction to the closure of most of the fishery and the introduction of a major change in their life in the form of retraining was mixed.

The development of new career aspirations along with attitudes toward education and retraining will likely influence the degree of effort and eventual success of such efforts. It is also evident from the literature that many variables such as age, gender, previous education, marital status and family, and community attachment may impact on

and influence attitudes toward education and retraining. For those involved in developing and organizing appropriate programs for NCARP/TAGS recipients, information on factors that influence outcomes is essential to maximize program effectiveness and eventual transition of participants to new careers or training for the fishery of the future.

To help address these issues, an exploratory study was undertaken. A sample of Newfoundland and Labrador NCARP/TAGS retraining recipients was surveyed during the Fall of 1994 to determine their career aspirations and factors that might impact on their attitudes toward participation in education and training. A questionnaire was specifically developed for this purpose and the collected data analyzed using primarily the multiple regression procedures available in the Statistical Packages for the Social Sciences (SPSS for Windows V. 6.1) (SPSS Inc, 1993).

Study Participants

A total of 375 NCARP/TAGS recipients formed the sample for the study. They were all registered in some form of government-funded college program. The subjects by post-secondary location within Newfoundland and Labrador are shown in Table 3.1. These recipients were attending either upgrading or vocational courses at one of the following institutions: Cabot College (St. John's, Seal Cove and Southern Shore campuses), Marine Institute in St. John's, Central Newfoundland Regional College (Gander, Grand Falls, Lewisporte, Springdale, Baie Verte campuses), Centrac College,

Academy Canada, Newfoundland Career Academy, Eastern College (Clarenville, Carbonear and Placentia campuses) and Labrador College in Happy Valley/Goose Bay. Other institutions within the province involved with NCARP/TAGS program recipients either declined or were unable to participate in the study.

The sample was a convenience one based on the cooperation of the participating institution and the availability of NCARP/TAGS subjects at the time of the survey. Institutions involved were requested to administer questionnaires to students in each of the programs which contained NCARP/TAGS participants.

Table 3.1: Study sample and location.

Location where training	Sample Size
Springdale	32
St. John's	144
Placentia	12
Clarenville	20
Happy Valley	51
St. Anthony	15
Gander	61
Marystown	21
Grand Falls	17
Stephenville	2
Total	375

Instrumentation

The literature was reviewed and the various constructs that would help form the questionnaire were identified along with appropriate background and demographic variables. It was evident from the literature that the attitudinal portion of the questionnaire, which delved into social-psychological variables, should include the constructs of career planning, perceived age, perceived school ability, attachment to the community, reliance on the fishery, the influence of significant others, self-actualization and attitude toward retraining. It was also evident that the usual background variables of age, gender, level of education, marital status, and number of dependents as well as the types of programs being attempted were appropriate to include in the questionnaire along with an assessment of career aspirations. The completed questionnaire (see Appendix C) addressed all these variables.

Items on the socio-psychological part of the questionnaire were submitted to a panel of five experts whose backgrounds were in psychology and guidance and counseling to be validated. These judges used their expertise to assist in determining the extent to which each item reflected the constructs in the questionnaire. They were asked to individually judge the suitability of items under each construct of the questionnaire, to determine item suitability to the construct and to suggest any changes or additions to individual items. Where four of the five experts agreed, items were retained and refined as necessary.

The questionnaire was then assembled, with one section addressing the demographic background and career aspiration variables and the other section addressing the socio-psychological items. The latter were organized using a five point Likert scale ranging from 1=strongly agree to 5=strongly disagree.

The questionnaire was then pretested on a group of 16 people who were either NCARP/TAGS-sponsored students or Adult Basic Education program students in a college setting. This process helped to clarify the content and reading level It also revealed that approximately 45 minutes was needed to be allocated for questionnaire completion. The final questionnaire consisted of six background, demographic and career aspiration variables and 78 socio-psychological items. Each socio-psychological item was a component of an attitudinal scale with a Likert scale attached.

Questionnaire Rationale

The questionnaire was designed to assess career aspirations and factors that might impact on the attitudes (motivation) of displaced fishery workers toward education and retraining. In the case of displaced Newfoundland fishery workers, motivation to retrain was considered to revolve around several key social-psychological constructs: reliance on the fishery, attachment to home community, the influence of significant others, perception of age, degree of self-actualization, career planning, perceived school ability, and attitude toward retraining. These constructs formed the basis of the investigation of

motivation in this study and were addressed through specific questionnaire items which were grouped into the construct categories.

Motivation is the source of inspiration and drive toward a goal. It precedes action and affects an outcome, often to the benefit or detriment of a person's life condition. It has been postulated that the stages of adulthood affect the amount and type of motivation as well as the motivators which invoke it. There is an abundant literature on the stages of life, the life clock and the motivators associated with it (Smith, 1993; Sheehy, 1976; Woolfe, Murgatroyd and Rhys, 1987; Hopson & Scally, 1993). In provisional adulthood (ages 20 to 28), the prime motivators are family, close relationships, marriage and seeking an adult identity. Age 30 transition (ages 28 to 30) has lifestyle and community as its focus. Rooting (ages 32 to 39), centres on the importance of mortality, marriage, lifestyle and career progress. For people in midlife transition (ages 40 to 45), motivators are things which enhance self-actualization and a sense of recreation. Restabilization and flowering (ages 45 - 55) concerns health, established values and friends. Mellowing and renewal (age 55 to 65+) deals with occupying leisure time, relaxing the role of worker and adjusting to the loss of companions. Gender, when combined with age, has a determining effect on the perception of education. Males between 20 and 30 years are instrumentally motivated to attain education as a vehicle for career pursuit. After 30, men are intrinsically motivated to obtain education for promotion. This stage ends at age 40. Females in the 30 to 40 age group, on the other hand, are intrinsically, expressively and instrumentally motivated to pursue an education in order to self-actualize, develop a

career and explore leisure. By 50 to 60 years of age, males and females are intrinsically and expressively motivated to explore education for its own sake and to enhance leisure (Woolfe, Murgatroyd and Rhys, 1987).

Motivation and aspiration are outgrowths of the way people direct and organize their lives. There are several approaches to motivation and emotion. Each approach or life view can be thought of as a separate system with its own "rules of the game" that make it possible for that system to function (Buck, 1988). The myriad of life views to which a person can adhere are each comprising a combination of beliefs, attributions and motivations. An individual's perception of life events is filtered through the belief and attribution systems which the person espouses (Mook, 1987). These systems are determined by personal (internal) or situational (external) motivators.

NCARP/TAGS recipients who either engaged in, or were planning to engage in, retraining grappled with a past academic history which often included failure. Murray (1964) stated that motivation is distinguished from other behaviour-influencing factors such as the past experience of the person, his physical capabilities and the environmental situation. A motive is deemed to be terminated when a goal or record has been attained. More recently, Atkinson and Raynor (1978) and Mook (1987) stressed that the information which either possible event (success or failure) conveyed to the participant must be examined in order to predict success or failure in the retraining situation. Emotions arising from the student's perception of the outcome of achievement behaviour, either pride of accomplishment (high need for achievement) or shame of failure (high

fear of failure) are the origin of the incentive to persist in the face of academic adversity. Success-related motives determine a learner's future achievement and subsequent academic choices. Mook (1987) emphasized that achievement motivation, its effect and the corresponding belief system can be manipulated to alter the effect of need for achievement on academic performance. To assist NCARP/TAGS recipients in overcoming a fear of failure or lack of interest with regard to retraining, their underlying belief system must be determined.

Attributional theory focuses on the beliefs attached to people's motives and can be helpful in explaining the underlying factors behind motivation. The questionnaire developed to measure the participation and motivation of NCARP/TAGS recipients in retraining was constructed and interpreted in light of attributional theory and situational and contextual relations. All action is an outcome of a belief system and the purpose of attribution theory is to explain how certain beliefs are held (Atkinson & Raynor, 1978).

Cues in the situational environment, such as unemployment due to plant closures, give rise to motive dispositions which are latent until it is demonstrated that performance, such as retraining, will be instrumental to achievement. Atkinson and Feather (1966) addressed circumstances where the motivation for leaving the situation is less positive or more negative than performing a task, such as retraining. In these situations, the performance is forced or constrained. In a forced or constrained situation, as in the current Newfoundland fishery retraining program, it is questionable as to whether or not the performance reflects the true potential of the student. If they are capable of

upgrading and the incentive is present, most people will enrol in academic pursuits in growth occupations whether or not this is where their talents or interests are best displayed or fostered. The situation context influences decisions dependent on whether the situations are ego, chance or achievement-oriented (Buck, 1988; Atkinson & Feather, 1966; Hobson & Scally, 1993).

Attitudes have a major impact on behaviour and are influenced by the economy according to Atkinson and Feather (1966). In the face of major economic disruption, such as the moratorium, attitudes shift from optimism, confidence in the future and willingness to commit funds to durable goods to uncertainty, to worry and a desire to remain out of debt and to keep commitments short.

Procedure

The refined questionnaire was administered to a sample of NCARP/TAGS program recipients engaged in a variety of vocational and upgrading programs within Newfoundland and Labrador. An initial contact was made by letter (see Appendix A) to the administrators of each of the six regional colleges and technical institutes and those private career colleges that had previously been identified through Human Resources Development Canada as involved with NCARP/TAGS-funded students. Information was requested on the campus location and number of NCARP/TAGS students currently taking courses. Permission was also sought to have the questionnaire administered to

these students. The letter was followed up with a telephone contact to clarify the request and supply further details where necessary.

This initial contact enabled the researcher to determine those institutions that actually had NCARP/TAGS program sponsored students in programs, the approximate number, and whether or not each institution would take part in the data gathering. Almost all agreed to cooperate and helped to identify a contact person, typically the guidance counselor where available, to administer the questionnaires.

Questionnaires, along with a covering letter of instructions, were mailed out in September 1994 or hand delivered by the researcher where convenient. It was requested that students be given the questionnaire to complete during a regular class block of time, or be given it with instructions to complete and return to the institution contact person within one day. College instructors were asked to help students, especially those in Adult Basic Education programs, with any difficulties understanding specific questionnaire items. Following questionnaire mail-out, a telephone contact was made after approximately one week to check on difficulties in administration.

Questionnaires were returned to the researcher by mail. In some instances, a follow up phone contact was made when they were not received back within four weeks of mailing.

Data Analysis

A number of procedures were used to analyze the questionnaire data and respond to the research questions developed as part of this study. Using SPSS for Windows V. 6.1, tabulated descriptive statistics, frequencies and percentages, chi-square procedures, reliability and regression analyses were used as appropriate. Descriptive statistics were used to profile the respondents, while the chi-square procedure was considered appropriate to determine significant differences where demographic variables such as gender and age groupings were being used to examine categories of career choices of respondents.

