AN INVESTIGATION INTO THE CAREER ASPIRATIONS AND EXPECTATIONS OF GRADE XI STUDENTS IN ST. JOHN'S NEWFOUNDLAND AND THE CONGRUENCY OF THESE VARIABLES WITH THE OCCUPATIONAL DISTRIBUTION OF CANADA'S EMPLOYED LABOUR FORCE

MICHAEL JOHN VICKERS

16695

AN INVESTIGATION
INTO
THE CAREER ASPIRATIONS AND EXPECTATIONS OF GRADE XI STUDENTS
IN
ST. JOHN'S, NEWFOUNDLAND
AND THE CONGRUENCY OF THESE VARIABLES WITH
THE OCCUPATIONAL DISTRIBUTION OF CANADA'S EMPLOYED LABOUR FORCE

A Dissertation
Presented To

The Department of Educational Administration

Faculty of Education
Memorial University of Newfoundland

In Partial Fulfillment

of the requirements for the Degree

MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION

by

Michael John Vickers

July, 1972

Memorial University of Newfoundland

Faculty of Graduate Studies

The undersigned certify that they have read, and do recommend for acceptance, a thesis entitled, "An Investigation Into The Career Aspirations And Expectations of Grade XI Students in St. John's, Newfoundland, And The Congruency of These Variables With The Occupational Distribution of Canada's Employed Labour Force" submitted by Michael John Vickers, B.A., B.A. (ed.), in partial fulfillment of the requirements for the degree of Master of Education.

_____
Supervisor

_____

_____

_____
Date

ACKNOWLEDGEMENTS

The writer wishes to acknowledge the advice and guidance offered during the course of this study by Dr. K.W. Wallace, Associate Professor of Education, Memorial University of Newfoundland, the supervisor of the thesis.

Appreciation is also expressed to the principals of each of the seven high schools in St. John's, and particularly to the one hundred-ninety grade eleven students in St. John's who participated in the study.

ABSTRACT

This study was concerned with the career aspirations and expectations of grade eleven students in St. John's, Newfoundland, and the congruency of these variables with the occupational distribution of Canada's employed labour force.

The purposes of the present study were: 1) to determine the educational and vocational aspirations, and expectations of students. 2) to identify those factors which influence educational and vocational aspirations, and expectations of students. 3) to determine the degree of congruency between vocational aspirations and vocational expectations of students with the occupational distribution of Canada's employed labour force.

The data used in the study were obtained through the administration of a multiple choice interview schedule to a selected sample of one hundred-ninety grade eleven students in St. John's, Newfoundland, and from Statistics Canada.

A major finding of the investigation suggests that both the vocational aspirations and the vocational expectations of students were greatly inconsistent with the percentage distribution of Canada's employed labour force for the various occupational categories used by Statistics Canada.

The results of the study suggest that the higher the educational aspirations of students, the higher were their educational expectations. A majority of the students aspired to further education beyond high school.

A significant difference was found to exist between the vocational aspirations of students and their vocational expectations. While a majority of students aspired to careers in the Professional and technical occupations, less than half of these students actually expected to reach their desired occupation.

The results of the study revealed that several school and personal related factors significantly influenced the educational and vocational aspirations, and expectations of students. These included: 1) the educational level of students' "best friend." 2) the educational level of students' "friends." 3) students' high school academic average. 4) students' estimate of their leadership ability. 5) teacher encouragement to students to continue their education. 6) indications by students as to whether or not they liked school. 7) students' rating of counseling services available at their schools.

TABLE OF CONTENTS

CHAPTER PAGE

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Technological change has, rather suddenly, caused a dramatic challenge to Canada's political, social, and educational institutions. Although the full scope of this challenge has not yet been fully comprehended, all levels of education must quickly move to assume greater responsibility for preparing men and women for entry into the changed, and changing world of technological work.[1]

The education system of this Province and its Canadian counterparts is directed towards the "pursuit of excellence," and concentrates on the ten to fifteen per cent who go to university. But what about the other ninety per cent who do not go to college?

At the junior high and high school levels most students, whatever their abilities, aptitudes, and interests, study those subjects that form the high road to the baccalaureate degree. Probably more than a few of them have difficulty appreciating the logic of this course. Despite information about the importance of staying in school, students drift out of these institutions in droves.[2]

---

[1] K.W. Hanchey, "Factors Influencing Occupational Choices and Educational Plans of High School Students With Implications for Changes in the Role of the Secondary School." Unpublished Ph.D. Dissertation, Lousiana State University, 1969. p 3.

[2] H.W. Kitchen, "A Preliminary Study Of Demographic and Socio-Economic Factors In The Atlantic Provinces And Their Relationships To Measures of Educational Output." The Atlantic Development Board, 1968. p. 37.

What happens to them when they leave? Turned out of an educational system, oriented towards someone else's university degree rather than their own work needs, and entering a labour market whose jobs require constantly higher education and skill development, their prospects are bleak.

Educational institutions mediate man and his work in this technological age. Thus we must accept the fact that it is the responsibility of schools to help young people become aware of the future occupational demands so that their aspirations and expectations can be translated in such a way that young people will find a meaningful role in society where they can make increasing contributions and accept increasing responsibilities.

I. THE PROBLEM

Statement of the problem. The study was concerned with the educational and vocational aspirations and expectations of Grade Xl students in St. John's, Newfoundland, and the degree of congruency between each of these variables with the occupational distribution of Newfoundland's employed labour force.

Specifically, the purpose of the study was:

1. To determine the educational aspirations of Grade Xl students.
2. To determine the vocational aspirations of Grade Xl students.
3. To determine the educational expectations of these students.

4. To determine the vocational expectations of these students.
5. To identify those factors which influence the educational and vocational aspirations and expectations of students.
6. To identify the occupational distribution of Canada's employed labour force.
7. To determine the degree of congruency between educational aspirations and educational expectations.
8. To determine the degree of congruency between vocational aspirations and vocational expectations.
9. To determine the degree of congruency between vocational aspirations and the occupational distribution of Canada's employed labour force.
10. To determine the degree of congruency between vocational expectations and the occupational distribution of Canada's employed labour force.

Significance of the study. The determination of educational and vocational expectations for the outcomes of secondary education is the first step in understanding the educational program in a social setting.

Important decisions about the future are made while in high school. Young people are faced with the problem of selecting a vocation, and a determination of the amount of education needed to prepare for their selected occupation occurs while in high school.

It is believed that the resulting data will have significant practical implications, not only for the selected high schools, but also for secondary education throughout the Province.

The study will provide information which may be used for the modification of program offerings by the schools--in line with present needs and future vocational plans of students.

Students who made known their interests while in high school could be provided with the basic educational and vocational training required for successful job entry into their selected vocations. They could also be provided with information regarding future manpower needs so that their aspirations and expectations are realistically achieveable.

The information obtained through the study could be used in the formulation of programs for college-bound students as well as for those students who are preparing to make immediate entry into the world of work.

The development of human skills takes place in many forms and in many areas, including post-secondary education, technical education, and in-service training. Yet, it is in the high school that the greatest good may be accomplished because it is the one institution reaching the great masses of youth.

Theoretical background. The literature reveals that many factors influence what a student 'would like to do' and what he 'probably will do' upon completion of high school. The most recent Canadian study into this area was conducted in the mid - 1960's by the Department of Manpower and Immigration. The data, obtained from three hundred and sixty secondary schools in Canada, revealed that factors which influence the aspirations of students include a

combination of various family related, school related, and personal related influences, such as: Parents' occupational level, participation in extra-curricular activities, and the attitude of the community toward education.[3]

> Initial indications from this analysis are that the influence of factors external to the school system may be weighing more heavily on performance and aspirations... than those factors internal to the educational system.

Research carried out by Hanchey[4] (1969) substantiates the results of the earlier Canadian study.

These various influences will form the independent variables.

Educational aspirations, educational expectations, vocational aspirations, and vocational expectations will form the dependent variables in the study.

Another important part of the research is the degree of congruency between students' vocational aspirations and expectations, and the occupational distribution of Canada's employed labour force.

Will students who enter the working world either directly following high school, or after a period of further education and training, find positions congruent with their expectations?

---

[3]Economic Council of Canada, Eight Annual Review, Design for Decision Making, September, 1971. p.204.

[4]K.W. Hanchey, op.cit.

The Economic Council of Canada's Eighth Annual Review reports that:[5]

> Too many people are emerging from the education systems to find that their knowledge and skills are not marketable as they had been led to expect.

This inevitably results in frustration. The Review goes on to state:

> The focus of our post-secondary education must be largely (but not completely) on those aspects which reflect, as adequately as information and analysis will permit, the actual and potential needs in the community.
>
> Education for education's sake will always be a part of formal education (to the good of our culture) but there are limits on how much of this a society can afford at a given stage in its development.

The occupational pattern of the Canadian labour force has changed several times in terms of their strategic importance to the economy. Hunters and trappers were, at one time, Canada's most highly rated and needed workers. Now they are among the lowest.

B.Y. Card reports:[6]

> Between 1951 and 1961, the labour force in service industries, transportation, communications, storage, utilities, trade, finance personal service, public administration, and defence increased by 50 per cent.

---

[5] *Design for Decision Making*, op.cit., p.223.

[6] B.Y. Card, *Trends and Change in Canadian Society*, The MacMillan Company of Canada Limited, Toronto, 1968. p. 32.

However, during that same period the processing industries of manufacturing and construction increased by only seven per cent. In the extractive industries which include agriculture, forestry, fishing, trapping, mining and oil, there was a decline of seventeen per cent.

The theoretical background will receive further elaboration in the review of the related literature.

Hypotheses. The career aspirations and expectations of high school students may have much influence on the achievement of occupational choice. In the process of selecting career objectives, an individual establishes his occupational level and socio-economic status.

In accordance with the statement of the problem the following null hypotheses are proposed for testing.

Hypothesis #1. There is no significant difference between the educational aspirations and the educational expectations of students.

Hypothesis #2. There is no significant difference between the vocational aspirations and vocational expectations of these students.

Hypothesis #3. Educational aspirations are independent of school related factors.

Hypothesis #4. Educational aspirations are independent of personal related factors.

Hypothesis #5. Educational expectations are independent of school related factors.

Hypothesis #6. Educational expectations are independent of personal related factors.

Hypothesis #7. Vocational aspirations are independent of school related factors.

Hypothesis #8. Vocational aspirations are independent of personal related factors.

Hypothesis #9. Vocational expectations are independent of school related factors.

Hypothesis #10. Vocational expectations are independent of personal related factors.

Hypothesis #11. No significant difference exists between the vocational aspirations of students and the occupational distribution of Canada's employed labour force.

Hypothesis #12. No significant difference exists between the vocational expectations of students and the occupational distribution of Canada's employed labour force.

Fundamental assumptions. For purpose of the investigation the following assumptions were proposed:

1. High school students hold definite educational and vocational aspirations and expectations.[7]
2. A variety of factors affect the career aspirations and expectations of youth.[8]

---

[7] K.W. Hanchey, op.cit: p.7.

[8] Design for Decision Making, op.cit; p. 224.

3. All students within the research population have access to counseling services.
4. The administrative programs of the schools included in the study are similiar.

Limitations. For purpose of the investigation the following limitations were taken into consideration:

1. The study was confined to Grade eleven students attending high school, on a regular basis, within the metropolitan boundaries of the city of St. John's.
2. The results must be interpreted in the context of the community in which the study is being conducted.
3. The occupational distribution of the employed labour force was based on recent estimates, and it is realized that these estimates change over time.
4. The study was also limited by the specific factors affecting the career aspirations and expectations of students within the research population.

II. DEFINITION OF TERMS USED

Career. Refers to the selection of a vocation which has a high degree of stability in the occupational structure.

Aspiration. Refers to the level of performance, or goal one would like to achieve in a specific area.

Expectation. Refers to the level of performance, or goal one probably will achieve in a specific area, as perceived by the student.

Education. Refers to formal schooling and training necessary for the attainment of a vocational goal.

Vocation. The achievement of an occupational objective.

Occupational Objective. The career choice relating to a preference for a specific type of work.

Grade eleven students. The young men and women in their final year of high school.

Occupational distribution. Refers to the classification of persons, under group titles, according to the kind of processes performed.

Employed labour force. Includes all persons 14 years of age and over who are reported as having a job, either part-time or full-time.