The multiple regression procedure was used to determine (predict) the influence of respondent background characteristics on the socio-psychological variables of self-actualization, career planning, reliance on the fishery, community attachment, influence of significant others, perceived age and perceived school ability and on attitude toward retraining. These variables had been created by grouping selected items from the 78 statements in the second part of the questionnaire, initially by the researcher and then through verification by the panel of experts. Each grouping or socio-psychological variable was then subjected to a Cronbach alpha reliability procedure to eliminate the weak items and strengthen the scale. The refined scales (list of items) and the resultant alpha reliability coefficient are reported in Chapter 4. It should be noted that coefficents in the 0.60 range or less could indicate the presence of measurement error and thus used with some caution. They were, however, considered acceptable for this research since it

was exploratory, and as such, some of the constructs had not been previously developed by researchers.

For statistical purposes, a 0.05 level of significance was considered appropriate in the chi-square and regression analyses for this exploratory research. Overall, the analyses and the research questions first examined the characteristics of the sample, then proceeded to determine the effect of background variables on each of the socio-psychological variables or scales and on the attitude toward retraining scale. All demographic and socio-psychological variables were then examined in terms of their combined influence on respondent attitudes toward retraining. The final part of the analysis examined career aspirations and how these differed based on each of the background variables. The socio-psychological constructs and background variable definitions used in the regression analyses are shown in Table 3.2.

Table 3.2 : Regression analysis and variable definitions.

Attitude towards retraining	Scale scores derived from questions Q2, Q13, Q20, Q26, Q35, Q40, Q55, Q65, Q66, Q72. High scores more desirable.
Significant others	Scale scores derived from questions Q10, Q23, Q36, Q37, Q48, Q59, Q64. Low scores more desirable.
Perceived age	Scale scores derived from questions Q11, Q21, Q46, Q51 . Low scores more desirable.
Self-actualization	Scale scores derived from questions Q53, Q61, Q62, Q71. Low scores more desirable.
Reliance on the fishery	Scale scores derived from questions Q1, Q6, Q8, Q9, Q18, Q38, Q39, Q58, Q70. High scores more desirable.
Community attachment	Scale scores derived from questions Q14, Q17, Q69, Q74, Q78. Low scores more desirable.
Career planning	Scale scores derived from questions Q5, Q16, Q52, Q63, Q73. Low scores more desirable.
Perceived school ability	Scale scores derived from questions Q3, Q4, Q30, Q32, Q33, Q56, Q67. Low scores more desirable.
Gender	1= Female 2= Male
Marital status	1=Single 2=Married
Age less than 29	0=Otherwise 1=Age less than 29
Age 29 to 39	0=Otherwise 1=29 to 39
Age over 40	0=Otherwise 1=Age over 39
Dependents	1=1-2 Dependents 2=3 or More dependents
Completed high school	1=Yes 2=No

CHAPTER FOUR

ANALYSIS OF THE DATA

Introduction

This chapter presents the findings of the study which were directed by the six research questions put forward in Chapter 1. The first question presents a profile of the 367 respondents through tabulated descriptive statistics. Research questions 2, 3, 4, and 5 examined the major socio-psychological variables of career planning, perceived school ability, reliance on the fishery, community attachment, significant others, perception of age and self-actualization and the influence of selected background variables of gender, marital status, age, number of dependents and education level through regression analyses. Information on each of the socio-psychological variable items is included along with reliability coefficients for each scale. The final research question addressed the future career aspirations of the study sample and how their aspirations varied by each of gender, age, marital status, education level and number of dependents through the use of tabulated descriptive statistics and chi-square analyses.

Research Question 1

What are the demographic characteristics (age, marital status, gender, education level, previous education, current enrollment, family size, and number of dependents) of the individuals who are retraining?

Tables 4.1 through 4.9 detail the demographic characteristics of the NCARP/TAGS re-training group that participated in the study. The largest groups were between the ages of 21 and 28 (27.8%) or between 33 and 39 years of age (26.2%); and as might be expected given the nature of NCARP/TAGS program requirements, few were under 21 years (0.8%) or over 55 years (0.5%). Tables 4.2 to 4.4 show that the largest group were married; that 58.9% were male; and that about two-thirds of the sample said they had achieved a high school diploma.

Fewer than half (45%) indicated that they had completed some kind of program after leaving high school (see Table 4.5). By far, the majority of these had completed some level of upgrading either equivalent to, or leading up to Adult Basic Education (Levels 1 and 2) or a high school diploma (see Table 4.6).

The program that study participants considered they were enrolled in at survey time are shown in Table 4.7. Most were enrolled in some kind of upgrading and/or career awareness programs. Only 18.8% indicated that they were in pre-employment or pre-apprenticeship programs; and 12.8% listed a wide variety of "other programs". Many respondents also placed themselves in more than one program category.

Responses to questions on the family size and the number of dependents are shown in Tables 4.8 and 4.9. The majority (63.8%) indicated their current family size to be between three and five people. Less than 3% had very large (over eight) families. It was also evident that most of those surveyed (82.4%) considered that there were between one and five other people in the household dependent upon them (50.4% said one or two, and 32.4% said three to five individuals).

Table 4.1: Age groupings of NCARP/TAGS study sample.

Age group	Freq.	Percent
16-20	3	0.8
21-28	102	27.8
29-32	68	18.5
33-39	96	26.2
40-45	60	16.3
46-55	34	9.3
56-65	2	0.5
Over 65	-	-
Missing	2	0.5

Table 4.2: Marital status of NCARP/TAGS study sample.

Marital Status	Freq.	Percent
Single	94	25.6
Married	239	65.1
Other	26	7.2
Missing	8	2.2

Table 4.3: Gender of NCARP/TAGS study sample.

Gender	Freq.	Percent
Female	145	39.5
Male	216	58.9
Missing	6	1.7

Table 4.4: High school status of NCARP/TAGS study sample.

High school diploma	Freq.	Percent
Yes	245	66.8
No	97	26.4
Missing	25	6.8

Table 4.5: Number of the NCARP/TAGS study sample who completed programs after high school.

Completed program	Freq.	Percent
Yes	165	45.0
No	202	55.0

Table 4.6: Types of programs completed by NCARP/TAGS study sample after high school.

Program completed	Freq.	Percent
Adult Basic Education Level 1	32	19.4
Adult Basic Education Level 2	80	48.5
Adult Basic Education Level 3	40	24.2
Basic Training for Skill Development	3	1.8
General Educational Development	10	6.0

Table 4.7: Types of programs currently enrolled in by NCARP/TAGS study sample.

Program currently enrolled in	Freq.	Percent
Adult Basic Education Level 1	86	23.4
Adult Basic Education Level 2	70	19.1
Adult Basic Education Level 3	65	17.7
General Educational Development	86	23.4
Improving Our Odds	90	24.5
Career Exploration for Women	90	24.5
Job Readiness Training	85	23.2
Pre-Employment/Pre-Apprentice	69	18.8
Other	47	12.8

Note: Respondents were asked if they were enroled in each one of the programs listed in this table.

Table 4.8: Current size of family of TAGS/NCARP study sample.

Current family size	Freq.	Percent
1-2	53	14.4
3-5	234	63.8
6-8	42	11.4
9-10	7	1.9
11 or more	5	1.4
Missing	26	7.1

Table 4.9: Number of people dependent on NCARP/TAGS study sample.

Number of dependents	Freq.	Percent
1-2	185	50.4
3-5	119	32.4
6-8	9	2.5
Missing	54	14.7

Research Question 2

How do the background variables of age, marital status, gender, education level, and number of dependents influence each of the major social-psychological variables of career planning, perceived school ability, reliance on the fishery, community attachment, significant others, perception of age and self-actualization?

Career planning: The development of career plans should help facilitate willingness to retrain. That is, those who see a need to retrain or who have definite plans should be more willing to retrain. Five items were used to form the career planning scale (see Table 4.10). The Cronbach alpha reliability of the scale was 0.73. The scale went from a low score of 5 to a high score of 25, with a low score indicating high levels

of career planning. The average scale score was 11.616, which indicated for this NCARP/TAGS sample that there was a tendency to agree that career planning was important.

Table 4.10: Items related to the career planning scale.

Q5.	I know what type of career or job I want to train for.
Q16	I am very satisfied with my career goals now.
Q52.	I decided to retrain after considering my needs.
Q63.	I decided to retrain after considering my present skills.
Q73.	I decided to retrain after considering the future.
Cronbach alpha reliability=0.73	

Note: Overall scale mean=11.616 (based on a low of 5 through a high of 25).

Table 4.11 shows the zero-order correlations between career planning and background variables; and Table 4.12 shows the results of the regression analysis performed on career planning using the background variables. The regression model was significant at the $p < .01$. However the R-squared explains only 10% of the variance, which leaves 90% of the attitude towards career planning unexplained. Further examination reveals that two variables significantly related to perceptions of career planning ($p < .01$) were gender and the over 40 age group. The negative beta weight of (-.149) indicated that males are more likely than females to have a better perception of

their career plans. The positive beta weight (.202) for the over 40 age group indicated that compared to the 16-28 year olds younger NCARP/TAGS recipients were more positive about their career plans. Other background variables did not reveal significant differences in the regression equation and thus appear to contribute little to the overall perception of career planning.

School ability: The second dependent variable under investigation in research question 2 was perceived school ability. It can be argued that if persons feel that they can do well in school or feels comfortable in the school setting, then their attitude towards retraining should also be enhanced Seven items were used to create the school ability scale (see Table 4.13). The reliability of this scale, with a Cronbach alpha reliablity level of 0.62, was not as strong as might be desired; however, in this exploratory research such an alpha level was considered acceptable. The scale went from a low score of 7 to a high score of 35, with a low score indicating high levels of confidence in school ability and comfort with school. The average scale score was 17.872, which indicated that most of the NCARP/TAGS recipients rated their perceived school ability as being average. This may possibly be attributed to the lack of a forced choice scaling procedure on the attitude items used in the questionnaire. That is, the neutral category of "undecided" may have generated some unnecessary measurement error.

Table 4.11: Zero-order correlations between career planning and background variables.

	Career Planning	Gender	Marital status	Age 29-39	Age 40 over	Dependents	High School
Career Planning	1.000						
Gender	-.227***	1.000					
Marital Status	.189***	-.228***	1.000				
Age 29-39	-.052	.052	.209***	1.000			
Age over 40	.241***	-.272***	.211***	-.540***	1.000		
Dependents	-.018	.150**	.161***	.152**	-.062	1.000	
High school diploma	-.065	.147**	-.132**	.035	-.161***	.001	1.000
Mean	11.616	1.598	1.718	.449	.263	1.409	1.284
Standard Deviation	3.144	.487	.429	.497	.440	.455	.436

Note: * P<.05, ** P<.01, *** P<.001.

Table 4.12: Regression analysis results for background variables on career planning.

	Career Planning				
Independent variables	B	SE B	Beta	T	Sig. T
Gender	-.965	.349	-.149	-2.767	.006
Marital status	.764	.418	.104	1.828	.068
Age 29 to 39	.280	.411		.684	.495
Age over 40	1.446	.476	.202	3.040	.003
Dependents	-.048	.359	-.007	-.133	.894
Completed High school	.009	.369	.001	.025	.980
Multiple R=.316 R-squared=.100 F value= 6.676 Significance of F=.000					

Table 4.13: Items related to the perceived school ability scale.

Q3.	I am afraid of failing in school.*
Q4.	I can do well in school again.
Q30.	I feel comfortable in the classroom.
Q32.	I feel better about myself because I have learned or will learn in school.
Q33.	I like studying.
Q56.	I am disgusted with myself because I am not smarter in school.
Q67.	School is difficult.*
Cronbach alpha reliability=0.62	

Note: Overall scale mean was 17.872 (based on a low of 7 through a high of 35).
* indicates reversed scored items.

Table 4.14 shows the zero-order correlations between perceived school ability and the background variables; and Table 4.15 shows the results of the regression analysis performed on school ability using the background variables. The regression model is significant at the $p < .05$ level with an R-square which explains only 4% of the variance. Further examination reveals that the independent variables related to age were significantly ($p < .05$) related to perceived school ability, yet these accounted for only a

Table 4.14: Zero-order correlations between school ability and background variables.

	School Ability
School Ability	1.000
Gender	-.058
Marital Status	.108*
Age 29-39	.049
Age over 40	.121**
Dependents	-.048
High school diploma	-.034
Mean	17.872
Standard Deviation	3.973

Note: * P<.05, ** P<.01, *** P<.001. See Table 4. for zero-order correlations between each of the backgound variables.

small proportion of the variance in school ability. The positive beta weights of 0.152 and 0.190 indicated that those in other age groups (less than 29 years of age) were more likely to feel positive about their school ability. Other background variables did not reveal significant differences in the regression equation and thus appeared to contribute little to the overall perception of ability to do school work.

Table 4.15: Regression analysis results for background variables on perceived school ability

	Perceived School Ability				
Independent variables	B	SE B	Beta	T	Sig. T
Gender	.065	.456	.008	.143	.886
Marital Status	.448	.546	.048	.821	.412
Age 29 to 39	1.227	.536	.152	2.267	.024
Age over 40	1.720	.621	.190	2.770	006
Dependents	-.596	.469	-.068	-1.272	.204
Completed High school	-.033	.482	-.004	-.068	.946
Multiple R=.197 R-squared=.039 F value = 2.419 Significance of F=.026					

Reliance on the fishery: The third dependent variable in research question 2 was reliance on the fishery. Attitudes towards the fishery can impede or support retraining. That is, too much reliance on the fishery would mean that a person would be less likely to

want to retrain. Nine items were used to create the reliance on the fishery scale (see Table 4.16). The Cronbach alpha reliability of this scale was 0.73, which is quite acceptable. The scale went from a low score of 9 to a high score of 45, with a low score indicating higher levels of reliance on the fishery. The average scale score was 23.472.

Table 4.16: Items related to reliance on the fishery.

Q1.	I would still begin a career (work) in the fishery if I had my time back.
Q6.	Fishing is a part of my way of life.
Q8.	The fish will come back.
Q9.	I want the fishplant to reopen.
Q18.	The moratorium (fishery shut-down) came as a shock.
Q38.	I am angry because of losing my job in the fishery.
Q39.	I felt more respect from people in the community when I fished.
Q58.	I expect to be earning more money in the fishery of the future.
Q70.	I get very frustrated because the fishery of the future may not include me.

Cronbach alpha reliability=0.73

Note: Overall scale mean was 23.472 (based on a low score of 9 through a high score of 45).

Table 4.17 shows the zero-order correlations between the reliance on the fishery score and background variables; and Table 4.18 shows the results of the regression analysis performed on reliance on the fishery using the background variables. The regression model was significant at the $p < .01$ level with an R-squared which explained

Table 4.17: Zero-order correlations between reliance on the fishery and background variables

	Reliance on the fishery
Reliance on the fishery	1.000
Gender	.068
Marital Status	.189
Age 29-39	.020
Age over 40	-.154**
Dependents	- 040
High school diploma	.142**
Mean	23.472
Standard Deviation	5.993

Note: * P<.05, ** P<.01, *** P<.001. See Table 4.12 for zero-order correlations between each of the background variables.

about 6% of the variance. Further examination revealed that four variables were significantly related ($p < .05$) to reliance on the fishery. Of these, age over 40 was the strongest indicator, with a negative beta weight of -.230 which indicated that those in the over 40 age category experienced more reliance on the fishery. Further analysis of the results also revealed that married people were more reliant on the fishery than those who were single, as were those who had not completed high school. Other background variables did not reveal significant differences in the regression equation.

Table 4.18: Regression analysis results for background variables on reliance on the fishery

	Reliance on the fishery				
Independent variables	B	SE B	Beta	T	Sig. T
Gender	.457	.679	.037	.673	.501
Marital status	2.071	.814	.148	2.543	.011
Age 29 to 39	-1.588	.799	-.132	-1.985	.048
Over 40	-3.139	.800	-.230	-3.389	000
Dependents	-.846	.700	-.064	-1.210	.227
Completed high school	1.697	.719	.123	2.362	.019
Multiple R=.247 R-squared=.061 F value = 3.891 Significance of F=.001					

Community Attachment: This was the fourth dependent variable in research question 2. Five items formed the community attachment scale (see Table 4.19). The Cronbach alpha reliability of this scale was quite high at 0.87. The scale went from a low score of 5 to a high score of 25, with a low score indicating low levels of attachment to the community. The average scale score was 14.108, which indicated a tendency for higher levels of attachment to community.

Table 4.19: Items related to the community attachment scale

Q14. I am willing to move away from my home community to find work.
Q17. I am willing to move away from Newfoundland and Labrador to work.
Q69. I am prepared to move in order to retrain.
Q74. I will go where the jobs are.
Q78. I decided to retrain after considering job opportunities away from my community.
Cronbach alpha reliability=0.87

Note: Overall scale mean was 14.108 (based on a low score of 5 and a high score of 25).

Table 4.20: Zero-order correlations between community attachment and background variables.

	Community Attachment
Community Attachment	1.000
Gender	-.281***
Marital Status	.237***
Age 29-39	-.066
Age over 40	.238***
Dependents	.010
High school diploma	-.136
Mean	14.108
Standard Deviation	4.759

Note: * P<.05, ** P<.01, *** P<.001.
See Table 4.12 for zero-order correlations between each of the background variables.

Table 4.20 shows the zero-order correlations between community attachment scores and background variables; and Table 4.21 shows the results of the regression analysis performed on these variables. The regression model was significant at the $p < .01$ level with an R-squared which explained almost 14% of the variance. Further analysis revealed that three variables were significantly related to community attachment, with gender the strongest, followed by marital status and age over 40. The negative beta weight (-0.204) for gender indicated that males were more attached to the community. The positive beta weight (0.154) for marital status indicated that single individuals were less attached to the community. Similarly, the positive beta weight of 0.131 indicated less attachment to community by those who were in younger age categories (that is, under 40). Other background variables were not found to significantly influence community attachment.

Significant Others: This was the fifth dependent variable in research question 2. Significant others can have an influence on a person's desire to retrain. It can be expected that retraining is more likely to occur if people feel that others support their decision to retrain. Seven items formed the significant others scale (see Table 4.22). The Cronbach alpha reliability of the scale at 0.63 was not particularly strong, but was considered acceptable given the exploratory nature of the study. The scale went from a

Table 4.21: Regression analysis results for background variables on attachment to the community.

	Attachment to Community				
Independent variables	B	SE B	Beta	T	Sig. T
Gender	-1.990	.518	-.204	-3.843	.000
Marital status	1.708	.621	.154	2.752	.006
Age 29 to 39	-.185	.610	-.019	-.304	.761
Over 40	1.417	.706	.131	2.008	.045
Dependents	.285	.530	.027	.534	.593
Completed high school	-.694	.548	-.064	-1.269	.205

Multiple R=.367
R-squared=.135
F value = 9.359
Significance of F=.000

Table 4.22: Items related to the significant others scale.

Q10. My friends are all positive about me returning to school and encourage me.
Q.23. It will help my family if I retrain.
Q36. My family/friends want me to upgrade to a better career (type of work).
Q37. Attending school means that more people in the community will look up to me.
Q48. I decided to retrain after thinking about my family's needs.
Q59. I was encouraged by others to retrain.
Q64. My career and retraining plans are different from those of other people in the community.*
Cronbach alpha reliability=0.63

Note: Overall scale mean was 17.272 (based on a low score of 7 and high score 35).
* items were reverse scored.

low score of 7 to a high score of 35, with a low score indicating high levels of influence on the part of significant others. The average scale score was 17.272, which indicated a moderate level of influence on the part of significant others.

Table 4.23: Zero-order correlations between significant others and background variables.

	Significant Others
Significant Others	1.000
Gender	-.287***
Marital Status	.109**
Age 29-39	-.071
Age over 40	.253***
Dependents	-.043
High school diploma	-.020
Mean	17.272
Standard Deviation	3.934

Note: * P<.05, ** P<.01, *** P<.001

Table 4.23 shows the zero-order correlations between significant others item scores and background variables; and Table 4.24 shows the results of the regression

analysis performed on the significant others scale using the background variables. The regression model was significant at the $p < .01$ level with an R-squared which explained almost 13% of the variance. Further examination of the regression results shows that two variables, gender and age, were significantly related to the significant other scale: males and those over 40 were more likely to be influenced by others. Other background variables exerted little influence on perception of significant others.

Table 4.24: Regression analysis results for background variables on influence of significant others.

	Influence of Significant Others				
Independent variables	B	SE B	Beta	T	Sig. T
Gender	-1.923	.430	-.238	-4.472	.000
Marital status	.0260	.516	.003	.050	.960
Age 29 to 39	.528	.506	.067	1.042	.298
Age over 40	2.129	.586	.238	3.630	.000
Dependents	-.025	.443	-.003	-.057	.955
Completed high school	.821	.455	.091	1.805	.072
Multiple R=.355 R-squared=.126 F value = 8.650 Significance of F=.000					

Perceived Age: This was the sixth dependent variable in research question 2. It was felt that willingness to retrain would be influenced by how respondents perceived their age. For example, if people feel they are too old to be able to take advantage of training then willingness to participate is likely to be lessened. Four items formed the perceived age scale (see Table 4.25). The Cronbach alpha reliability of this scale was acceptable at 0.77. The scale ranged from a low score of 4 to a high score of 20, with a high score indicating a perception that older people are less likely to benefit from retraining. The average scale score was 11.012, which indicated that respondents considered age to be a moderate factor in the decision to retrain.