School Related Factors. These include such inputs as: teacher encouragement, student participation in extra - curricular activities, high school academic achievement, academic subjects which influence educational and vocational choice, the availability of school counseling service.

Personal Related Factors. These include such inputs as: student perception of own leadership ability, peer group influence, student perception of own physical, mental, and financial capabilities, student perception of required education.

III. POPULATION AND SAMPLE

The population consists of approximately two thousand grade eleven students attending the six regional high schools in the city of St. John's and the one Pentecostal Central High School in the city. The population from which the sample was drawn is representative of a broad range of socio-economic levels. The population was chosen because:

1. It represents one-fourth of the total enrollment of grade eleven students in Newfoundland.
2. The subjects for the study are accessible to the researcher.

Schools included in the population, and their enrollments were:

TABLE I

SCHOOLS INCLUDED IN THE RESEARCH POPULATION AND THEIR ENROLLMENTS

SCHOOL	SCHOOL ENROLLMENT	GRADE XI
Bishops College	860	389
Booth Memorial	342	123
Brother Rice	740	270
Vaters Academy	140	23
Gonzaga	535	177
Holy Heart of Mary	1283	522
Prince of Wales	819	358
Total	4719	1862

Since the study was concerned with grade eleven students in St. John's, and not with students of particular schools, the following sampling procedures were used:

1. An alphabetical listing of grade eleven students in St. John's schools was obtained from each school.
2. A table of random numbers was used for the selection of 10 per cent of the population. Approximately 190 students formed the sample.

IV. METHOD OF RESEARCH AND DATA COLLECTION

The Descriptive Survey Study using the Group Interview technique will be administered to each 'within group' of students at each of the schools. Data were collected by the use of the multiple choice inventory form, designed to determine the educational and vocational aspirations and expectations of high school students, as well as factors influencing these variables. The inventory took 45 minutes to administer in each school. Visits were made to each school to collect data. Permission to conduct the study will be sought, through written correspondence, from the board superintendents and the various principals.

The occupational distribution of the labour force was identified through an analysis of the literature relating to the occupational distribution of the employed labour force.

V. ANALYSIS OF DATA

Educational aspirations, educational expectations, vocational aspirations, and vocational expectations were the dependent variables in the study.

The five questionnaire items, categorized as personal related factors, and the twenty-nine questionnaire items, categorized as school related factors, were treated as dependent variables.

The analysis of the data consisted of:

1. Frequency and percentage distribution of the responses to each of the questionnaire items.

2. The chi-square test of significance was used to determine the relationship between educational aspirations and educational expectations, and between vocational aspirations and vocational expectations.

3. The chi-square test of significance was used to determine the relationship between each of the dependent variables, and the responses to each of the questionnaire items, treated as personal related, and school related factors.

4. The chi-square test of significance was applied to determine the relationship between vocational aspirations and the occupational distribution of Canada's employed labour force, and between vocational expectations and the occupational distribution of Canada's employed labour force.

The chi-square value was set at the .05 level of significance.

CHAPTER II

REVIEW OF THE LITERATURE

I. OBJECTIVES OF SECONDARY EDUCATION

One can trace the evolving commitment of our province and nation to the concept that education is the primary means for fulfilling societal as well as individual needs. The Royal Commission on Education and Youth for the province of Newfoundland and Labrador (1967) points out that:[1]

> Every effort must be made to provide a broad, general education for our people. A sound basic education is the foundation of all learning. Among other things this implies that vocational courses offered in high school should be broad and general rather than narrow and specific: they should help students acquire the basic principles of the vocation and provide them with the skills and knowledge on which subsequent specialization can be built.

In making such a statement the commission recognizes the need for broader objectives of education than were previously held.

The predominant type of secondary school in Canada is the public high school. These institutions are

---

[1] Report of the Royal Commission on Education and Youth, Province of Newfoundland and Labrador, St. John's: Newfoundland Book Publishers, 1967, Vol.1, page 16-17.

organized, maintained and supported because the people have faith in them. Faith in the high school has increased steadily, especially in the last several decades, and has been paralleled by increasing enrollment. From 1951 to 1970, the combined elementary and secondary enrollment in Canada more than doubled.[2] At the secondary level, school enrollment more than tripled during this period. In 1951 there were 395,000 secondary students in Canada. In 1970 there were 1,505,900. During the twenty year period, 1951 - 1971, secondary enrollment in Newfoundland has increased from 9,417 to 31,163.[3] Underlying such a rapid expansion is the belief among educators that education should be available for all.

The policy objectives of education in Canada, as expressed by the Economic Council of Canada, are related to the areas of economic growth, cultural development, and equality of opportunity. The Council states:[4]

> Education has the potential to enrich the lives of individuals by developing and refining some of their facilities, skills, and attitudes. The public has generally been willing to support educational activities within reasonable limits, partly because it has come to recognize that certain benefits flow to society as a whole and not merely to individuals

---

[2] Economic Council of Canada, Eighth Annual Review, Design for Decision Making, September, 1971. p. 205.

[3] Statistics Division, Department of Education, Province of Newfoundland and Labrador, 1972.

[4] Design for Decision Making, op.cit., p. 197.

> who receive an education. None the less, it seems clear that education can contribute to two fundamental objectives of society namely economic growth and cultural development. Education may significantly affect another fundamental objective of our society--namely, equality of opportunity.

One of the best known statements of the general purposes of secondary education is found in The Cardinal Principles of Secondary Education, published in 1918 by the Commission on the Reorganization of Secondary Education in the United States.[5] It proposes seven cardinal objectives: health, command of fundamental processes, worthy home membership, vocational competence, effective citizenship, worthy use of leisure time, and ethical character.

Havighurst and Neugarten[6] state in their book, Society and Education:

> Evidence points to the existence of as much overall economic opportunity in this century today as there was a century ago. In the technical service professions there has been enormous increase in numbers since 1900, an increase that far exceeds the increase in population. Industry and trade have also expanded more rapidly than the population, thus creating a greater proportion of executive

---

[5]Commission on Reorganization of Secondary Education, The Cardinal Principles of Secondary Education, Bureau of Education, Government Printing Office, Washington, D.C.: 1918, p. 84.

[6]Robert J. Havighurst and Bernice L. Neugarten, Society and Education, (3rd. ed.), Boston: Allyn and Bacon, Inc., 1967, p.70.

positions than existed in earlier generations. These occupations require higher education.

In the introduction to the report, Goals for America, John W. Gardner saw no conflict between national and individual goals for education. He defines equality of opportunity as the major individual goal:[7]

> Education is essential not only to individual fulfillment, but to the vitality of our national life. The vigor of our free institutions depends upon educated men and women at every level of society.

The secondary school of the twentieth century has a major responsibility for building a community equipped to deal with the demands and expectations of the twentieth century.

Connell[8] points out that the aim of secondary education is to enable an individual to grow both competently and creatively in his culture. He goes on to assert that:

> It is of vital importance for the educator to study and to understand the demands and trends of the culture within which he works, and to estimate from his knowledge the tasks that these conditions impose upon the secondary school.

---

[7] J.W. Gardner, President's Commission on National Goals, Goals For America; The American Assembly, Columbia University, 1960, p. 141.

[8] W.F. Connell, The Foundations of Secondary Education, (Rev.ed.), Austrailian Council on Educational Research, April, 1967, p. 12.

In discussing the tasks and objectives of secondary education, Connell says there are three:[9]

> the school as a social mechanism, has the task of developing in boys and girls an understanding and some insight into the ways of society.
> a purposiveness to one's work, that provides an aim or objective to be realized, to be striven for.
> to develop a command of the tools through which we make practical judgment in our social and political life.

Surely these objectives are inherent in the goals of a democratic state. They represent educational ideals, the fulfillment of which would make the state a better place in which to live. For the accomplishment of these objectives, financial support is required to construct buildings, transport pupils, and provide teachers. The task of securing the financial support would have been considered impossible a few decades ago, but it is gradually being accomplished. Until recently the public has demonstrated a more favourable attitude toward school taxes, and while objectives have not been reached, much progress has been made.

---

[9] W.F. Connell, op.cit. p. 12 - 14.

In the complex cultures of modern civilization the state has assumed the role of the dominant cultural institution, affecting practically all phases of life directly or indirectly. The organized secondary school has become one of the chief agencies of the modern state reflecting its fundamental purposes and objectives.

In the article, "Education: America's Magic", Leslie A. White states:[10]

> Education is not a force or instrument outside of society, but a process within it. Education is a means employed by society in carrying on its own activities, in striving for its own objectives.

II. SCHOOL RELATED FACTORS

There is an estimated four million boys and girls enrolled in Canadian elementary and secondary schools. These students may find further training necessary in order to earn a livelihood. Rosen found that the school, home, and other institutions have a significant influence on aspirations:[11]

> Aspiration levels determine the area in which excellence of effort takes place. An individual may have a great internal drive and be willing to plan and to work hard. However, if these efforts

---

[10] Leslie A. White, "Education: America's Magic", School and Society, June 2, 1945, p. 353 - 4.

[11] B.C. Rosen, "The Achievement Syndrome: A Psychocultural Dimension of Social Stratification", American Sociological Review, 21, 1956, p. 203 - 211.

are directed into paths that lead to mobility, the individual is not likely to lose very much in social status. Aspirations must be directed toward high vocational positions along with the desire to obtain the education required for that occupation.

Forcese and Siemens, in their Manitoba study, found the following:[12]

> Grade nine and ten examination scores appear to be fine indicators of the aspirations level which high school students will later hold. But examination scores could well be considered as more than mere indicators. Conceivably, examination scores play a major part in developing a student's self-image. Having initially scored poorly in examinations a student's self-image may develop as one of academic incompetence. Once taught in such a low grade pattern the student would subsequently develop modest aspirations.

Forcese and Siemens further reported:[13]

> Contributing to a student's self-image, - perhaps reinforcing a low or high grade pattern - would be the extent of teacher encouragement. The data indicated a slight tendency toward higher aspirations among those having received some teacher encouragement.

One of the main conclusions made by Forcese and Siemens concerning examination grades was:[14]

---

[12] Dennis P. Forcese, and L. Siemens, "School Related Factors and The Aspiration Levels of Manitoba Senior High School Students," University of Manitoba, 1965, p. 17.

[13] Ibid.

[14] Ibid.

> Examination grades are the most important measure the student has available of his academic competence. When, whether from lack of ability, lack of motivation, or whatever, the student achieves poor grades he may become stigmatized as a poorly performing student, in his own mind and in the minds of others. So stigmatized, continued poor examination grades and low aspirations are merely in conformance with the student's self-image.

Even in the academic world itself, it has been argued that educators have oversold the idea of a college education as the key to success. A better goal for education could possibly be some sort of vocational education for all - some preparation for choosing, getting and holding a decent job. A college education may be a good way for some to get some preparation, but it is not the only way.

Nevertheless, research findings indicate that the school should play an important role in orientation toward the world of work. The school should at least inform students of the types of occupational roles needed in the future. Pinney, reporting on the choice of a vocation, had three factors of bearing which the school could influence:[15]

---

[15]Martha Pinney, "The Influence of Home and School in the Choice of a Vocation", Journal of Educational Research, 25, January - May 1962, p. 286 - 290.

> A large percentage of the students are anxious to know more about vocations. Even students who indicated their choice showed a desire to make a special study of occupations. Many high school students do not begin early even to consider the choice of a vocation.
>
> School activities seemed to play an important part in seeking out special interests and abilities.

Michael indicated that the school should play an important part in the orientation toward the world of work.[16]

> As occupational training begins earlier and specialization becomes more frequently a prerequisite for secure, well-paying salaries, there will be increasing pressure on youth to make occupational choices in terms of objective talent or social need rather than subjective preference. A large proportion of youth will continue to choose occupations that do not require very intensive preparation and which conform to conventional job aspirations and expectations. The result will be shortages in occupations requiring skills, commitment and devoted preparation.

Siemens and Jackson, in their research area of the Manitoba study, made the following observations of grade twelve students.[17]

---

[16] D.N. Michael, The Next Generation: The Prospects Ahead for Youth of Today and Tommorrow; New York: Random House, 1965, p. 121.