Table 4.25: Items related to the perceived age scale.

Q11.	I am at a good age to retrain.
Q21.	My age will help me get hired in my new career.
Q46.	Considering my age I should retrain.
Q51.	This is a stage in my life which had to happen.
Cronbach alpha reliability=0.77	

Note: Overall scale mean was 11.012 (based on a low score of 4 to a high score of 20).

Table 4.26: Zero-order correlations between perceived age and background variables.

	Perceived Age
Perceived Age	1.000
Gender	-.234***
Marital Status	.242***
Age 29-39	-.034
Age over 40	.505***
Dependents	.036
High school diploma	-.007
Mean	11.012
Standard Deviation	3.568

Note: * P<.05, ** P<.01, *** P<.001

Table 4.26 shows the zero-order correlations between perceived age item scores and the background variables; and Table 4.27 shows the results of the regression analysis performed on these variables. The regression model was significant at the $p < .01$ level with an R-squared which explained 35% of the variance. Further examination of the regression results indicated that three of the independent variables were significantly related to the perceived age scale. The positive beta weights for the age 29 to age 39 variable and the age over 40 variable, .316 and .666 respectively, indicated

that, relative to younger age groups, older people were more likely to see age as a barrier to further retraining. Completion of high school was also related to the influence of age on retraining. Other background variables did not reveal significant differences

Table 4.27: Regression analysis results for background variables on perceived age.

	Perceived age				
Independent variables	B	SE B	Beta	T	Sig. T
Gender	-.626	.336	-.085	-1.863	.063
Marital status	.199	.403	.024	.494	.621
Age 29 to 39	2.267	.396	.316	5.732	.000
Over 40	5.406	.458	.666	11.805	.000
Dependents	.299	.346	.038	.866	.387
Completed high school	.857	.355	.105	2.413	.016
Multiple R= .593 R-squared=.352 F value = 32.619 Significance of F=.000					

within the regression equation and thus contributed little to explaining the influence of perceived age, although the independent variable of gender indicated a tendency (not significant at the $p < .05$ level) for males to feel that age was an impediment to retraining.

Self-actualization: This was the seventh dependent variable in research question 2. The belief that one can accomplish the things that one attempts is important and should be positively related to a willingness to retrain. Four items were used for the self-actualization scale (see Table 4.28). The Cronbach alpha reliability of that scale was 0.73. The scale went from a low score of 4 to a high score of 20, with a high score indicating lower levels of belief that one can control one's destiny.

Table 4.28: Items related to the self-actualization scale

Q53.	Changing careers has helped me realize how much I am capable of doing or achieving in my life.
Q61.	NCARP/TAGS program has given me insight into myself (ie. my interests and abilities) and helped me select a career in a field which suits me.
Q62.	Since the moratorium (fishery shut-down), I am more aware of the outside world.
Q71.	I know myself better than I did before the moratorium (fishery shut-down).
Cronbach alpha reliability=0.73	

Note: Overall scale mean was 10.451 (based on a low score of 4 to a high score of 20).

Table 4.29: Zero-order correlations between self-actualization and background variables.

	Self-Actualization
Self Actualization	1.000
Gender	-.089*
Marital status	.172***
Age 29-39	.005
Age over 40	.196***
Dependents	.033
High school diploma	.123**
Mean	10.451
Standard Deviation	3.101

Note: * P<.05, ** P<.01, *** P<.001.

Table 4.29 shows the zero-order correlations between self-actualization scale scores and the background variables; and Table 4.30 shows the results of the regression analysis performed on significant others using the background variables. The regression model was significant at the $p < .01$ level with an R-squared which explained about 10% of the variance. Further examination of the regression results shows that two of the independent variables were significantly related ($p < .01$) to self-actualization. The beta weights indicated that, while controlling for each variable, those who were older and

those who did not have a high school diploma were likely to have lower levels of self-actualization. Other background variables did not reveal significant differences within the regression equation and thus contributed little to explaining the variance for self-actualization, although "marital status" was marginal in this regard and indicated a tendency for single individuals to have higher levels of self-actualization.

Table 4.30: Regression analysis results for background variables on self-actualization.

	Self-actualization				
Independent variables	B	SE B	Beta	T	Sig T
Gender	-.193	.345	-.030	-.560	.576
Marital status	.777	.413	.108	1.879	.061
Age 29 to 39	.703	.406	.113	1.732	.084
Over 40	1.803	.471	.256	3.833	.000
Dependents	.128	.355	.019	.359	.719
Completed high school	1.273	.365	.179	3.488	.000
Multiple R=.307 R-squared=.095 F value = 6.261 Significance of F=.000					

The results from the regression analyses for research question 2 on the seven social-psychological dependent variables of career planning, school ability, reliance on the fishery, community attachment, significant others, perceived age, and self-actualization, indicated that background factors did not explain a great deal of the variance in the social-psychological variables. Only one, perceived age, was over 34% and most of that was explained by the two age dummy variables. In most cases, the strongest independent variable was age 40 and over.

Research Question 3

Does a person's age, marital status, number of dependents, level of education, and gender affect attitude toward retraining?

The attitude towards retraining variable was formed using 10 items from the second part of the questionnaire (see Table 4.31). The scale had a Cronbach alpha reliability rating which was relatively high at 0.81. The scale went from a low score of 10 to a high score of 50, with a high score indicating high levels of interest in retraining. The average scale score was 34.673, which indicated a high level of interest in retraining among the NCARP/TAGS recipients.

Table 4.31: Items related to the attitude towards retraining scale.

Q2.	I look forward to starting a career in an area different from the fishery.*
Q13.	I am retraining so that I can do something I enjoy more than fishing.*
Q20.	I always wanted a chance to upgrade or learn a trade.*
Q26.	Retraining is helping me reach my full potential (do my best work).*
Q35.	I was planning to make a career change anyway.*
Q40.	School deserves a second chance.*
Q55.	Why train when there are no jobs?
Q65.	How am I going to get a job when university graduates (people who finish MUN) can't get a job?
Q66.	I can't see why school is suddenly so important.
Q72.	I am being forced into an education, career, and lifestyle I don't like.
Cronbach alpha reliability=0.81	

Note: Overall scale mean was 34.673 (based on a low of 10 through a high score of 50).
* items were reverse scored.

Table 4.32 show the zero-order correlations between attitude towards retraining scale scores and background variables; and Table 4.33 shows the results of the regression analysis performed on these variables. The regression model was significant at the $p < .01$ level with an R-squared which explained only about 11% of the variance. Further

examination shows that only two factors appeared to be important influences on retraining. Male respondents and those under 40 years of age had a better attitude towards retraining. Age was also the factor which explains the greatest amount of variance, with a beta weight of -.341.

Table 4.32: Zero-order correlations between attitude towards retraining and background variables.

	Attitude towards Retraining
Attitude towards Retraining	1.000
Gender	-.183***
Marital status	.120**
Age 29-39	-.066
Age over 40	-.298***
Dependents	-.009
High school diploma	.033
Mean	34.673
Standard Deviation	6.363

Note: * P<.05, ** P<.01, *** P<.001

Table 4.33: Regression analysis results for background variables on attitude towards retraining.

	Attitude towards retraining				
Independent variables	B	SE B	Beta	T	Sig. T
Gender	1.376	.701	.105	1.962	.050
Marital status	.006	.841	.004	-.007	.994
Age 29 to 39	-1.515	.826	-.118	-1.835	.067
Over 40	-4.930	.956	-.341	-5.157	.000
Dependents	-.389	.721	-.028	-.539	.592
Completed high school	-.476	.742	-.032	-.642	.521
Multiple R=.335 R-squared=.112 F value=7.583 Significance of F=.000					

Research Question 4

Do a person's social-psychological characteristics affect attitude towards retraining?

Table 4.34 shows the zero-order correlations between the social-psychological variables and the attitude towards retraining variable; and Table 4.36 shows the regression analysis results using these variables. As can be seen by the R-squared, the influence of these factors is powerful, accounting for almost 75% of the variance in attitude towards retraining. Further examination showed that all of the independent

Table 4 34. Zero-order correlations between social-psychologicl variables and attitude towards retraining variable

	Attitude towards retraining	Significant others	Perceived age	Self-actualization	Reliance on the fishery	Community attachment	Career planning	Perceived school ability
Attitude towards retraining	1.000							
Significant others	-.619***	1.000						
Perceived age	-.651***	.545***	1.000					
Self-actualization	-.597***	.503***	.493***	1.000				
Reliance on the fishery	.567***	-.321***	-.276***	-.259**	1.000			
Community attachment	-.538***	.430***	.454***	.419***	-.272***	1.000		
Career planning	-.678***	.653***	.545***	.580***	-.377***	.529***	1.000	
Perceived school ability	-.505***	.288***	.329***	.347***	-.260***	.238***	.403***	1.000
Mean	34.950	16.958	10.865	10.215	23.338	14.158	11.573	18.069
Standard Deviation	6.810	4.081	3.717	3.193	6.325	4.979	3.347	4.104

Note: * P<.05, ** P<.01, *** P<.001

variables were significant at the p <.01 level. Not surprisingly, the factor holding the greatest amount of explanatory power was reliance on the fishery, with a beta weight of .292. This indicated that those who rely on the fishery are less likely than others to want to retrain. The perceived age factor was the next most powerful variable with a beta

Table 4.35: Regression analysis results for social-psychological variables on attitudes towards retraining.

	Attitude towards retraining				
Independent variables	B	SE B	Beta	T	Sig. T
Significant others	-.221	.076	-.132	-2.915	.004
Perceived age	-.444	.078	-.242	-5.713	.000
Self-actualization	-.319	.090	-.150	-3.557	.000
Reliance on the fishery	.314	.038	.292	8.204	.000
Community attachment	-.162	.054	-.118	-2.982	003
Career planning	-.258	.103	-.127	-2.513	.013
Perceived school ability	-.299	.060	-.181	-4.964	.000
Multiple R=.858 R-squared=. 735 F value = 100.083 Significance of F=.000					

weight of -.242. This indicated that those who perceived themselves as being too old were less likely to want to retrain. Perceived ability to do well in school was the third strongest variable in explaining attitudes towards retraining with a beta weight of -.181.

Research Question 5

What are the combined effects of the background and social-psychological variables on a person's attitude towards retraining?

Table 4.36 displays the regression analyses results when all those factors which were thought to help explain why people may be less likely to want to retrain are controlled for. The R-square actually decreases in a minimal way to 0.73 with the additional background variables indicating a diminished importance in the total model. Reliance on the fishery still remains the most important factor in terms of explaining attitudes toward retraining with a beta weight of .302 followed by perceived age variable with a beta weight of -.277. Self-actualization becomes the third most important factor with a beta weight of -.183, with the influence of significant others and perceived ability in school close behind. Career planning was the only non-significant independent sociological variable.

Table 4.36: Regression analysis results for socio-psychological and background variables on attitudes towards retraining.

	Attitudes towards Retraining				
Independent variables	B	SE B	Beta	T	Sig. T
Significant others	-.245	.094	-.147	-2.606	009
Perceived age	-.518	.111	-.277	-4.657	.000
Self-actualization	-.375	.109	-.183	-3.438	.000
Reliance on the fishery	.322	.046	.302	7.072	.000
Community attachment	-.146	.065	-.110	-2.249	.026
Career planning	-.199	.128	-.099	-1.557	.121
Perceived school ability	-.260	.070	-.161	-3.696	.000
Gender	.469	.574	.035	.817	.415
Marital status	-.055	.739	-.003	-.074	941
Age 29 to 39	1.157	.723	.088	1.600	.112
Age over 40	.699	1.00	.044	.697	.487
Dependents	-.208	.558	-.016	-.373	.709
Completed high school	.080	.617	.005	-.130	.897
Multiple R=.855 R-squared=.731 F value = 37.005 Significance of F=.000					

Research Question 6

What are the future career aspirations and goals of TAGS/NCARP recipients and did they vary by gender, age, marital status, number of dependents or high school completion?

Table 4.37 shows the overall career choices of the NCARP/TAGS recipients participating in the study. The responses have been organized into the major occupational groups used by the Canadian Classsification and Dictionary of Occupations with the addition of the category of "housewife" (Employment and Immigration Canada, 1989). It can be seen that about half (46.3%) of the recipients either did not know what occcupation they might be aspiring to or simply did not give any career choice. Of those who did respond, the most popular career choices were in the fields of production and repair (9.4%), sciences, engineering, and mathematics (8.0%), service (6.6%), processing (4.7%), and fishing and trapping (4.7%). Few listed sales (0.6%) or the primary industry of forestry (0.3%). Career choices by gender were traditional and predictable with more males (10.2% versus 4.8%), choosing jobs in sciences, engineering, and mathematics, production and repair (15.7% versus 0.0% of females), construction (6.0% versus 0.0% of females) and service (8.3% versus 4.1% of females). More females chose medicine and health (6.9% versus 1.4% of males), clerical work (6.9% versus 0.9% of males), and processing (6.2% versus 3.7% of males). Such differences were statistically different at the $p < .01$ level using chi-square analyses; this was the case even after cells with fewer

Table 4.37: Occupational choice by gender.

	Females		Males		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Homemaker	1	0.7	2	0.9	3	0.8
Managerial	1	0.7	3	1.4	4	1.1
Science, Engineering, Mathematics	7	4.8	22	10.2	29	8.0
Social Sciences	2	1.4	2	0.9	4	1.1
Teaching	1	0.7	4	1.9	5	1.4
Medicine and Health	10	6.9	3	1.4	13	3.6
Clerical	10	6.9	2	0.9	12	3.3
Sales	-	-	2	0.9	2	0.6
Service	6	4.1	18	8.3	24	6.6
Fishing Trapping	5	3.4	12	5.6	17	4.7
Forestry	-	-	1	0.5	1	0.3
Processing	9	6.2	8	3.7	17	4.7
Machining	2	1.4	12	5.6	14	3.9
Production and Repair	-	-	34	15.7	34	9.4
Construction	-	-	13	6.0	13	3.6
Transport	-	-	1	0.5	1	0.3
Other crafts	-	-	1	0.5	1	0.3
No plans/no response	91	62.8	76	35.2	167	46.3
	N=145	100	N=216	100	N=361	100

Note: With respect to choices by gender, chi-square value=72.977, $p < .01$.

than five cases were eliminated. It was also evident that many more females were indecisive about a future career (62.8%) compared to males (35.2%).

Table 4.38 shows the categories of age and career choice. The degree of indecision about future career choices increased with age from 35.2% for the youngest age group up to 62.5% for the 40 and over age group. Among those indicating an occupation, production and repair was the most popular, with many more in the younger age group (16.2%) indicating this category. Similarly, sciences, engineering and mathematics were more popular choices with younger people citing jobs in this field more frequently than older NCARP/TAGS recipients (12.4% compared to 7.9% in the 29-39 age group and 3.1 % in those 40 years of age and over). The most common choice of the 29-39 age group were service industry careers, chosen by 9.8% of the sample. Differences in career choices were significant at the $p < .01$ level when chi-square analyses was used. Again, the very small cells (less than 5 persons in a cell) were eliminated to strengthen the analysis.

Table 4.38: Occupational choice by age group.

	16-28 age group		29-39 age group		age 40 and over	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Homemaker	1	1.0	1	0.6	1	1.0
Managerial	3	2.9	1	0.6	-	-
Science, Engineering, Mathematics	13	12.4	13	7.9	3	3.1
Social Sciences	2	1.9	3	1.8	-	-
Teaching	2	1.9	3	1.8	-	-
Medicine and Health	5	4.8	6	3.7	2	2.1
Clerical	1	1.0	6	3.7	5	5.2
Sales	1	1.0	1	0.6	-	-
Service	6	5.7	16	9.8	2	2.1
Fishing Trapping	4	3.8	7	4.3	7	7.3
Forestry	-	-	-	-	1	1.0
Processing	7	6.7	4	2.4	7	7.3
Machining	4	3.8	9	5.5	1	1.0
Production and Repair	17	16.2	13	7.9	3	3.1
Construction	2	1.9	8	4.9	3	3.1
Transport	-	-	-	-	1	1.0
Other Crafts	-	-	1	0.6	-	-
No plans/no response	37	35.2	72	43.9	60	62.5
	N=105	100	N=164	100	N=96	100

Note: With respect to choices by gender, Chi-square value=42.921, $p < .01$.

Table 4.39 shows the differences in career choices based on having graduated from high school. It is interesting to note a large proportion of those with a high school diploma (49.8%) compared to those who did not have such a basic educational qualification (34.0%) either did not know or did not give any career choice. It was also evident that most of the graduates were aspiring to careers in production and repair (7.8%), fishing and trapping (6.5%), and processing (5.7%). By contrast, more of the non-graduates were aspiring to careers in the fields of science, engineering, and mathematics (18.6%). About 12% were also choosing service and production and repair careers. Differences were significant at the $p < .01$ level based on a chi-square analysis.

Table 4.40 shows the occupational choice of NCARP/TAGS training recipients by marital status. Half of the married group did not list any careers compared to about one-third of the single people. It can also be seen that 16.0% of the single recipients chose careers in production and repair versus 7.1% of married respondents. Single people were also more likely to aspire to careers in science, engineering, and mathematics (10.6%) than were married people (6.3%). Similarly, 9.6% of single people chose service industry careers versus 6.3% of the married group. Married people were more likely than singles to target careers in construction (5.0% versus 1.1%) or fishing and trapping (5.9% versus 3.2%). Differences by marital status were found to be significant at the $p. < .01$ level using a chi-square analysis.

With respect to the number of dependents, Table 4.41 illustrates a tendency for those with lower family sizes to choose careers in clerical work (4.9%) and the fishing and trapping industry (6.5%). By contrast to people with larger families chose construction (6.3) or production and repair (10.9%) as future career fields. Differences were not statistically different at the $p < .01$ level.

Overall, the analyses revealed significant differences in career choices when a number of demographic variables were considered. The future career aspirations of NCARP/TAGS workers were gender-biased, with males aspiring to careers in either sciences, engineering and mathematics or production and repair. More females were indecisive about a career and were more likely to select careers in medicine and health (which includes nursing) or clerical work. Younger people were more likely to aspire to careers in science, engineering and mathematics fields than their older counterparts, while the age 29-39 group preferred careers in the service area. Most of the high school graduates and surprisingly, non-high school graduates aspired to careers in sciences, engineering and mathematics or in the service industry. Career choice differed by marital status, with the married people targeting the more traditional careers of construction or fishing and trapping. Single people, however, aspired to production and repair or science, engineering and mathematics career fields. The number of dependents a person had did not significantly affect career choice.

Table 4.39: Occupational choice by graduation from high school.

	Graduated		Did not Graduate	
	Freq.	Percent	Freq.	Percent
Homemaker	2	0.8	1	1.0
Managerial	2	0.8	2	2.1
Science, Engineering, Mathematics	10	4.1	18	18.6
Social Sciences	3	1.2	1	1.0
Teaching	5	2.0	-	-
Medicine and Health	10	4.1	2	2.1
Clerical	7	2.9	5	5.2
Sales	2	0.8	-	-
Service	10	4.1	11	11.3
Fishing and Trapping	16	6.5	2	2.1
Forestry	1	0 4	-	-
Processing	14	5.7	4	4.1
Machining	11	4.5	3	3.1
Production and Repair	19	7.8	12	12.4
Construction	10	4.1	2	2.1
Transport	1	0.4	-	-
Other Crafts	-	-	1	1.0
No plans/no response	122	49.8	33	34.0
	N=245	100	N=97	100

Note: With respect to choices by gender, chi-square value=34.924, $p < .01$.

Table 4.40: Occupational choice by marital status.

	Single		Married	
	Freq.	Percent	Freq.	Percent
Homemaker	2	2.1	1	0.4
Managerial	1	1.1	3	1.3
Science, Engineering, Mathematics	10	10.6	15	6.3
Social Sciences	1	1.1	2	0.8
Teaching	3	3.2	2	0.8
Medicine and Health	5	5.3	6	2.5
Clerical	2	2.1	8	3.3
Sales	1	1.1	-	-
Service	9	9.6	15	6.3
Fishing and Trapping	3	3.2	14	5.9
Processing	6	6.4	11	4.6
Machining	2	2.1	10	4.2
Production and Repair	15	16.0	17	7.1
Construction	1	1.1	12	5.0
Transport	-	-	1	0.4
Other Crafts	-	-	1	0.4
No plans/no response	33	35.1	121	50.6
	N=94	100	239	100

Note: With respect to choices by marital status, chi-square value=18.784, $p < .01$.

Table 4.41: Occupational choice by number of dependents.