[17] L.B. Siemens, and J.E. Jackson, "Educational Plans and Their Fulfillment: A Study of Selected High School Students in Manitoba," Winnipeg: Faculty of Agriculture and Home Economics, University of Manitoba, #4, December, 1965, p. 94.

Grade 12 students in our survey appeared to be highly motivated toward the acquisition of higher education.

Some 84 per cent of the students in the total cohort were motivated to the point where they planned on taking some post high school training. Indeed it would seem that present programs stressing the importance of training have been successful in winning the support of students. However, this approach alone is not sufficient, since although many students indicated plans for further education only about one-half of them realized these plans. Once again, while such programs ought to be continued, other areas must also be explored.

Even in the academic world itself it has been argued that educators have oversold the idea of a college education as the key to success.

Boyle indicated that the size of the high school was not a major influence on the student's aspirations.[18]

The population of a high school does have a more important effect in larger cities than in smaller communities. One important, but (at least in metropolitan areas) partial explanation for this effect is the differential success of high school in developing the scholastic abilities of their

---

[18] Richard P. Boyle, "The Effect of High School on Students' Aspirations," American Journal of Sociology, 71, 1966, p. 628 - 39.

> students. The failure of scholastic ability to explain all of the effects of metropolitan high school points to the existance of other explanations, such as the influence of the peer groups, but occupational or social class values do not provide this explanations.

Dole stated that decisions involving educational and vocational positions should be treated separately.[19]

> Occupational preference is likely by itself to be a poor basis for educational decision making. Educational effort between guidance specialists, teachers, parents, and students, should take into account the inconsistency and immaturity of students. It should be more clearly identified as a process separate though related to occupations. Specific guidance procedures seem strongly indicated which emphasize development in youngsters of readiness for sensible planning.

Kaufman et al. conducted a study in Pennsylvania (1967) on the role of the secondary schools in preparing youth for employment. Some of their findings are:[20]

> It was consistently found (except in separate vocational-technical schools) that most of the guidance people were college oriented and that they depended on the student to take the initiative in seeking information in order to make a vocational choice.

---

[19] A.A. Dole, "Educational Choice Is Not Vocational Choice," The Vocational Guidance Quarterly, 12 (Autumn, 1963), p. 30 - 35.

[20] Jacob J. Kaufman, Care J. Schaefer, Morgan V. Lewis, David W. Stevens, and Elaine W. House, "The Role of Secondary Schools in the Preparation of Youth for Employment," University Park: Institute for Research on Human Resources, Pennsylvania State University, February, 1967, p. 4 - 18.

Data from this study revealed that the vocational students were the least likely to have discussed either their course choices or their occupational plans with a guidance counselor. Among the vocational graduates about one-half recalled discussing their job plans. Among the academic graduates about three-fourths reported discussing their course choices and about one-third reported discussing their job plans. Neither of these sets of figures is reassuring, but the direction of the differences should cause the most concern. The primary reason for the inadequate counseling was the unrealistic student-counselor ratio. On the average in the senior high schools this ran about 400 students to one counselor ... the handling of this ratio is coupled with the fact that typically counselors spend most of their time with college bound students. By any criterion, guidance, as currently carried on, was one of the major weaknesses found in this study of vocational education.

Kaufman et al made the following recommendations:[21]

Vocational orientation should begin in grade school to acquaint youngsters with the tasks of all types of occupations.

Most young people of high school age have very limited occupational knowledge. Such information as they have is more often based on popular myths and stereotypes rather than on actual facts. In the absence of information, occupational decisions are either postponed until after high school or made because of identification with a particular social class.

---

[21] Ibid. p. 6 - 12.

If a decision is made, it is typically tentative and it is often changed after the individual leaves school.

To counteract this condition the presentation of occupational information should begin on a systematic basis in grade school and continue on through Junior High School. In the lower grades this information should of course be broad and geared to the interest level of the students. In the later grades it should become increasingly specific. Care must be taken to assure the total occupational spectrum is presented with proper recognition of the value of all levels of work.

The high school should assume the responsibility to establish a post high school plan for each departing student. For those students who desire employment, the school should provide active assistance until they are placed at jobs.

III. PERSONAL RELATED FACTORS

Several personal influences have been identified by researchers as having various effects on the aspirations and expectations of youth. One of the conclusions of Reckenwals centres on the personal knowledge of occupations by students. He states.[22]

> Gaining more information about liked occupations enables the learner to see disliked but related occupations in a new light to the end that such aversions may become modified.

Miller concluded that self-rated leadership ability was important in the Manitoba study.[23]

> The data indicated clearly that those students with enough self-confidence to rate themselves above average in leadership ability tended to aspire to university educations and highly rated occupations. Conversely, those students rating their leadership ability as below average aspired to a non-university type of post-high school education, or no further education at all. Also, low leadership estimators indicated low aspiration levels.

---

[22] L.M. Reckenwald, "Attitudes Towards Occupations Before and After Vocational Information," Occupations, 24, 1946, p. 220.

[23] W.B. Miller, op.cit. p. 19.

Endicott,[24] in a study of factors influencing high school students in their choice of a vocation, found that the parents had the most influence; but he also found another very significant factor. This factor was that boys are influenced by a successful person actually engaged in that type of work.

I.Q. is also regarded by many scholars as a personal related factor. Forcese and Siemens found that this personal factor was a good indicator of levels of aspirations:[25]

> There was a very marked progression toward higher aspirations, both educational and occupational as the I.Q. rose. Hence, if one considers I.Q. a measure of intelligence, then the greater the intelligence, the higher the aspirations.

Slocum in a study of educational aspirations in the state of Washington indicated that parents are most frequently cited by the youngsters as having the greatest influence on their occupational plans. After parents, peers, friends, teachers, and vocational counselors appeared as major influence groups in that rank order.[26]

---

[24] F.S. Endicott, "Factors Influencing High School Students in The Choice of a Vocation." Vocational Guidance Magazine, 10, 1931, p. 99-101.

[25] Dennis P. Forcese, op.cit. p.12.

[26] Walter L. Slocum, "Occupational and Educational Plans for High School Seniors From Farm and Nonfarm Homes," Pullman: Washington, Argicultural Experiment Station, Bulletin 564, 1956. p. 63.

Kaplan conducted a study on the age and vocational choices of high school students in Idaho, which revealed the following data:[27]

> Vocational interests, the harbingers of vocational choice, are of multiple determination, being the products of such factors as social approval, financial remuneration and aptitude. Each individual, no matter what his native endowment, is capable of developing many vocational interests, and in many persons the age at which a vocational choice was made simply represents the time at which resolution of conflicting interests occurred. The age at which a final decision is reached in the matter of occupation varies from individual to individual, and is influenced by such variables as the person's intelligence, the socio-economic status of parents, sex, the presence or absence of adult guidance, prevailing economic conditions, and the availability of vocational information. It may be noted that most of the aforementioned factors are environmental in nature.

Lowe[28] indicated that young people at the lower socio-economic levels do not seek guidance and request information as much as the persons at higher levels.

> The least migration was among the boys in the semi-skilled category who, for the most part, remained in the community and took up skilled work. Movement of youth at the other levels out of the area was great. Most students acquiring college degrees did not return

---

[27] Oscar Kaplan, "Age and Vocational Choice," Journal of Genetic Psychology, 68, 1946, p. 131-134.

[28] James L. Lowe, "Educational and Occupational Aspirations of High School Seniors," Unpublished Doctoral Disseration, University of Missouri, Columbia, 1962, p. 84.

to the home community to find jobs but resided in other localities.

Not all students had equal access to the channels of mobility-particularly education. Some families did not have the economic resources to send their children to college.

seniors at higher socio-economic levels received higher grades, and students at the lower socio-economic levels received lower grades.

seniors from parents at the white collar level on the average took part in more activities than those at any other level.

It was desirable to make high grades, to participate in school activities, and to come up to the expectations of parents.

Beilin pointed out that boys who were in the lower socio-economic level and who planned to attend college were working toward a goal, school achievement, and engaged in extra-curricula activities. He reported the following findings.[29]

A significant difference between the groups (non-college and college-going group) is the perception of the college-going boys that their principal personal asset is drive, which may account for the higher status striving of this group. In addition, support is derived from the encouragement that, the college-going boys feel they receive from their friends in the choice of occupation, which is not true for the non-college going group.

---

[29]Harry Beilin, "Factors Affecting Occupational Choice in a Lower Socio-Economic Group". Unpublished Doctoral Dissertation, Columbia University, New York: 1962. p. 99.

Moser in his research on vocational interests of high school students found the following relations.[30]

> Vocations which require advanced professional training are generally selected by the students with high mental abilities, while occupations which require little or no academic training are selected by students who have relatively lower mental abilities.

Lehman and Witty identified three factors which influence the child's choice of occupation.[31]

> The expectation of large monetary return is of foremost importance, the hope of obtaining marked social approval is second, and the lure of an easy life is of least importance.

IV. ASPIRATIONS AND EXPECTATIONS

The career aspirations and expectations of youth are dependent on many factors. Some of these factors are the concern of this research. Nevertheless, many young people do aspire to careers which are either within reach of their expectations or beyond their grasp.

The most recent Canadian study into the career decisions of young people was undertaken by the Department of Manpower and Immigration. Volume I (1967) of the report, entitled: "Career Decisions of Canadian Youth", by Raymond Breton, states

---

[30] W.E. Moser, "Vocational Preference As Related To Mental Ability" Occupations, 27, 1948, p. 460-461.

[31] H.C. Lehman, and P.A. Witty, "Some Factors Which Influence The Child's Choice of Occupations," Elementary School Journal, 31, 1930, p. 285 - 291.

that professional and technical occupations constituted the most frequently preferred type of career: 38.7 per cent of the approximately 150,000 high school students preferred either a professional or technical career; 10.1 per cent preferred a career in the service or recreational occupations; 7.2 per cent in clerical and sales; 5.4 per cent in crafts and processing; 0.3 per cent in managerial; 1.9 per cent in transportation and communication; 1.2 per cent in farming; 1.0 per cent in logging, fishing, mining and manual labour.

Approximately twenty-nine per cent were unable to indicate their preference.

The Career Decisions Project showed that there were percentage variations between the expectations of high school and their preferences. These variations are shown in the following table:

TABLE II

COMPARISON OF PREFERENCES AND CAREER EXPECTATIONS FOR SELECTED OCCUPATIONS CANADIAN HIGH SCHOOL STUDENTS, 1961

	CANADA PREFERENCES	EXPECTATIONS
Professional & Technical	54.7%	50.3%
Clerical & Sales	10.2%	16.3%
Service & Recreation	14.2%	10.8%
Crafts & Production Processes	7.6%	8.9%

The report also points out that the proportion of students who express a preference for a career is significantly larger than the proportion of such occupations in the Canadian Labour Force for most occupational categories.

TABLE III

COMPARISON OF PREFERENCES, CAREER EXPECTATIONS AND THE DISTRIBUTION OF THE 1961 LABOUR FORCE FOR SELECTED OCCUPATIONS, CANADA

	BOYS CANADA	GIRLS CANADA
Professional & Technical		
Preference	52.3%	66.4%
Expectations	48.0%	57.3%
Labour Force	7.6%	15.4%
Service & Recreation		
Preference	10.7%	12.5%
Expectations	9.5%	6.9%
Labour Force	8.5%	22.4%
Farming		
Preference	2.3%	
Expectations	2.7%	
Labour Force	12.2%	
Crafts And Production Processes		
Preference	10.4%	
Expectations	13.6%	
Labour Force	28.8%	
Clerical & Sales		
Preference		17.9%
Expectations		32.2%
Labour Force		37.2%

The proportion of students who express a preference for a professional or technical occupation as a career is considerably larger than the proportion of such occupations in the Canadian Labour Force (1961 census). In the case of boys in their senior year the difference exceeds 40 per cent; in the case of girls the difference exceeds 50 per cent.

There is a larger proportion of women in the labour force who occupy a clerical or sales position than the proportion of high school girls who prefer this type of occupation.

The proportion of boys who would prefer a service or recreational occupation is almost the same as the proportion of such jobs in the male labour force. For girls there is about a ten per cent under representation. Among boys it is farming and craft and production process occupations which are more frequently found in the labour force than they are preferred by students.