	1-2		3 or more	
	Freq.	Percent	Freq.	Percent
Homemaker	1	0.5	1	0.8
Managerial	3	1.6	1	0.8
Science, Engineering, Mathematics	13	7.0	11	8.6
Social Sciences	1	0.5	4	3.1
Teaching	4	2.2	1	0.8
Medicine and Health	6	3.2	6	4.7
Clerical	9	4.9	2	1.6
Sales	2	1.1	-	-
Service	10	5.4	9	7.0
Fishing and Trapping	12	6.5	3	2.3
Forestry	1	0.5	-	-
Processing	9	4.9	5	3.9
Machining	8	4.3	4	3.1
Production and Repair	12	6.5	14	10.9
Construction	5	2.7	8	6.3
Transport	1	0.5	-	-
Other Crafts	-	-	1	0.8
No plans/no response	88	47.6	58	45.3
	N=185	100	N=128	100

Note: With respect to choices by number of dependents, chi-square value=10.638, n.s.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This research addressed motivational socio-psychological and background demographic variables which may potentially influence those involved in the fishery of Newfoundland and Labrador to retrain. The decline of the northern cod stocks off the shores of Newfoundland had led to a two-year moratorium of the fishery. As part of a policy of streamlining the fishery of the future, the federal government funded participants in the fishery workforce to retrain under the NCARP/TAGS programs. This investigation involved the administration of a specifically developed attitude questionnaire to a sample of the NCARP/TAGS retraining participants.

Summary of the Findings

Six research questions were developed to investigate the effect of the socio-psychological variables (career planning, perceived school ability, reliance on the

fishery, community attachment, significant others, perception of age and self-actualization) and background variables (age, gender, marital status, number of dependents and high school completion) on attitude toward retraining or career aspirations among retraining fishery workers. A variety of statistical techniques using SPSS for Windows V. 6.1 analyses were employed to investigate each research question.

Research question one yielded a profile of the participants in this study. The largest percentage of respondents (58.9%) were male. Almost three-quarters were under 39 years of age; two-thirds were married; and most had between one and five people dependent on them within their household. Fewer than half had completed a program since high school. Most of these had engaged in some kind of upgrading program and about two-thirds said they had achieved a high school diploma when surveyed. Current educational involvement revealed that less than 20% were in a vocational oriented program; and that the majority were in a variety of upgrading programs.

Research question two investigated the impact of background variables (age, marital status, gender, educational level and number of dependents) on the socio-psychological variables of career planning, perceived school ability, reliance on the fishery, community attachment, the influence of significant others, perception of age and self-actualization. The results of the statistical analyses of research question 2 revealed that the background variables of age, gender, marital status, education level

and number of dependents did not explain a large amount of the variance in each of the socio-psychological factors. In most of the regressions, age over 40 years was the strongest independent variable, followed by gender. Older respondents were less positive about career planning and about their ability to do well in school. They exhibited more attachment to the community, were more influenced by significant others and considered age to be a barrier to training. Males were more responsive (positive) toward career planning, showed more attachment to the community and were more influenced by significant others.

The impact of background variables on attitude toward retraining was assessed by the third research question. Gender and age were also determined to be the most important influences on this factor. Male respondents and those under 40 were found to have a better attitude toward retraining.

The effect of socio-psychological characteristics on attitude toward retraining was investigated by research question 4. All the socio-psychological factors were found to be significant and accounted for 75% of the variance in the regression analysis. Reliance on the fishery was strongest in terms of explanatory power, followed by perceived age and perceived ability to do well in school. Those people who were reliant on the fishery, who considered age to be a barrier and who lacked confidence in their academic ability were less likely to want to retrain.

Research question 5 investigated the combined effects of all background and socio-psychological variables on a person's attitude toward retraining. Again,

reliance on the fishery emerged as the most important factor. The other important socio-psychological variables in order of impact on the desire to retrain were perceived age, self-actualization, the influence of significant others and perceived school ability. Socio-psychological variables continued to account for almost 75% of the variance in attitudes toward retraining. The demographic background variables that were more prominent in the individual regression analyses in research questions 2 and 3 contributed very little to explaining attitudes toward retraining and all were nonsignificant in the overall model. Research question 5 therefore revealed that the most powerful influence on a person's motivation to retrain was the degree of reliance on the fishery. A high reliance on the fishery indicated diminished motivation to retrain. Perceived age was the second most powerful socio-psychological predictor of retraining: adults who viewed themselves as too old to return to school were more likely to see age as a barrier toward retraining. The perception of one's ability to do well and the desire to improve oneself (self-actualization) ranked third and fourth in importance as socio-psychological factors in terms of attitude toward retraining.

Research question 6 examined the future career aspirations of respondents along with differences based on each of the background variables of gender, age, marital status, number of dependents or high school completion. Gender-based career choices and aspirations reflected women's tendencies to gravitate toward more traditionally female careers, while men tended to aspire to the male-dominated career fields of production and repair and construction. A high level of career uncertainty

was expressed by the NCARP/TAGS population, with 60% of fisher people over age 46 indicating an alarming level of career indecision, that is, they appeared to have no aspirations. Similar indecision was evident when career choices were examined by marital status: half of those in the "married" category had no career plans or did not respond to the question.

There was also a difference in career aspirations based on the presence or absence of a high school diploma. Those in the fishery without a high school diploma aspired to future jobs in production and repair and science, math and engineering while high school graduates set their sights on careers in construction, fishing and trapping and medicine and health. Half of those with high school graduation and one-third without appeared to have no aspirations or future career plans at all.

Conclusions and Implications

This study sought to determine the factors necessary to motivate Newfoundland fishery workers to re-enter education and training. The personal variables of age, marital status, gender, education level, previous education and family size were investigated with respect to the socio-psychological variables of career planning, perceived school ability, reliance on the fishery, community attachment, the influence of significant others, perception of age and self-actualization. Family size and the number of dependents an individual had were found to be non-significant with respect to impact on the socio-psychological variables. Family size had been considered an

influencing factor in choice of occupational pursuit because of allocation of finances which would make more expensive training programs prohibitive. However, it would appear that the structure of NCARP/TAGS funding has helped to neutralize the monetary training concerns of participants by providing child care allowance as well as program costs and monthly benefits for participants.

According to Anderson and Darkenwold (1979), 90% of factors motivating adults to participate in adult education have not been identified through past scientific studies. In 1981, Apps stated that the least likely retraining candidates, and the most difficult population to motivate, were married, unemployed dropouts living in rural areas and involved in part time or seasonal work. This describes, to some extent, a large portion of the workers targeted by NCARP and TAGS programs for retraining.

Age and life stage differ through the lifespan and the characteristics which define one generation may apply quite differently to the next generation. Optimism, enthusiasm and employability vary among age groups and are reflected in higher levels of confidence and mobility for the lower age groups. Older workers have a higher degree of attachment to the fishery than younger workers.

The older fisher person has frequently made heavy financial investments in the fishery in terms of gear, boat and licensing costs. The older fishery's worker was also likely to be operating with a lower level of formal education than the younger workers. Their investment in the fishery was high while their investment in education

was low. This frequently influenced older workers to stay in the fishery or retire rather than retrain and face an educational system that had become alien to them.

Noticeable differences emerged in the research results between younger fishery workers and those more than 40 years of age. Younger NCARP/TAGS recipients were more positive about their career plans, more likely to feel confident about their school ability, less reliant on the fishery and less attached to their community. Males under 40 had a better attitude toward retraining and were more decisive about their career goals. By contrast, the 40 plus age group were the least enthusiastic about career plans, the most reliant on the fishery, had the strongest community ties and were more likely to be influenced by others. This age cohort had much higher levels of indecision with respect to a career change compared to their younger co-workers. Age was seen as a barrier to retraining more frequently by older persons. Men tended to feel that age was an impediment to retraining. This confirms the findings of Brim (1976) who stated that most men adjust their career aspirations downward to fit reality by midlife. Those people who perceived themselves as being too old were less likely to want to retrain. The perceived age phenomenon seemed to be strongest among the over 40 age group, who demonstrated less desire to retrain outside the fishery.

The pattern demonstrated by the over 40 age group is consistent with the "social timetable". Retraining after 40 runs contrary to the "socially prescribed timetable for life events" (Hopson & Scally, 1993, p.97). Consequently, motivation

to engage in "off time" training was low. This timetable was apparently ignored by the NCARP/TAGS program organizers who made no allowance for age other than retirement at age 55 (Department of Fisheries and Oceans, 1992). The need for career change counselling for older workers (over 40 years of age) was evident. Career planning and transition counselling needed to be directed toward this over 40 group who were least enthusiastic about their career plans. As Aslanian and Brickell have stated, a combination of personal and career counselling may likely help these people cope with their transition from or within the workforce through successful retraining and armed them against depression (1980). Also, the likelihood of depression among this age group during the transition from work to unemployment is high according to Smith (1993) and may help explain lack of motivation and career aspiration. For those men in the stage of midlife transition (39 -45 years), a re-examination of career and personal relationships can lead to depression, as the gap between the achievement of lifetime security and the reality of welfare surfaces (Hopson & Scally, 1993).

Self-actualization is likely to be affected by job lay off. If a person has been forced to change direction, a preoccupation with "having" needs is likely to occur. Setbacks can affect self-esteem and cause a temporary descent to a lower step (Smith, 1993). This was confirmed by the data in this study, which found that older workers who did not have a high school diploma and thus, little previous success in the educational system, had lower levels of self-actualization.

The implication of the age 40 cut off point for retraining points to a generationally restructured fishery. The younger fishery workers (under 40) are more likely to retrain where possible and exit the fishery, while the older workers will continue to either fish or go on welfare. The exit of the young workers from the fishery is in line with the anticipated streamlined fishery of the future (Department of Fisheries and Oceans, 1992, 1993b). The refusal or reluctance of the over 40 age group to retrain may mean that society has to carry them for a 20 to 25 year period as they "retire" early. Eventually, young fishery workers who have retrained will out-migrate from their communities, leaving the aging population to sustain these communities.

Marital status has been found to determine the career patterns of women (Hopson & Scally, 1993; Sheehy, 1981). This study found in part that the presence of a spouse negatively impacted on motivation to retrain. It was found that married persons were more reliant on the fishery, had greater attachment to the community and tended to have lower levels of self-actualization. Career indecision was higher than that of single people. Marital status also continued to influence career choice, maintaining people in the more traditional fishing and trapping occupations.