V. OCCUPATIONAL DISTRIBUTION OF CANADA'S LABOUR FORCE

In Canadian Society the worker has been, and continues to be, ranked higher than the non-worker. High value is placed upon the importance of work by both the individual and the community. In his book, Trends and Change in Canadian Society, Card states:[32]

---

[32] B.Y. Card, Trends And Change in Canadian Society, Toronto, MacMillan Company, 1968. p. 41.

> Work occupies a central place in the life of most Canadians. It provides them, as individuals, with the means of subsistence, a way of regulating their activities, a supply of persons to associate with, a source of personal identity and meaningful experiences, and a claim to social understanding.

The social ranking of occupations in terms of prestige has been researched by Pineo et al. In a nation-wide survey of occupational prestige they arrived at the following occupational ranking:[33]

> professional occupations (1), proprietors, managers, and officials of large scale enterprises (2), semi-professionals such as airline pilots, social workers and journalists (3), small scale proprietors, managers and officials (4), clerical and sales occupations (5), skilled workers (6), farming occupations (7), semi-skilled (8), unskilled (9).

In a somewhat different study of occupational ranking, Blishen determined the proportions of the Canadian labour force found in each different occupational category. His findings show that ranking by income and education approximate very closely with prestige.

Based on both the 1951 and 1961 census data, the percent of the labour force in each category was as follows:[34]

---

[33] P. Pineo, and J. Porter, "Occupational Prestige in Canada," Canadian Review of Sociology and Anthropology, Vol. 4, #1, February, 1964.

[34] B.R. Blishen, "The Construction And Use of an Occupational Scale," Journal of Economic and Political Science, XXIV, #4, November 1968.

> Judges, physicians, architects, dentists (9 per cent), professors, air pilots, insurance agents (10.7 per cent), commerce, travellers, conductors, stenographers (6.3 per cent), foremen, radio and television repairmen, female office clerks (7 per cent), male office clerks, farmers, firemen, meat canners (34.2 per cent), other service and clerical occupations (19.6 per cent), unskilled (21.3 per cent.)

In an address to the Canadian Education Association in 1963, Dr. J.E. Cheal pointed out:[35]

> The industrialization and urbanization of society has brought about a redistribution of the labour force, with a greatly increased demand for management, scientific and technical personnel, as well as a great increase in service occupations.

The following two tables illustrate the percentage distribution of the 1961 labour force, and the changes in the percentage distribution of the labour force by occupational groups from 1931 to 1961.

---

[35] J.E. Cheal, "Education: Investment in Youth," C.E.A. Address, Alberta 1963. p. 10.

TABLE IV

CANADIAN LABOUR FORCE, JUNE 1961, PERCENTAGE DISTRIBUTION

All Occupations	100
Managerial	8
Professional	10
Clerical	13
Commerical and Financial	8
Manufacturing and Construction	22
Labourers	6
Transportation and Communication	8
Service	11
Agriculture	11
Fishing	1
Logging	1
Mining	1

TABLE V

CHANGES IN THE PERCENTAGE DISTRIBUTION
OF THE CANADIAN LABOUR FORCE, 1931-1961.

Managerial	2.5
Professional	4.2
Clerical	6.6
Commercial and Financial	1.9
Manufacturing and Construction	6.1
Labourers	-5.7
Transportation and Communication	1.8
Service	1.9
Agriculture	-18.3
Logging	
Fishing	
Mining	-.4

From the tables it can be seen that Agriculture occupations moved steadily downward while Clerical and Professional occupations consistently rose. The proportion of Labourers declined significantly during the thirty year period while the percentage in the occupational grouping of Manufacturing and construction rose sharply.

The 1971 Canadian census shows that twelve categories were used to determine the occupational distribution of Canada's employed labour force.[38] These include: managerial, professional and technical, clerical, sales, service and recreations, transportation and communication, farmers and farm workers, loggers and related workers, fisherman, trappers and hunters, miners, quarrymen and related workers, labourers and unskilled workers (not in primary industries).

The data contained in Table VI indicates the number employed in each of the occupational categories, the percentage distribution of the employed labour force, and the numerical distribution according to sex.[39]

---

[38] The Labour Force, Statistics Canada, December, 1971, p. 32 - 33.

[39] Ibid. p. 32 - 33.

TABLE VI

EMPLOYED BY OCCUPATION AND SEX

DECEMBER, 1971, CANADA

(figures in '000's)

	Both sexes	percent-age	male	female
All occupations	8,125	100	5,343	2,782
Managerial	791	9.7	690	101
Professional and Technical	1,194	14.5	692	502
Clerical	1,229	15.1	347	883
Sales	621	7.6	364	257
Service and Recreational	1,001	12.1	382	619
Transportation and communication	436	5.4	383	43
Farmers and farm workers	435	5.4	386	49
Loggers and related workers	47	.6	47	
Fishermen, trappers and hunters	17	.2	17	
Miners, quarrymen and related workers	58	.7	58	
Craftsmen, production process and related workers	1,967	24.2	1,671	296
Labourers and unskilled	330	4.1	297	33

A comparison of the percentage distribution of the 1961 labour force with the percentage distribution of the 1971 labour force shows sizeable increases in the occupational categories of Managerial, Professional and technical, Clerical, and Service and recreational. Significant percentage decreases were recorded in the categories of Agriculture, Labourers, and unskilled, Fishing, logging and mining.

CHAPTER III

RESEARCH DESIGN

I. PURPOSE

The purpose of the research was to investigate primarily the educational and vocational aspirations and expectations of grade eleven students in St. John's, Newfoundland, and to find the extent of congruency of these variables with the occupational distribution of the Canadian employed labour force.

An ancilliary purpose of the study was to determine various personal and school related factors which tend to influence the educational and vocational aspirations and expectations of students.

II. HYPOTHESES

The research was designed to test the following hypotheses:

Hypothesis #1: There is no significant difference between educational aspirations and the educational expectations of students.

Hypothesis #2: There is no significant difference between the vocational aspirations and vocational expectations of these students.

Hypothesis #3: Educational aspirations are independent of personal related factors.

Hypothesis #4: Educational aspirations are independent of school related factors.

Hypothesis #5: Educational expectations are independent of personal related factors.

Hypothesis #6: Educational expectations are independent of school related factors.

Hypothesis #7: Vocational aspirations are independent of personal related factors.

Hypothesis #8: Vocational aspirations are independent of school related factors.

Hypothesis #9: Vocational expectations are independent of personal related factors.

Hypothesis #10: Vocational expectations are independent of school related factors.

Hypothesis #11: No significant difference exists between the vocational aspirations of students and the occupational distribution of Canada's employed labour force.

Hypothesis #12: No significant difference exists between the vocational expectations of students and the occupational distribution of Canada's employed labour force.

The population for the study consisted of eighteen hundred and sixty-two grade eleven students enrolled in the six regional high schools, and the one central high school in the city of St. John's. Three of these schools are operated by the Avalon Consolidated School Board for St. John's;

three by the Roman Catholic School Board for St. John's, and one by the Pentecostal Assemblies of Newfoundland.

Using a table of random numbers[1], a sample of ten per cent was randomly selected from each 'within school' group of grade eleven students. The following chart shows both the population of each school's grade eleven class, plus the number of students contained in each 'within school' sample.

TABLE VII

FREQUENCY DISTRIBUTION OF POPULATION AND SAMPLE[2]

SCHOOL	GRADE ELEVEN POPULATION	SAMPLE
Brother Rice	270	27
Bishops College	389	39
Booth Memorial	123	12
Gonzaga	177	18
Holy Heart of Mary	522	52
Prince of Wales Collegiate	358	36
Vaters Central High School	23	3
Totals	1862	187

[1]Allen L. Edwards, Statistical Analysis, (3rd.ed.) Holt, Rinehart and Winston, Inc., New York. 1969, p. 206 - 210.

[2]Figures supplied by each of the seven high schools, March, 1972.

Due to the procedures employed in the administration of the questionnaire, a one hundred per cent return was achieved.

The research was conducted in the city of St. John's because the grade eleven student enrollment represents approximately twenty-five per cent of the total grade eleven enrollment in Newfoundland. The sample was accessible to the researcher, and the city is similiar in many respects to other Canadian urban centres.

III. COLLECTIONS OF DATA

Permission to conduct the research was received from the superintendents of the three school boards in St. John's, the principals of each of the seven high schools, and the students included in the sample.

During the month of February, 1972, letters of request were sent to each superintendent requesting permission to correspond with the principals of each school involved in the survey. During March letters were sent to each of the principals requesting approval to conduct the research with ten per cent of each school's grade eleven student enrollment. Letters to the principals were accompanied by a copy of the questionnaire and a xerox copy of the correspondence received from each principal's respective superintendent.

Correspondence with the principals was followed by visits to each of the schools whereby a forty-five minute time period was arranged for the administration of the questionnaire during the last two weeks in April.

Alphabetical listings of the grade eleven enrollments were obtained from each of the schools, and from these lists a ten per cent sample was randomly selected through the use of a table of random numbers.

The group interview technique was used in the administration of the questionnaire to each 'within school' group of students. At each interview the purpose of the study was described, and the voluntary agreement of all students in the sample was received.

The following table shows the dates on which the questionnaire was administered.

TABLE VIII

ADMINISTRATION OF QUESTIONNAIRE

DATE	SCHOOL
April 19	Prince of Wales Collegiate
April 20	Bishops College
April 20	Booth Memorial
April 20	Brother Rice
April 26	Vaters Central High School
April 26	Holy Heart of Mary
April 28	Gonzaga

In February, 1972, a pilot study, designed to validate the questionnaire, was carried out at Queen Elizabeth Regional High School, Foxtrap, an urban centre twenty miles west of St.

John's. Thirty grade eleven students took part in the pilot study. As a result of the pilot project minor modifications were made to the wording of several questions contained in the questionnaire.

The instrument used in the research was a modified form of the questionnaire used by Hanchey entitled:

"Educational And Occupational Aspirations Of High School Youth And Factors Influencing These Choices."[3]

The questionnaire is divided into four sections. Section A required the respondents to provide certain educational, vocational personal, and school related information such as: type of school curriculum, age, sex, reason for making occupational choice, educational plans and desired occupational choice.

Section B contains the multiple choice inventory for student responses to the questions in Section A.

Section C contains three questions requiring written answers about parents' occupations, the student's desired occupation, and the student's expected occupation.

Section D consists of the Occupational Classification Scale used by Statistics Canada.[4]

---

[3]K.W. Hanchey, "Educational And Occupational Aspirations of High School Youth and Factors Influencing These Choices." Doctoral Dissertation, Louisiana State University, May, 1969. p. 114.

[4]Labour Force, Census of Canada, op.cit. p. 32 - 33.

Data collected by the questionnaire were used to test hypotheses one through ten. To test hypotheses eleven and twelve the data obtained by the questionnaire were supplemented by the percentage distribution of Canada's employed labour force for December, 1971.[5]

IV. ANALYSIS OF DATA

Educational aspirations, educational expectations, vocational aspirations, and vocational expectations were the dependent variables in the study.

The five questionnaire items, categorized as personal related factors, and the twenty-nine questionnaire items, categorized as school related factors, were treated as dependent variables.

The analysis of the data consisted of:

1. Frequency and percentage distribution of the responses to each of the questionnaire items.

2. The chi-square test of significance was used to determine the relationship between educational aspirations and educational expectations, and between vocational aspirations and vocational expectations.

---

[5] Ibid. p. 32 - 33.

3. The chi-square test of significance was used to determine the relationship between each of the dependent variables, and the responses to each of the questionnaire items, treated as personal related, and school related factors.

4. The chi-square test of significance was applied to determine the relationship between vocational aspirations and the occupational distribution of Canada's employed labour force, and between vocational expectations and the occupational distribution of Canada's employed labour force.

The chi-square value was set at the .05 level of significance.

CHAPTER IV

ANALYSIS OF THE DATA

I. HYPOTHESES

The investigation was concerned with the testing of twelve hypotheses. The hypotheses were stated in null form as follows:

Hypothesis #1: There is no significant difference between the educational aspirations and the educational expectations of students.

Hypothesis #2: There is no significant difference between the vocational aspirations and the vocational expectations of students.

Hypothesis #3: Educational aspirations are independent of school related factors.

Hypothesis #4: Educational aspirations are independent of personal related factors.

Hypothesis #5: Educational expectations are independent of school related factors.

Hypothesis #6: Educational expectations are independent of personal related factors.

Hypothesis #7: Vocational aspirations are independent of school related factors.

Hypothesis #8: Vocational aspirations are independent of personal related factors.

Hypothesis #9: Vocational expectations are independent of school related factors.

Hypothesis #10: Vocational expectations are independent of personal related factors.

Hypothesis #11: No significant difference exists between the vocational aspirations of students and the occupational distribution of Canada's employed labour force.

Hypothesis #12: No significant difference exists between the vocational expectations of students and the occupational distribution of Canada's employed labour force.

It was decided that the chi-square (X^2) test of independence (and association) would be used to determine the relationship between the variables under investigation. The significant level for each chi-square value was set at the .05 level.

This chapter is divided into eight sections as follows:

1. Educational aspirations and educational expectations.
2. Vocational aspirations and vocational expectations.
3. Educational aspirations.
4. Educational expectations.
5. Vocational aspirations.
6. Vocational expectations.
7. Vocational aspirations and Canada's employed labour force.
8. Vocational expectations and Canada's employed labour force.

II. EDUCATIONAL ASPIRATIONS AND EDUCATIONAL EXPECTATIONS OF GRADE ELEVEN STUDENTS

Hypothesis #1 stated that there is no significant difference between the educational aspirations and educational expectations of students. Table IX shows the levels of educational aspirations and the levels of educational expectations of the grade eleven students who formed the sample in the city of St. John's. The levels are: drop out of high school, finish high school, vocational school, business school or some college, college degree or higher, and uncertain.

Cross tabulations were calculated to compare the educational aspirations and educational expectations of students. The chi-square value was calculated at 212.03922 with 12 degrees of freedom. Using the chi-square value at the .05 level of significance it was found that a relationship existed between the educational aspirations and the educational expectations of students. Therefore, the null hypothesis was rejected and the alternative accepted: there is a significant relationship between the educational aspirations and educational expectations of students.

TABLE IX

BIVARIATE DISTRIBUTION SHOWING EDUCATIONAL ASPIRATIONS AND EDUCATIONAL EXPECTATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Educational Aspirations:	Educational Expectations					
	Drop out of high school	Finish high school	Vocational School, business school or some college	College degree or higher	Uncertain	
	%	%	%	%	%	Base
Drop out of high school	-	-	-	-	-	-
Finish High School	4.3	76.1	15.2	-	4.3	46
Vocational school, business school or some college	1.3	7.9	78.9	7.9	3.9	76
College degree of higher	-	3.3	8.3	80.0	8.3	60
Uncertain	-	37.5	12.5	25.0	25.0	8
Totals	1.6	24.2	38.4	29.5	6.3	190

$X^2 = 212.03922$ d.f. = 12 $p < .05$

III. VOCATIONAL ASPIRATIONS AND VOCATIONAL EXPECTATIONS

Hypothesis #2 stated that there is no significant difference between the vocational aspiratons and the vocational expectations of students.

To investigate this hypothesis, students' aspirations and expectations were classified according to the occupational classification scale used by Statistics Canada.[1] The occupational categories used were: Managerial, Professional and technical, Clerical, Sales, Service and recreation, Transportation and communication, Farmers and farm workers, Loggers and related workers, Fishermen, trappers and hunters, Miners, quarrymen, and related workers, Craftsmen, production process and related workers, Labourers and unskilled. (See Table X).

Cross tabulations were calculated to compare the vocational aspirations and vocational expectations of students. The chi-square value was calculated at 62.02341 with 42 degrees of freedom. Using the chi-square value at the .05 level of significance the null hypothesis was rejected. Instead, the alternative hypothesis was accepted: there is a significant difference between the vocational aspirations and the vocational expectations of students.

---

[1] The Labour Force, op cit. p. 32 - 33.

TABLE X

BIVARIATE DISTRIBUTION FOR VOCATIONAL ASPIRATIONS AND EXPECTATIONS OF GRADE XI STUDENTS, ST. JOHN'S NEWFOUNDLAND

Vocational Aspirations	Vocational Expectations														
	Managerial	Professional and technical	Clerical	Sales	Service and recreational	Transportation & communication	Farmers and farm workers	Loggers and related workers	Fishermen, trappers & hunters	Miners, quarrymen & related workers	Craftsmen, production process & related workers	Labourers	Others	Occupations not stated	Base N
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Managerial															
Professional & technical	3.4	45.5	28.4	6.8	10.2	2.3		3.4							88
Clerical		33.3	16.7	16.7	33.3										6
Sales					100.0										2
Service & recreation	25.0	10.0	25.0	10.0	20.0			10.0							20
Transportation & communication			75.0		25.0										4
Farmers and farm workers															
Loggers & related workers	33.3	50.0	16.7												

TABLE X (continued)

Vocational Aspirations	Vocational Expectations														
	Managerial	Professional and technical	Clerical	Sales	Service and recreational	Transportation and communication	Farmers and farm workers	Loggers and related workers	Fishermen, trappers and hunters	Miners, quarrymen & related workers	Craftsmen, production process & related workers	Labourers	Others	Occupations not stated	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	Base N
Fishermen trappers & hunters															
Miners quarrymen & related workers															
Craftsmen production process and related workers	22.2	22.2	22.2	11.1				22.2							10
Labourers & unskilled															
Occupations not stated															54
Totals	8.8	36.0	27.2	7.4	14.0	1.5		5.1							190

$X^2 = 62.02341$ d.f. = 42 $P < .05$

IV. EDUCATIONAL ASPIRATIONS

One important concern of the investigation was to determine the relationship between educational aspirations of students and various school related and personal related factors. The school related factors selected for the study include: the number of elementary, junior high, and high schools attended, the degree of parents' participation in school sponsored activities, students' high school academic average, students' estimate of their leadership ability, teacher encouragement given to students to continue their education, the availability of counseling service, student participation in extra-curricular activities, discussion of course choices with teachers and counselors, discussion of occupational plans with teachers and counselors, students' estimate of whether they liked school, and the various academic subjects which influence educational and occupational choices.

The personal related factors selected for the study include: a statement of whether students live with their parents, other relatives or guardians, the degree to which a student works away from home while attending high school, whether a student engages in summer employment, the educational level of students' friends, and the educational level of students' best friend.

Hypothesis #3 stated that educational aspirations are independent of school related factors. Of the twenty-seven questionnaire items under investigation, responses to two of the questions showed a significant relationship to educational aspirations. These were high school academic average, and religion

as an influence on educational aspirations.

Cross tabulations were calculated to compare the relationship between high school academic average and educational aspirations. (See Table XI.) The chi-square value was calculated at 23.03587 with 9 degrees of freedom. Using the chi-square value at the .05 level of significance it was found that, for high school academic average, the null hypothesis was rejected, and the alternative hypothesis accepted: a relationship exists between the educational aspirations of students and students' high school academic average.

The chi-square value for religion as an influence on educational aspirations was 10.66440 with 3 degrees of freedom. Using the chi-square value at the .05 level of significance it was found that a relationship existed between educational aspirations and religion as an influence on educational aspirations. (See Table XII.) However, an examination of the table reveals that the direction of the significance was negative.

Hypothesis #4 stated that educational aspirations are independent of personal related factors. Of the five questionnaire items investigated, responses to two of the questions were significantly related to educational aspirations. These were the educational level of students' best friend and the educational level of students' friends. Table XIII shows the relationship between educational aspirations and the educational level of students' best friend. The chi-square value was 32.35291.

TABLE XI

HIGH SCHOOL ACADEMIC AVERAGE AS AN INFLUENCE ON EDUCATIONAL ASPIRATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Educational Aspirations	High School Academic Average				
	D (less than 55%)	C (55%-64%)	B (65%-79%)	A (80%-100%)	Base N
Drop out of high school	-	-	-	-	-
Finish high school	-	60.9	28.3	10.9	46
Vocational school, business school or some college	1.3	47.4	44.7	6.6	76
College degree of higher	1.7	25.0	45.0	28.3	60
Uncertain	-	37.5	37.5	25.0	8
Totals	1.1	43.2	40.5	15.3	190

$X^2 = 23.03587$ d.f. = 9 $P < .05$

TABLE XII

RELIGION AS AN INFLUENCE ON EDUCATIONAL ASPIRATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

	Religion		
Educational Aspirations	Yes %	No %	Base N
Drop out of high school	-	-	-
Complete high school	36.4	63.6	44
Vocational school, business or some college	26.7	73.3	75
College degree or higher	10.3	89.7	58
Uncertain	12.5	87.5	8
Totals	23.2	76.8	185

$X^2 = 10.66440$ d.f. = 3 $p < .05$

TABLE XIII

EDUCATIONAL LEVEL OF BEST FRIEND AS AN INFLUENCE ON EDUCATIONAL ASPIRATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Educational Aspirations	Educational level of 'best friend'			
	In School	Quit high school	Graduated from high school	
	%	%	%	Base N
Quit high school	-	-	-	-
Complete high school	54.3	10.9	34.8	46
Vocational school, business school or some college	73.3	5.4	21.3	75
College degree of higher	90.0	-	10	60
Uncertain	75.0	25.0	-	8
No response				1
Totals	74.1	5.8	20.1	190

$X^2 = 32.35291$ d.f. = 9 $P < .05$

with 9 degrees of freedom. Using the chi-square value at the .05 level of significance, the null hypothesis was rejected, and the alternative hypothesis accepted: there is a significant relationship between educational aspirations of students and the educational level of students' best friend.

Table XIV shows the relationship between educational aspirations of students and the educational level of students' friends. The chi-square value was calculated at 13.95404 with 6 degrees of freedom. Using the chi-square value at the .05 level of significance, the null hypothesis was rejected, and the alternative hypothesis accepted: a significant relationship exists between the educational aspirations of students and the educational level of students' friends.

V. EDUCATIONAL EXPECTATIONS

Another concern of the investigation into the career aspirations and expectations of high school students was to determine the relationship between the educational expectation of students and various school related and personal related factors. Twenty-seven questionnaire items were used to determine the relationship between educational expectations and school related influences, and five questionnaire items were used to determine the influence of selected personal related factors on educational expectations.

TABLE XIV

EDUCATIONAL LEVEL OF FRIENDS AS AN INFLUENCE ON EDUCATIONAL ASPIRATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Educational Aspirations	Educational level of 'friends'			
	Have graduated from high school	in school	quit high school	Base N
	%	%	%	
Drop out of high school	-	-	-	-
Complete high school	15.2	73.9	10.9	46
Vocational school, business school or some college	18.4	81.6	-	76
College degree or higher	10.0	88.3	1.7	60
Uncertain	12.5	75.0	12.5	8
Totals	14.7	81.6	3.7	190

$X^2 = 13.95404$ d.f. = 6 $P < .05$

Hypothesis #5 stated that educational expectations are independent of school related factors. Examination of the data revealed that, of the twenty-seven questionnaire items, responses to four of the questions showed a significant relationship to educational expectations. These were high school academic average, leadership ability, Home economics, and discussion of course choices with a guidance counselor.

Cross tabulations were calculated to compare the relationship between high school academic average and educational expectations. (See Table XV.) The chi-square value was calculated at 38.59358 with 12 degrees of freedom. Using the chi-square value at the .05 level of significance, the null hypothesis was rejected, and the alternative hypothesis was accepted: a significant relationship exists between the educational expectations of students and high school academic average.

Analysis of the data also showed that a significant relationship existed between educational expectations and students' estimate of their leadership ability. The chi-square value was 28.25838 with 12 degrees of freedom. (See Table XVI.) Based on the chi-square value at the .05 level of significance, the null hypothesis was rejected for this school related questionnaire item.