Gail Sheehy (1981) emphasized that women's progress through the life stage is recognizably different than that of men. According to Smith (1993), women are thought to experience the age 30 transition at age 35 and midlife crisis may begin at age 35 (Smith, 1993). There was a gender effect on the socio-psychological

variables, much of which could be attributable to the differing progress of males and females through the life stages. Males were more likely to have a better perception of their career plans. They were more attached to the community, with married males exhibiting the highest degree of community attachment. Males were more likely to be influenced by others and demonstrated a better attitude toward retraining. This illustrates that NCARP/TAGS career and personal counselling has the potential to be most effective with single males, typically under the age of 40. Those in other age groups and situations may, however, need different approaches and, or incentives to motivate them to retrain or change career pathways.

Women were twice as likely as men to list themselves as undecided or having no future career plans (62.8% versus 35.2%). Females consistently outnumbered males in aspiring to traditional careers in medicine and health and clerical and processing. This reflects the differing progress through the life stage of men and women as well as the esteem issues of women. Retraining in nontraditional careers seems to be a low priority for women in the Newfoundland and Labrador fishery and should perhaps be given considerably more attention.

Fishery workers who had not completed high school appeared to be more reliant on the fishery. While the majority of people perceived their school ability to be average, the perception of a low school ability helped explain people's reluctance to retrain.

The career aspirations and selections of high school dropouts indicated an awareness of the extra time needed for program completion. While the impact of a high school diploma on career aspirations is uncertain, high school dropouts outnumbered high school graduates in aspiring to careers in production and repair, science, math, engineering and service occupations. Many of these dropouts were electing fields in which they may have had previous training and/or work experience.

Dropping out of school has become more difficult for young people since the fishery moratorium. The 16 to 24 year old age group has probably started to realize that, in the absence of fishery employment, a high school education is likely the only route to a good paying job and alternate career. Since the decline in available fishery work, and other opportunities requiring higher levels of education, high school graduation rates have increased from 50% in 1989 to 77% in 1994 with most graduates intending to pursue a post-secondary education. Fifteen years ago, 31% of all Newfoundlanders between the ages of 15 and 44 had less than a grade 9 education (and were classified illiterate) as opposed to 15% in 1994 (Hillier, 1995). For many young people, a high school diploma provides an opportunity for careers outside the province and may thus be increasing the motivation to graduate with such a credential.

Developing career aspirations helps to direct education and training goals and is often experienced in the form of jobs or work a person would like to do in the

future. Unfortunately many respondents did not list any future career choices and thus appeared to have little career aspirations.

The NCARP/TAGS component of career counselling did not target the presentation of resource-related careers and/or target future areas of employment growth. While the Fishery and Food Allied Workers Committee (FFAW) did indirectly discourage women from careers in fields such as hair-dressing, home care and nursing assistants, little was done to promote awareness of the career fields that could be supported in Newfoundland and Labrador. The majority of retraining fisher-people stated their new career aspirations to be in production and repair, with the younger age group in particular indicating this. The impact of age, gender and high school graduation on the career aspirations of Newfoundland fishery workers was notable. A high percentage of women (62.5%) indicated no future career plans in any field. The statement that the majority of retraining fishery people wish to work in production and repair reflects a strong male influence. Females indicated no aspirations to future employment in the production and repair occupational category. Also, their level of aspiration toward the fields of science, engineering and mathematics was only half that of males. Female aspirations pointed to future employment in the fields of medicine and health (which includes nursing), clerical work and processing industries. Males were more likely than females to enter the service sector. Aspirations to the field of production and repair, science, math, engineering and service were higher for high school dropouts with prior training in

these areas than for high school graduates. This latter group aspired to careers in construction, fishing and trapping and medicine and health. Married respondents were more likely to choose to stay within the fishery while single males were more likely to aim toward a career in production and repair, service, science, engineering and mathematics. The aspirations of retraining Newfoundlanders indicated that those who retrain are indeed willing to relocate within the province to find work. This would likely be necessary given the choice of career areas. It is speculated that those who are unwilling to leave their home community or the province have adjusted their career aspirations to reflect this. It is predicted that with an increase in retraining by fishery NCARP/TAGS program recipients, there will be an increase in mobility both within and outside the province. DeMont (1993) stated that Newfoundland is only a statistical stone's throw away from an organized pattern of out migration. For many Newfoundlanders and Labradorians a combination of education and out migration may well be the alternative to stagnation.

Implications of Retraining

Reliance on the fishery was the most important factor when controlling for background and socio-psychological factors influencing willingness to retrain. The lower the reliance on the fishery, the greater the likelihood of willingness to retrain. People with high levels of reliance on or attachment to the fishery were less likely to retrain. This reliance on the fishery may be expected to decline in importance as the

fishery is streamlined in the future and more selective participation. This may induce those who had previously aspired to work within the fishery to consider alternate career pathways along with the necessary levels of education and training.

Retraining also has many positive benefits for the fishery workers. It can buffer transition, prevent depression and according to Wolfe, Murgatroyd and Rhys (1987) and Smith (1993) ensure future employment. The retrained worker will be able to be assimilated into a new anticipated, non-fishery oriented economy of the future and will be in a better position to remain employed and avoid government assistance in the form of welfare. However, a consequence of securing employment in such an economy may force individuals to relocate both within and outside the province.

The need to relocate is a disadvantage for many current fishery people over 40 years of age and for some married couples who are strongly attached to the community. The motivation of these people to retrain and relocate was low. They are essentially electing to stay in their communities and may well become the mainstay of rural Newfoundland as younger community members train longer, obtain their high school diploma and, as Hiller (1995) states, leave for greener pastures. The size of rural Newfoundland communities will dwindle and downsize as the fishery of the future downsizes. The younger people who remain in the fishery will have to be more highly skilled and more professional, with education and training part of the

process. The fishery of the future will be serviced by an aging workforce in conjunction with a "new" breed of fisherman - younger and more highly skilled.

The factors which influence motivation to retrain were not especially "inherent" in an individual and as such, might well be modified to foster and promote an increased willingness to retrain in the future. In this research, it was found that motivation was not particularly dependent on a person's background characteristics (marital status, gender, number of dependents, age and completion of high school) but was instead more likely determined by socio-psychological factors (career planning, perceived school ability, reliance on the fishery, community attachment, significant others, perceived age and self-actualization).

Whilst some background factors cannot be ignored, efforts at increasing motivation to retrain should be more strongly directed at these socio-psychological areas. The federal government is currently addressing reliance on the fishery by changing the structure to a reorganized fishery which will not accommodate previous levels of employee reliance on this one industry. As such, it will become less of an influencing factor in retraining over time.

Motivation to retrain can also be increased through accommodations within the remaining socio-psychological variables. Career planning can be revised to include age-based goal setting programs to assist older workers in formulating a viable career plan. Personal counselling can be restructured to focus on the client's perceived age, perceived school ability and level of self-actualization. The clients' perceptions of

their age and school ability have to be challenged to overcome impediments to motivation and develop learner self-confidence and participation in educational processes. Significant others can be involved in the retraining process as peer or co-counsellors. Involvement of community members in the retraining process would increase motivation by creating a sense of accomplishment in the community. Considered together, such actions and initiatives have the potential to increase success in retraining efforts for displaced fishery workers. It is also evident that those agencies and individuals involved in the planning and delivery of retraining to groups, such as those investigated in this research, might consider individual career aspirations. Embedding the development of these with courses and programs, especially exploratory upgrading ones, would be most appropriate. Not only would this help develop future career aspirations and planning, but it would also give some relevance to the educational processes in which retraining individuals are immersed.

Suggested recommendations for action

Overall it is evident from the results of this research that a number of recommendations can be made to the groups and agencies involved with programs similar to NCARP and TAGS. These include:

1. The need to emphasize career awareness and counselling before any other strategy.
2. The encouragement of both men and women to explore all opportunities

available outside of gender-stereotyped career fields.

3. The revision of career planning to include age-based goal setting programs to assist workers in formulating a viable career plan. It is especially important to look at the over forty age group with respect to career planning and change.
4. The need for a campaign to promote awareness of career fields in which employment is available within the province of Newfoundland and Labrador.
5. Given that married people were more reliant on the fishery, had greater community attachment and lower levels of self-actualization, the involvement of spouses in the retraing process as peer or co-counsellors is recommended.
6. Specifically, lack of confidence in academic ability and perception of being too old to retrain are important factors to consider.
7. When devising strategies for retraining, recognize the importance of a reliance on the fishery as a critical barrier to retraining.
8. It would be advised that an incentive program for women be implemented to overcome barriers related to retraining.

Recommendations for further research

This study gives rise to questions for future research. Many issues have been raised and not fully pursued as they were beyond the scope of the study. Some areas worthy of pursuit with respect to fishery related workers might be:

1. The impact of each life stage on the career aspirations of women.

2. The extent of the influence of role models on the attitude toward retraining of fishery workers under and over the age of forty.
3. An assessment of the impact of retraining in terms of future employment and reliance on government support.
4. The impact of the fishery moratorium on the mental health of the fishery work force, particularly reactive depression to job loss for those over 40 years of age.
6. An assessment of the extent to which illiteracy serves as a deterrent to the pursuit of funded education.

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APPENDIX A

Sample Consent Letter to School Principal

Dear Campus Principal:

I am a graduate student at Memorial University's Faculty of Education. I am currently working on my Master's thesis entitled To Begin Again under the supervision of Dr. Dennis Sharpe. The thesis investigates motivating factors which influence the participation of NCARP students in retraining. The specific purpose of the research is to determine which motivational factors should be fostered for future NCARP/TAGS sponsored students, possibly through the development of a motivational component for the program.

With your co-operation, students in Adult Basic Education, post-secondary vocational and Improving Our Odds programs across the province will be surveyed. I am therefore seeking your permission to distribute a questionnaire designed to obtain motivation and career aspiration information. It is intended that, if possible, the questionnaire be administered by the class instructor or a staff member to the classes. It is estimated that the time needed for questionnaire completion will be approximately twenty minutes.

Student participation in this study is entirely voluntary. Individual questions may be omitted if a student elects to do so. All information gathered in this survey is

strictly confidential and at no time will individual participant's identities be disclosed. Once data has been collected, all questionnaires will be destroyed. Results will be available on a group basis only.

This study has received approval from the Faculty of Education's Ethics Review Committee. If you wish to inquire about this research, you may contact me through Dr. Dennis Sharpe at Memorial University of Newfoundland. Altermately, you may contact Dr. Patrick Canning, Associate Dean of Research and Development.

If you agree to participate in the study, please sign below and return one copy to me as soon as possible. You may retain the original for your files.

Sincerely yours,

Sharon Cadigan

I_____do hereby give approval for Sharon Cadigan to administer a questionnaire related to motivational factors for retraining or upgrading of NCARP/TAGS recipients. I understand that participation is entirely voluntary. All information is strictly confidential and no individual or institution will be identified in any reports.