Table XVII shows the relationship between the subject, Home economics, and educational expectations. An examination

TABLE XV

HIGH SCHOOL ACADEMIC AVERAGE AS AN INFLUENCE ON EDUCATIONAL EXPECTATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Educational Expectations	High School Academic Average				
	D L55	C (55-64)	B (65-79)	A (80-100)	Base N
	%	%	%	%	
Drop out of high school	-	33.3	66.7	-	3
Complete high school	-	71.7	17.4	10.9	46
Vocational school, business school, or some college	-	46.6	43.8	9.6	73
College degree or higher	3.6	17.9	51.8	26.8	56
Uncertain	-	33.3	50.0	16.7	12
Totals	1.1	43.2	40.5	15.3	190

$X^2 = 38.59358$ d.f. = 12 $p < .05$

TABLE XVI

STUDENTS ESTIMATE OF LEADERSHIP ABILITY AS AN INFLUENCE ON EDUCATIONAL EXPECTATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Educational Expectations	Leadership Ability				
	Above Average	Average	Less than Average	Uncertain	
	%	%	%	%	Base N
Drop out of high school	33.3	-	66.7	-	3
Complete high school	6.5	67.4	10.9	15.2	46
Vocational school, business school or some college	5.5	53.4	15.1	26.0	73
College degree of higher	10.7	76.8	7.1	5.4	56
Uncertain	8.3	50.0	8.3	33.3	12
Totals	7.9	62.6	12.1	17.4	190

$X^2 = 28.25838$ d.f. = 12 $p. < .05$

of the results contained in Table XVII revealed that, although the chi-square value for Home economics was significant, the direction of the significance was negative.

Table XVIII shows the relationship between educational expectations and discussion of course choices with a guidance counselor by students. The chi-square value was calculated at 12.60765 with 4 degrees of freedom. Using this chi-square value at the .05 level of significance, the null hypothesis was rejected, and the alternative hypothesis accepted: a significant relationship exists between the educational expectations of students and the discussion of course choices with a guidance counselor.

Hypothesis #6 stated that educational expectations are independent of personal related factors. Examination of the data revealed that, of the five questionnaire items categorized under personal related factors, responses to two of the questions showed a significant relationship to educational expectations. These were the educational level of students' best friend and the educational level of students' friends.

Cross tabulations were used to compare the relationship between the educational expectations of students and the educational level of students' best friend. (See Table XIX.) The chi-square value was calculated at 24.76613 with 12 degrees of freedom. Using the chi-square value at the .05 level of

TABLE XVII

HOME ECONOMICS AS AN INFLUENCE ON EDUCATIONAL EXPECTATIONS OF GRADE XI STUDENTS

ST. JOHN'S, NEWFOUNDLAND

Educational Expectations	Home Economics		
	Yes	No	
	%	%	Base N
Drop out of high school	-	100	3
Finish high school	15.9	84.1	44
Vocational school, business school, or some college	25.0	75.0	72
College degree or higher	7.4	92.6	54
Uncertain	-	100	12
Totals	15.7	84.3	185

$X^2 = 10.31884$ d.f. = 4 $P < .05$

TABLE XVIII

DISCUSSION OF COURSES WITH COUNSELOR AS AN INFLUENCE ON EDUCATIONAL EXPECTATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Educational Expectations	Discussion of Course Choices with Counselor		
	Yes	No	Base N
Drop out of high school	66.7	33.3	3
Complete high school	26.1	73.9	34
Vocational school, business school or some college	17.8	82.2	73
College degree or higher	43.6	56.4	55
Uncertain	25.0	75.0	12
Totals	28.6	71.4	189

$X^2 = 12.60765$ d.f. = 4 $P < .05$

TABLE XIX

EDUCATIONAL LEVEL OF BEST FRIEND AS AN INFLUENCE ON EDUCATIONAL EXPECTATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Educational Expectations	Educational level of best friend			
	Have graduated from high school %	in school %	quit school %	Base N
Drop out of high school	67.7	33.3		3
Finish high school	28.2	63.0	8.7	46
Vocational school, business school, or some college	19.2	74.0	6.8	73
College degree or higher	12.7	85.5	1.8	55
Uncertain	16.6	75.0	8.3	12
Totals	20.1	74.1	5.8	189

$X^2 = 24.76613$ d.f. = 12 $p < .05$

significance, the null hypothesis was rejected, and the alternative hypothesis accepted: a significant relationship exists between the educational expectations of students and the educational level of students' best friend.

Table XX shows the relationship between educational expectations of students and the educational level of students' friends. For this personal related questionnaire item, the chi-square value was calculated at 17.14177 with 8 degrees of freedom. Based on the chi-square value at the .05 level of significance the null hypothesis was rejected, and the alternative hypothesis accepted: a significant relationship exists between the educational expectations of students and the educational level of students' friends.

VI. VOCATIONAL ASPIRATIONS

A major part of the research concerned the vocational aspirations and expectations of high school students. This section of the investigation is designed to determine the relationship between vocational aspirations of students and selected school related, and personal related factors. The questionnaire items used to determine the relationship between school related factors and personal related factors with the vocational aspirations of students were those used in the sections dealing with educational aspirations and educational expectations.

The vocational aspirations of students were categorized according to the occupational classifications scale used by

EDUCATIONAL LEVEL OF FRIENDS AS AN INFLUENCE ON EDUCATIONAL EXPECTATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Educational Expectations	Educational Level of Friends			
	Have graduated from high school	In school	Quit school	
	%	%	%	Base N
Drop out of high school	33.3	66.7		3
Complete high school	17.4	69.6	13.0	46
Vocational school, or business school, or some college	13.7	86.3		73
College degree or higher	12.5	85.7	1.8	56
Uncertain	16.7	83.3		12
Totals	14.7	81.6	3.7	190

$X^2 = 17.14177$ d.f. = 8 $p < .05$

Statistics Canada.[2]

Hypothesis #7 stated that vocational aspirations are independent of school related factors. Of the twenty-seven questionnaire items classified as school related factors, results of five of the questions showed a significant relationship to vocational aspirations.

Table XXI shows the relationship between vocational aspirations and students' estimate of their leadership ability. The chi-square value at the .05 level of significance rejected the null hypothesis, and accepted the alternative hypothesis: there is a significant relationship between vocational aspirations and students' estimate of their leadership ability.

Analysis of the data also showed that a significant relationship existed between vocational aspirations and the degree of teacher encouragement given to students to continue their education. (See table XXII.)

In table XXIII cross tabulations are shown to compare the relationship between vocational aspirations of students, and students' responses as to whether they liked school or not. The chi-square value at the .05 level of significance, the null hypothesis was rejected, and the alternative hypothesis accepted: there is a significant relationship between the degree to which students liked school and their vocational aspirations.

---

[2] Ibid. p. 32 - 33.

TABLE XXI

STUDENTS' ESTIMATE OF LEADERSHIP ABILITY AS AN INFLUENCE ON VOCATIONAL ASPIRATIONS OF GRADE XI STUDENTS, ST. JOHN'S NEWFOUNDLAND

Vocational Aspirations	Leadership Ability				
	Above Average	Average	Less than Average	Uncertain	
	%	%	%	%	Base N
Managerial	100				1
Professional & technical	9.3	66.4	10.3	14.0	107
Clerical		30.8	38.5	30.8	13
Sales		80.0		20.0	5
Service and recreation	4.0	60.0	12	24.0	25
Transportation & Communications		83.3		16.7	6
Farmers and farm workers					
Loggers and related workers		75.0	12.5	12.5	8
Fishermen, trappers and hunters					
Miners, quarrymen and related workers					
Craftsmen, production process and related workers	20.0	53.3	13.3	13.3	16
Labourers & unskilled					
No choice made					9
Totals	8.3	62.4	12.7	16.6	181

$X^2 = 38.95213$ d.f. = 24 $p < .05$

TABLE XXII

TEACHER ENCOURAGEMENT AS AN INFLUENCE ON VOCATIONAL ASPIRATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Vocational Aspirations	Teacher Encouragement					
	Strongly encour-aging	Encour-aging	Fairly encour-aging	Never said much	Disc-our-aging	
	%	%	%	%	%	Base N
Managerial			100			1
Professional and technical	25.2	27.1	11.2	35.5	.9	107
Clerical	7.7	53.8	7.7	30.8		13
Sales	20.0		60.0	20.0		5
Service and recreation	16.0	20.0	20.0	36.0	8	25
Transportation and communications		66.7	16.7	16.7		6
Farmers and farm workers						
Loggers and related workers	12.5	25.0	25.0	37.5		8
Fishermen, trappers and hunters						
Miners, quarrymen and related workers						
Craftsmen, production process and related workers	13.3	46.7	20.0	6.7	13.3	15
Labourers and unskilled						
No choice made						
Totals	19.9	29.8	15.5	31.5	3.3	190

$X^2 = 70.99557$ d.f. = 32 $p < .05$

TABLE XXIII

DEGREE TO WHICH STUDENTS LIKE SCHOOL AS AN INFLUENCE ON VOCATIONAL ASPIRATIONS OF GRADE XI STUDENTS ST. JOHN'S, NEWFOUNDLAND

Vocational Aspirations	Degree to Which Students Like or Dislike School		
	Yes %	No %	Base N
Managerial		100.0	1
Professional and technical	74.5	25.5	106
Clerical	84.6	15.4	13
Sales	20.0	80.0	5
Service and recreational	80.0	20.0	25
Transportation and communications	50.0	50.0	6
Farmers and farm workers			
Loggers and related workers	75.0	25.0	8
Fishermen, trappers and hunters			
Miners, quarrymen and related workers			
Craftsmen, production process and related workers	80.0	20.0	16
Labourers and unskilled			
No choice made			10
Totals	73.3	26.7	190

$X^2 = 16.28719$ d.f. = 8 $P < .05$

A significant relationship existed between the subject, Science, and the vocational aspirations of students. Based on the chi-square value of 17.77173, with 8 degrees of freedom at the .05 level of significance, the null hypothesis was rejected, and the alternative hypothesis accepted. (See Table XXIV.)

Table XXV shows the relationship between vocational aspirations of students and the availability of counseling services to students. The chi-square value for this relationship was 57.28915 with 12 degrees of freedom. Using the chi-square value at the .05 level of significance, the null hypothesis was rejected, and the alternative hypothesis accepted: a significant relationship existed between the vocational aspirations of students and the availability of counseling service to students.

Hypothesis #8 stated that vocational aspirations are independent of personal related factors. Of the five questionnaire items included as personal related factors, examination of the data revealed that results of one of the questions showed a relationship to vocational aspirations of students. This question concerned the degree to which students worked away from home while attending high school.(See Table XXVI)

VII. VOCATIONAL EXPECTATIONS

Hypothesis #9 stated that vocational expectations are independent of school related factors. Examination of the data revealed that, of the twenty-seven questionnaire items categorized under school related factors, two were related to the vocational expectations of students. These were high school academic average, and the number of elementary schools attended by students.

TABLE XXIV

SCIENCE AS AN INFLUENCE ON VOCATIONAL ASPIRATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Vocational Aspirations	Science		
	Yes	No	
	%	%	Base N
Managerial	100.0		1
Professional and technical	79.4	20.6	107
Clerical	38.5	61.5	13
Sales	60.0	40.0	5
Service and recreational	68.0	32.0	25
Transportation and communications	40.0	60.0	5
Farmers and farm workers			
Loggers and related workers	50.0	50.0	8
Fishermen, trappers and hunters			
Miners, quarrymen and related workers			
Craftsmen, production process and related workers	73.3	26.7	16
Labourers and unskilled			
No choice made			10
Total	71.1	28.9	190
$x^2 = 17.77173$	d.f. = 8		P < .05

TABLE XXV

STUDENTS' ESTIMATE OF COUNSELING SERVICE AS AN INFLUENCE ON VOCATIONAL ASPIRATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Vocational Aspirations	School Counseling Service				
	Excellent	Good	Satisfactory	Poor	
	%	%	%	%	Base N
Managerial				100	1
Professional and technical	34.6	42.1	19.6	3.7	107
Clerical	23.1	30.8	30.8	15.4	13
Sales	20.0	40.0	40.0		5
Sales and recreational	44.0	36.0	20.0		25
Transportation and communications	33.3	16.7	50.0		6
Farmers and farm workers					
Loggers and related workers	37.5	37.5	25.0		8
Fishermen, trappers and hunters					
Miners, quarrymen and related workers					
Craftsmen, production process and related workers	33.3	53.3	13.3		15
Labourers and unskilled					
Others stated					
No choice made					
Total	34.4	39.8	21.5	4.4	190

$x^2 = 57.28915$ d.f. = 24 $P < .05$

TABLE XXVI

WORKING WHILE ATTENDING HIGH SCHOOL AS AN INFLUENCE ON VOCATIONAL ASPIRATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Vocational Aspirations	Working While in High School			
	Work regularly away from home	sometimes away from home	do not work home	
	%	%	%	Base N
Managerial	100.0			1
Professional and technical	15.0	22.0	63.0	100
Clerical	8.3	8.3	83.3	12
Sales	50.0	25.0	25.0	4
Service and recreational	27.3	4.5	68.2	22
Transportation and communications		40.0	60.0	5
Farmers and farm workers				
Loggers and related workers	12.5	12.5	75.0	8
Fishermen, trappers and hunters				
Miners, quarry men and related workers				
Craftsmen, production process and related workers	13.3		86.7	16
Labourers and unskilled				
No choice made				22
Total	17.3	16.7	66.1	190

$X^2 = 26.63663$ d.f. = 16 $P < .05$

Table XXVII shows the relationship between vocational expectations of students and high school academic average. The chi-square value was calculated at 35.35902 with 18 degrees of freedom. Using this value at the .05 level of significance, the null hypothesis was rejected and the alternative hypothesis was accepted: a significant relationship exists between the vocational expectations of students and their high school academic average.

Table XXVIII shows the relationship between vocational expectations of students and the number of elementary schools which these students have attended. The chi-square value was calculated at 30.11957 with 18 degrees of freedom. Using this value at the .05 level of significance, the null hypothesis was rejected and the alternative hypothesis was accepted: there is a significant relationship between the vocational expectations of students and the number of elementary schools attended.

Hypothesis #10 stated that vocational expectations are independent of personal related factors. Of the five questionnaire items under analysis, results of none of the questions showed a significant relationship to vocational expectations. Consequently in all cases, the null hypothesis was accepted: vocational expectations are independent of personal related factors.

VIII. VOCATIONAL ASPIRATIONS AND CANADA'S EMPLOYED LABOUR FORCE

Hypothesis #11 stated that no significant difference exists between vocational aspirations of students and the occupational distribution of Canada's employed labour force.

TABLE XXVII

HIGH SCHOOL ACADEMIC AVERAGE AS AN INFLUENCE ON VOCATIONAL EXPECTATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND

Vocational Expectations	High School Academic Average				
	D(55)	C(56-65)	B(65-79)	A(80-100)	Base N
	%	%	%	%	%
Managerial		83.3	8.3	8.3	12
Professional and technical	2.0	24.0	38.0	36.0	50
Clerical	2.7	45.9	51.4		37
Sales		60.0	30.0	10.0	10
Service and recreation		42.1	42.1	15.8	19
Transportation and communication		50.0	50.0		2
Farmers and farm workers					
Loggers and realted workers		57.1	42.9		7
Fishermen, trappers and hunters					
Miners, quarrymen and related					
Craftsmen, production process and related workers					
Labourers and unskilled					
No response					53
Total	1.5	42.3	39.4	16.8	190

$X^2 = 35.35092$ d.f. = 18 $P < .05$

TABLE XXVIII

NUMBER OF ELEMENTARY SCHOOLS ATTENDED AS AN INFLUENCE ON VOCATIONAL EXPECTATIONS OF GRADE XI STUDENTS, ST. JOHN'S NEWFOUNDLAND

Vocational Expectations	Number of Elementary Schools Attended				
	One	Two	Three	Four+	
	%	%	%	%	Base N
Managerial	83.3	16.7			12
Professional and technical	40.0	34.0	14.0	12.0	50
Clerical	73.0	18.9	5.4	2.7	37
Sales	50.0	20.0		30.0	10
Service and recreational	57.9	26.3	10.5	5.3	19
Transportation and communication	50.0	50.0			2
Farmers and farm workers					
Loggers and related workers	14.3	57.1	28.6		7
Fishermen, trappers and hunters					
Miners, quarrymen and related workers					
Craftsmen, production process and related workers					
Labourers and unskilled					
No response					53
Total	54.7	27.7	9.5	8.0	190

$X^2 = 30.11957$ d.f. = 18 p. < .05

To test this hypothesis, the observed frequencies for vocational aspirations were compared with the expected frequencies. The vocational aspirations of students were categorized according to the occupational classification scale of Statistics Canada.[3] The expected frequencies were determined based on the percentage distribution of Canada's employed labour force per occupational category by using tbe occupational distribution of the December, 1971, statistics for the employed labour force.[4]

Table XXIX shows the relationship between the observed, and expected frequencies for each occupational category. The chi-square value was calculated at 395.50 with 11 degrees of freedom. Using the chi-square value, the null hypothesis was rejected, and the alternative hypothesis accepted: a significant difference exists between the vocational aspirations of students and the occupational distribution of Canada's employed labour force.

IX. VOCATIONAL EXPECTATIONS AND CANADA'S EMPLOYED LABOUR FORCE

The vocational expectations of students were categorized according to the occupational classification scale used by Statistics Canada. Hypothesis #12 stated that there is no significant difference between the vocational expectations of students and the occupational distribution of Canada's employed labour force. Table XXX shows the observed, and expected

---

[3] Ibid.

[4] Ibid.

TABLE XXIX

VOCATIONAL ASPIRATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND AND FREQUENCY DISTRIBUTION OF CANADA'S EMPLOYED LABOUR FORCE

Levels of vocational aspirations	Number of students	
	Observed	Expected+
Managerial	1	17.46
Professional and technical	107	26.10
Clerical	13	27.18
Sales	5	13.68
Service and recreational	25	3.78
Transportation and communication	6	9.72
Farmers and farm workers		9.72
Loggers and related workers	8	1.08
Fishermen, trappers and hunters		.36
Miners, quarrymen and related workers		1.26
Craftsmen, production process and related workers	15	25.56
Labourers and unskilled		7.38
	N= -180	N= 180

+Expected values were calculated by using the percentage distribution of Canada's employed labour force.

X^2 = 394.50 d.f. = 11 p. < .05

TABLE XXX

VOCATIONAL EXPECTATIONS OF GRADE XI STUDENTS, ST. JOHN'S, NEWFOUNDLAND, AND FREQUENCY DISTRIBUTION OF CANADA'S EMPLOYED LABOUR FORCE

Levels of vocational expectations	Number of students	
	Observed	Expected[+]
Managerial	12	13.29
Professional and technical	50	19.87
Clerical	37	20.67
Sales	10	10.64
Service and recreational	19	16.58
Transportation and communications	2	7.40
Farmers and farm workers		7.40
Loggers and related workers	7	.82
Fishermen, trappers and hunters		.27
Miners, quarrymen and related workers		.96
Craftsmen, production process related workers		33.15
Labourers and unskilled		5.62
	N = 137	N =137

[+]Expected values were calculated by using the percentage distribution of Canada's employed labour force.

$X^2 = 158.99$ d.f. = 11 $p < .05$

frequencies per each occupational category. The chi-square value was calculated at 158.99 with 11 degrees of freedom. Using the chi-square value at the .05 level of significance, the null hypothesis was rejected, and the alternative hypothesis accepted: a significant difference exists between the vocational expectations of students and the occupational distribution of Canada's employed labour force.

X. SUMMARY

Analysis of the data revealed that four of the null hypotheses were totally rejected and the alternative hypotheses accepted. These hypotheses were:

1. No significant difference exists between educational aspirations of students and educational expectations.

2. No significant difference exists between vocational aspirations of students and vocational expectations.

3. No significant difference exists between vocational aspirations and the occupational distribution of Canada's employed labour force.

4. No significant difference exists between vocational expectations and the occupational distribution of Canada's employed labour force.

For the other hypotheses, particular questionnaire items were found to be significantly related to educational aspirations, educational expectations, vocational aspirations, and vocational expectations.

Analysis of the data revealed that high school academic average and students' estimate of their leadership ability

were frequently related to the dependent variables when comparing school related factors to students' aspirations and expectations.

Of the questionnaire items categorized as personal related factors, the educational level of students' best friend and the educational level of students' friends showed a frequent relationship to students' aspirations and expectations.

CHAPTER V

I. INTERPRETATION OF DATA

The investigation was concerned with the educational and vocational aspirations and expectations of Grade XI students in St. John's, Newfoundland, and the congruency of these variables with the occupational distribution of Canada's employed labour force.

One hundred and ninety students were randomly selected to form the sample for the study. This number represented approximately 10 per cent of the grade XI student population attending high school in St. John's.

The age distribution of these students, and the type of curriculum pursued by the students were as follows:

TABLE XXXI

AGE OF GRADE XI STUDENTS

ST. JOHN'S, NEWFOUNDLAND

AGE	NUMBER	PER CENT
14		
15	3	1.6
16	66	33.3
17	77	40.5
18 and over	46	24.2
No response	1	.5
Totals	190	100

TABLE XXXII

CURRICULUM FOLLOWED BY GRADE XI STUDENTS

ST. JOHN'S, NEWFOUNDLAND

	Number of students	Per-cent
Matriculation	154	81.1
General	32	16.8
Vocational	3	1.6
No response	1	.5
Totals	190	100

The interpretation of the data will follow a similiar format to that followed in chapter four. This chapter is divided into eight sections as follows:

Educational Aspirations and Educational Expectations
Vocational Aspirations and Vocational Expectations
Educational Aspirations
Educational Expectations
Vocational Aspirations
Vocational Expectations
Vocational Aspirations and the Occupational Distribution of Canada's Employed Labour Force.
Vocational Expectations and the Occupational Distribution of Canada's Employed Labour Force.

I. EDUCATIONAL ASPIRATIONS AND EDUCATIONAL EXPECTATIONS

An examination of the data contained in Table IX shows that a significant relationship exists between the educational

aspirations and the educational expectations of students. Cross-tabular comparisons reveal that for each of the cells in the table, the level of educational expectations of students was lower than students' educational aspirations. Of the 190 students, 46 aspired to complete high school only, and 76.1 per cent of these students expected to attain this educational level. Approximately 15 per cent of those students expected to reach a higher educational level, while 4.3 per cent expected to drop out of high school during the year.

Seventy-six or forty per cent of the respondents expressed the desire to obtain further education at a vocational school, business school, or college. The expectation level of these students was relatively high in relation to their aspiration level with 78.9 per cent stating that they expected to reach their aspiration level, and 7.9 per cent stating that they expected to reach beyond their aspiration level and obtain a college degree or higher. However, 1.3 per cent of this group expected to drop out of high school.

Approximately 34 per cent of the students aspired to obtain a college degree or higher. Eighty per cent stated that they expected to reach this level of aspiration. While none of the students in this group expected to drop out of high school, 3.3 per cent stated that they probably will only complete high school.

The analysis of the data seems to suggest that the higher the aspirations of students, the higher their expectations will be. Out of the 190 students which formed the sample, approximately 70 per cent aspired to further

education beyond high school. Sixty-eight per cent of these students expected to obtain further education beyond the high school grades.

II. VOCATIONAL ASPIRATIONS AND VOCATIONAL EXPECTATIONS

Table X shows the bivariate distribution for vocational aspirations and vocational expectations. The responses given by students were classified into twelve occupational groupings. These include: Managerial, Professional and technical, Clerical, Sales, Service and recreation, Transportation and communication, Farmers and farm workers, Loggers and related workers, Fishermen, trappers and hunters, Miners, Quarrymen and related workers, Craftsmen, production process, and related workers, Labourers and unskilled.

The table gives the cross tabulations for those students who responded to both questions ascertaining vocational aspirations and vocational expectations. Fifty-four students are not included. This is mainly due to the fact that approximately fifty students who stated their vocational aspirations, did not state their vocational expectation.

This seems to suggest that, although the research was conducted on high school leaving students, many of them hadn't given serious consideration to the alternatives available should they not be able to reach their desired occupational choice.

The data shows a significant difference between the vocational aspirations and vocational expectations of students.

Of the eighty-eight students who aspired toward a career in the professional and technical occupations, only 45.5 per cent actually expected to reach this level of vocational aspiration while 28.4 per cent of these students expected to enter a clerical occupation. Of those who expressed a desire to obtain a clerical position only 16.7 per cent expected to do so. Twenty per cent of those who aspired to a career in service and recreation stated that they expected to enter one of these fields. Twenty-five per cent of this group expected to enter the clerical occupations. Seventy-five per cent of those who aspired to a career in transportation and communication also stated that they probably will enter the clerical occupations.

The data seem to suggest that should students not be able to reach their desired occupational choice, many of them would then prefer a career in the clerical occupations.

None of the students either aspired or expected to pursue careers in the following occupational categories: Managerial, Farmers, Farm Workers, Fisherman, trappers, and hunters, Miners, quarrymen, and related workers, Labourers and unskilled.