APPENDIX B

Sample of Consent Letter to Instructor

Dear Instructor:

I am a graduate student at Memorial University's Faculty of Education. I am currently working on my Master's thesis entitled To Begin Again under the supervision of Dr. Dennis Sharpe. The thesis investigates motivating factors which influence the participation of NCARP students in retraining. The specific purpose of the research is to determine which motivational factors should be fostered for future NCARP/TAGS sponsored students, possibly through the development of a motivational component for the program.

With your co-operation, a sample of students in Adult Basic Education, post-secondary vocational and Improving Our Odds programs across the province will be surveyed. I am, therefore, seeking your assistance in the administration and return of a questionnaire to your class (I will provide a questionnaire and an envelope into which it is to be sealed, for each participant). It is estimated that the time needed for questionnaire completion will be approximately twenty minutes.

Student participation in this study is entirely voluntary. Individual questions may be omitted if a student elects to do so. All information gathered in this survey is strictly

confidential and at no time will individual participant's identities be disclosed. Once data has been collected and entered into a database, all questionnaires will be destroyed. Results can be requested on a group basis only.

This study has received approval from the Faculty of Education's Ethics Review Committee and permission to survey students at your institution has been granted by the college administration.

If you wish to inquire about this research, you may contact me through Dr. Dennis Sharpe at Memorial University of Newfoundland. Alternately, you may contact Dr. Patricia Canning, Associate Dean of Research and Development

If you agree to participate in the study, please sign below and return one copy to me as soon as possible. You may retain the original for your files.

Sincerely yours,

Sharon Cadigan

I_____do hereby agree to administer a questionnaire related to educational motivation factors of TAGS students. I understand that participation is entirely voluntary. All information is strictly confidential and no individual or institution will be identified in any reports. Completed questionnaires are to be returned by October 31, 1994.

APPENDIX C

TO BEGIN AGAIN

QUESTIONNAIRE

By Sharon Veley, Memorial University of Newfoundland

Central Newfoundland Regional College
4 Gander Bay Road
Gander, NF
A1V 1W2

24 August 1994

Dear Fisherperson:

I am a graduate student at Memorial University of Newfoundland working under the direction of Dr. Dennis Sharpe. I am surveying TAGS students in Adult Basic Education, post-secondary vocational and Improving Our Odds programs across the province. Could you help me by filling out the attached questionnaire which asks questions about education, training and the future?

Your participation (help) is entirely voluntary. You do not have to answer any question you feel you shouldn't and you can withdraw from the study at anytime, without prejudice. Your answers will be completely confidential and neither you or the school will be identified in any reports. Only group results of all people in the survey will be used in the write-up. This survey has received the approval of the Faculty of Education Review Committee as well as school permission to administer the questionnaire. If you wish to inquire about this survey you may contact me at Central Newfoundland Regional College, Gander Campus or Dr. Dennis Sharpe at Memorial University of Newfoundland. Also, Dr. Patricia Canning, who is available as a resource person although she is not directly involved in the study may be contacted.

Sincerely yours,

Sharon Veley

Thank you for your help.

Please do not put your name on the questionnaire.

I_____agree to fill out the attached questionnaire which asks about education, training and the future. I understand that participation is entirely voluntary. All information is strictly confidential. Neither the student nor the school will be identified in any reports. Please return your questionnaire to the instructor.

Section A: Training and the Fishery
Please fill in the following information or circle the answer which best describes you.

Section A: Background Information

1. Name of home community:_____

2. Name and location of current training centre:_____

3. I am in this age group:
   Years: 16-20 21-28 29-32 33-39 40-45 46-55 56-65 66'

4. I am: Single Married Separated Divorced Other:_____

5. I am: Female Male

6. Circle Last Grade **Completed**
   School Grade: 3 4 5 6 7 8 9 10 11 12
   What year was that?:_____
   Did you get a high school diploma?: Yes No

7. Have you completed any other programs?: Yes No
   Was this program:
   Adult Basic Education (ABE) Level I
   Level II
   Level III
   Basic Training for Skill Development (BTSD)
   GED
   Other Programs (Please name.):_____

8. I am **currently enrolled** in (now taking) the following program(s):

		Yes	No
ABE(Adult Basic Education)	Level I	___	___
	Level II	___	___
	Level III	___	___
GED		___	___
Improving Our Odds		___	___
Career Exploration for Women (CEW)		___	___
Job Readiness Training (JRT)		___	___
Pre-Employment /Pre-Apprentice		___	___
Other:		___	___

Please Name:_____

9. Current Size of your family:
   People: 1-2 3-5 6-8 9-10 11'

10. Number of people dependent on you in your household:
    1-2 3-5 6-8 9-10 11'

11.. Within five(5) years time: I plan to be working as a

_____

_____
(Name Job/Career)

I plan to be self-employed? Yes No
At what job? _____

_____
(Name Job)

Section B: Attitudes and Feelings

Please indicate how much you would agree or disagree with <u>each</u> of the following statements. Circle 1 if you strongly agree; 2 if you agree; 3 if you're undecided; 4 if you disagree; 5 if you strongly disagree.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I would still begin a career (work) in the fishery if I had my time back.	1	2	3	4	5
2. I look forward to starting a career in an area different from the fishery.	1	2	3	4	5
3. I am afraid of failing in school.	1	2	3	4	5
4. I can do well in school again.	1	2	3	4	5
5. I know what type of career or job I want to train for.	1	2	3	4	5
6. Fishing is part of the way I live.	1	2	3	4	5
7. My family treats me the same as they did when I was working at the plant.	1	2	3	4	5
8. The fish will come back.	1	2	3	4	5
9. I want the fish plant to reopen.	1	2	3	4	5
10. My friends are all positive about me returning to school and encourage me.	1	2	3	4	5
11. I am at a good age to retrain.	1	2	3	4	5
12. Thanks to TAGS, I'm learning skills I always wanted to learn.	1	2	3	4	5
13. I am retraining so that I can do something I enjoy more than fishing.	1	2	3	4	5
14. I am willing to move from my home community to find work.	1	2	3	4	5
15. I expected that the fishery would be limited soon.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
16. I am very satisfied with my career goals now.	1	2	3	4	5
17. I am willing to move away from Newfoundland and Labrador to work.	1	2	3	4	5
18. The Moratorium (fishery shut-down) came as a shock.	1	2	3	4	5
19. I started fishing because somebody in my family wanted me/encouraged me to fish for a living.	1	2	3	4	5
20. I always wanted a chance to upgrade or learn a trade.	1	2	3	4	5
21. My age will help me get hired in my new career field.	1	2	3	4	5
22. I need more job security (my job has to last).	1	2	3	4	5
23. It will help my family if I retrain.	1	2	3	4	5
24. I am pleased with my life.	1	2	3	4	5
25. My lifestyle will be better when I retrain than it was when I fished.	1	2	3	4	5
26. Retraining is helping me reach to my full potential (do my best work).	1	2	3	4	5
27. This is a turning point in my life and I can change careers with Government funding.	1	2	3	4	5
28. Classmates are judging me by my class work.	1	2	3	4	5
29. I feel in control of what's happening around me.	1	2	3	4	5
30. I feel comfortable in the classroom.	1	2	3	4	5
31. I have no difficulty getting to school (transport).	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
32. I feel better about myself because of what I have learned or will learn in school.	1	2	3	4	5
33. I like studying.	1	2	3	4	5
34. I live in an area that has or expects to have other types of work.	1	2	3	4	5
35. I was planning to make a career change anyway.	1	2	3	4	5
36. My family/friends want me to upgrade to a better career (type of work).	1	2	3	4	5
37. Attending school means that more people in the Community will look up to me.	1	2	3	4	5
38. I am angry because of losing my job in the fishery.	1	2	3	4	5
39. I felt more respect from the people in my community when I fished.	1	2	3	4	5
40. School deserves a second chance.	1	2	3	4	5
41. I'm where I am today because I didn't train long enough in the first place.	1	2	3	4	5
42. Some days I just want to stay in bed.	1	2	3	4	5
43. If I have to retrain, I expect a job before someone who hasn't retrained.	1	2	3	4	5
44. My whole family is retraining.	1	2	3	4	5
45. I have to do well in school when I retrain or people will think less of me.	1	2	3	4	5
46. Considering my age, I should retrain.	1	2	3	4	5
47. I have to know where my next pay cheque is coming from.	1	2	3	4	5
48. I decided to retrain after thinking about my family's needs.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
49. All I can do is rise to the challenge.	1	2	3	4	5
50. I feel like I won't be good enough because I'm returning to school after so many years.	1	2	3	4	5
51. This is a stage in my life which had to happen.	1	2	3	4	5
52. I decided to retrain after considering my needs.	1	2	3	4	5
53. Changing careers has helped me realize how much I am capable of doing or achieving in my life.	1	2	3	4	5
54. If I retrain, people will make fun of me.	1	2	3	4	5
55. Why train when there are no jobs anyway?	1	2	3	4	5
56. I am disgusted with myself because I am not smarter in school.	1	2	3	4	5
57. Retraining is harder than working.	1	2	3	4	5
58. I expect to be earning money in the future fishery.	1	2	3	4	5
59. I was encouraged by others to retrain.	1	2	3	4	5
60. I decided to retrain after considering local job opportunities.	1	2	3	4	5
61. The NCARP/TAGS program has given me insight into myself (ie. my interests and abilities) and helped me select a career in a field which suits me.	1	2	3	4	5
62. Since the Moratorium (fishery shut-down), I am more aware of the outside world.	1	2	3	4	5
63. I decided to retrain after considering my present skills.	1	2	3	4	5
64. My career and retraining plans are different from those of other people in the community.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
65. How am I going to get a job when university graduates (ie. people who finish M.U.N.) can't get a job.	1	2	3	4	5
66. I can't see why school is suddenly so important.	1	2	3	4	5
67. School is difficult.	1	2	3	4	5
68. I decided to retrain after considering the money I need to live on.	1	2	3	4	5
69. I am prepared to move in order to retrain.	1	2	3	4	5
70. I get very frustrated because the fishery of the future may not include me.	1	2	3	4	5
71. I know myself better now than I did before the Moratorium (fishery shut-down).	1	2	3	4	5
72. I am being forced into an education, career and lifestyle I don't want.	1	2	3	4	5
73. I decided to retrain after considering the future.	1	2	3	4	5
74. I will go where the jobs are.	1	2	3	4	5
75. Canada Employment controls my income.	1	2	3	4	5
76. I get very frustrated or upset because the future is uncertain.	1	2	3	4	5
77. The Moratorium (fishery shut-down) forced me to start over again.	1	2	3	4	5
78. I decided to retrain after considering job opportunities away from my community.	1	2	3	4	5