Since the investigation was conducted in St. John's, it is probably understandable why students did not choose the majority of these categories. However, since St. John's is mainly a trading and business centre, it is surprising that some students did not aspire to a position in the Managerial occupations.

III. EDUCATIONAL ASPIRATIONS

Part of the research was concerned with investigating the relationship between selected school related, and selected

personal related factors with the educational aspirations of students.

Hypothesis #3 stated that educational aspirations are independent of school related factors. Analysis of the data revealed that the results obtained from two of the questionnaire items were related to educational aspirations.

Table XI shows the bivariate distribution for high school academic average and educational aspirations. Examination of the table revealed that there is a positive correlation between high school academic average and educational aspirations. The higher the academic average, the higher was the level of educational aspiration desired by students.

Of the forty-six students who aspired to finish high school, 60.9 per cent had a C average during high school, 51.3 per cent of those who aspired to attend vocational school, business school, or some college had a B average or higher, while 73.3 per cent of those who aspired to obtain a college degree or higher reported that they had a B average or higher during their high school years.

The data also show that 1.7 per cent of those who aspired to a college degree or higher had a D average during high school. This seems to suggest that the educational aspirations of this group of students are, in all probability, unrealistic.

Table XII shows the relationship between educational aspirations and religion as an influence. While the chi-square value for this relationship, at the .05 level of significance, rejected the null hypothesis and accepted the alternative hypothesis, an examination of the data revealed that the

significance is negative. Approximately 77 per cent of the one hundred and eight-five respondents replied that religion was not an influence on educational aspirations.

The data seem to suggest that the higher the educational aspirations of students, the greater was the percentage of students who replied in the negative to religion as an influence on educational aspirations. For those who aspired to complete high school, 63.6 per cent stated that religion was not an influence; 73.3 per cent of those who desired to attend vocational school, business school or obtain some college education replied negatively, and 89.7 per cent who aspired to a college degree or higher stated that religion was not an influence on their educational aspirations.

Hypothesis #4 stated that educational aspirations are independent of personal related factors. However, analysis of the data revealed that the educational level of students' best friend, and the educational level of students' friends were significantly related to educational aspirations.

Table XIII gives the bivariate distribution for educational aspirations and the educational level of students' best friend. Examination of the table shows that 74.1 per cent of the respondents' best friends are still in high school. This seems to suggest a strong peer group influence on the educational aspirations of students. The data also suggest that the higher the educational aspirations of students, the higher the percentage of those classified as 'best friend' are still attending school. For those who aspired to complete high school, the percentage was 54.3 per cent while for those who aspired toward a college degree or higher, the percentage was ninety.

The table also shows that students who aspired to complete high school indicated the greatest percentage of best friends as having quit school

Table XIV shows the relationship between the level of education of friends and educational aspirations. The results of this data also show a strong peer group influence, thus supporting the analysis of the data contained in table XIII. Approximately 82 per cent of the students replied that their friends were still in school with 14.7 per cent stating that their friends had graduated from high school, and 3.7 per cent reporting that their friends had quit high school.

The data also seem to suggest that the higher the educational aspirations of students, the higher was the percentage of the students' friends who were still in school.

IV. EDUCATIONAL EXPECTATIONS

Two hypotheses were posed to test the relationship between school related and personal related factors with the educational expectations of students.

Hypothesis #5 stated that educational expectations are independent of school related factors. Analysis of the data revealed that the results obtained from four questionnaire items showed a significant relationship to educational expectations. These included: high school academic average, students' estimate of their leadership ability, home economics, and the degree to which students discussed course choices with a guidance counselor.

An examination of Table XV shows that there is a significant relationship between high school academic average and educational expectations. The results seem to suggest that the higher the high school academic average, the higher are the educational expectations of students. Approximately 28 per cent of those who expected to complete high school recorded a B average or above during their high school years. The data revealed that 53.4 per cent who expected to reach a higher educational level at a vocational school, business school, or college had a high school academic average of B or greater, while 88.6 per cent who expected to obtain a college degree or higher estimated their average to be B or greater.

The data also show that 3.6 per cent of those who expected to obtain a college degree or higher stated that their high school academic average was D. This seems to imply that, in terms of high school academic average, the educational expectations of these students are unrealistic.

An examination of the results of Table XVI shows that a significant relationship exists between students' estimate of their leadership ability and educational expectations. Approximately 70 per cent of the respondents estimated their leadership ability to be average or above average. The highest percentage recorded were by those who expect to obtain a college degree or higher with 87.5 per cent of those students stating that their leadership ability was average or above average.

The table shows that a higher percentage of students who expected to complete high school estimated their leader-

ship ability to be average or above average. The highest percentage recorded were by those who expect to obtain a college degree or higher with 87.5 per cent of these students stating that their leadership ability was average or above average.

The table shows that a higher percentage of students who expected to complete high school estimated their leadership ability to be average or above average than for those who expected to obtain further education at a vocational school, business school or college. However, a high percentage of this latter group were uncertain as to what their leadership ability was.

Results of the data contained in Table XVI seem to suggest that the higher the students' estimate of their leadership ability, the greater are their educational expectations.

An examination of the results contained in Table XVII shows a significant relationship between the subject, Home Economics, and the educational expectations of students. However, the direction of the significance is negative. Of the one hundred eighty-five respondents, 84.3 per cent stated that the subject was not an influence on educational expectations.

Table XVIII shows the relationship between educational expectations and whether students discussed their course choices with a guidance counselor. While this particular relationship was significant, the direction of the significance was negative. The data showed that 71.4 per cent of the respondents replied 'no' when asked if they had discussed their course choices with a guidance counselor. The data

revealed, however, that a greater percentage of students whose expectation level was college degree or higher did discuss course choices with a counselor than did those who expected to either complete high school or attend vocational school, business school, or college.

Analysis of the data seem to suggest that there is insufficient counseling services provided for students in the selections of courses.

It is also implied that the greater the degree of counseling services provided in the selection of courses, the higher was the expectation level of students.

Hypothesis #6 stated that educational expectations are independent of personal related factors. Responses to two of the questionnaire items categorized as personal related factors were analyzed as being significantly related to educational expectations. These were the educational level of students 'best friend', and the educational level of students' 'friends.'

Table XIX shows the relationship between educational expectations and the educational level of students' best friend. Approximately 74 per cent of the students reported that their best friend was still in school. Twenty per cent said that their best friend had graduated from high school, while 5.8 per cent replied that their best friend had quit school.

A greater percentage of students who reported that their best friend was still in school expected to obtain a college degree or higher than for students who expected to either complete high school, or attend a vocational school, or a business school or college.

Approximately 86 per cent of those who expected to obtain a college degree or higher stated that their best friend was still in school. Seventy-four per cent of the students who expected to attend a vocational school, business school, or college reported that their best friend was still in school, while 63.0 per cent of those who expected to complete high school replied that their best friend was still in high school.

Analysis of the data suggests that the higher the educational expectations of students, the greater is the percentage of students' best friends still attending high school.

The data also show a strong peer group influence on the educational expectations of students.

An examination of the results contained in Table XX shows the relationship between educational expectations and the educational level of students' friends. Of the 190 respondents, 81.6 per cent reported that their friends were still in school. As with the previous relationship, the data suggest peer group influence on the educational expectations of students.

The data also suggest that the higher the percentage of students' friends who were still in school, the greater were their educational expectations. Approximately 86 per cent of the students who expected to attend a vocational school, business school, or college reported that their friends were still in school, while 85.7 per cent of those who expected to obtain a college degree or higher stated that their friends were still in high school.

V. VOCATIONAL ASPIRATIONS

A major part of the investigation concerned the relationship between vocational aspirations of students and selected school related and personal related factors. The vocational aspirations of students were categorized into twelve divisions as previously stated. Twenty-seven questionnaire items were tested under school related factors, and five questionnaire items were categorized as personal related factors.

Hypothesis #7 stated that vocational aspirations are independent of school related factors. Of the twenty-seven questionnaire items classified as school related factors, results of five of the questions showed a significant relationship to vocational aspirations. These included: students' estimate of their leadership ability, teacher encouragement of students to continue their education, whether students liked school, science, and the availability of guidance counseling for students.

Examination of the results contained in Table XXI shows that a significant relationship exists between vocational aspirations and student's estimate of their leadership ability. Approximately 71 per cent of the students estimated that their leadership ability was either average or above average. Analysis of the data revealed that there were high correlations between vocational aspirations of students and leadership ability for the occupational categories of Professional and technical, Sales, Loggers and related workers, Craftsmen, production process and related workers. The data showed that 75.8 per cent of those who aspired towards a career in the professional and technical

occupations stated that their leadership ability was average or above average. Eighty per cent of those who aspired towards a sales career estimated that their leadership ability was average or above average. Seventy-five per cent of those who aspired towards a career in the occupational category of Loggers and related workers stated that their leadership ability was either average or above average. For those who aspired towards careers in transportation and communication, the percentage was eighty-three, while 73.3 per cent of the students who aspired to careers in Crafts, production process and related fields stated that their leadership ability was either average or above average.

The data seems to suggest that careers which demand initiative and leadership, such as Professional and technical, Sales, and Transportation and communication, were chosen by students who estimated that their leadership ability to be either average or above average.

The data also shows that 38.5 per cent of those who aspired to one of the clerical occupations estimated that their leadership ability was less than average. Approximately 30 per cent of this group were uncertain as to what their leadership ability was.

Table XXII shows the relationship between vocational aspirations and teacher encouragement given to students. Of the one hundred ninety respondents, 65 per cent stated that their teachers were either fairly encouraging, encouraging, or strongly encouraging. The majority of these students aspired to careers in the following fields: Professional and technical, Clerical, Transportation and communications, and Craftsmen. production process and related occupations.

The data also shows that a significant number of teachers did not provide much encouragement to students. Approximately 31 per cent of the students reported that their teachers 'never said much' while 3.3 per cent stated that their teachers discouraged them from aspiring toward their desired vocation.

An examination of the results contained in Table XXIII shows that a significant relationship exists between vocational aspirations and whether or not students expressed a liking for school. Approximately 73 per cent of the one hundred and eighty students reported that they liked school. Data show that for those who liked school, careers in the following occupational categories were desired: Professional and technical, Clerical, Service and recreation, Loggers and related workers, Craftsmen, Production process and related workers.

The highest percentage of students replying in the negative to the question were those who aspired to careers in transportation and communications. Fifty per cent of those students stated that they did not like school.

Analysis of the data also revealed that there was a significant relationship between vocational aspirations and Science. Table XXIV shows that 71.1 per cent of the students stated that Science did influence their vocational aspirations. The data revealed that 79.4 per cent of those who aspired to a career in the Professional and technical occupations, and 73.3 per cent of the students who aspired towards a career in Crafts, production process, and related fields stated that Science was an influence on their vocational aspirations. The data seem to suggest that

Science, as part of the school curriculum, was highly relevant for students who aspired towards such careers.

Of the students who aspired towards a clerical occupation, 61.5 per cent stated that Science was not an influence on vocational aspirations. This seems to suggest that for those students Science, as part of the school curriculum, was less relevant than for those who aspired to other careers.

Table XXV shows the relationship between vocational aspirations and the students' rating of school counseling service. Approximately 95 per cent of the students rated the service as being either satisfactory, good, or excellent with 39.8 per cent saying that their counseling service was good, while 34.3 per cent rated their school's counseling service as excellent. Those who rated the service as satisfactory, good, or excellent aspired to the following occupational categories: Professional and technical, Service and recreation, loggers and related workers, Craftsmen, production process and related workers.

Hypothesis #8 stated that vocational aspirations are independent of personal related factors. Of the five questionnaire items tested results to one of the questions show a significant relationship to vocational aspirations. This was the degree to which students worked away from home while attending high school. Examination of the results, however, shows that the significance was negative. (See Table XXVI.) Sixty-six per cent stated that they did not work away from home while attending high school, 16.7 per cent replied that they worked sometimes away from home, and 17.3 per cent stated that they worked regularly away from home while attending high school.

The data seem to suggest that the vocational aspirations of students were not dependent on whether students worked at a job while attending high school. This was particularly shown for those students who aspired to careers in the following occupational categories: Professional and technical, Service and recreation, Transportation and communication, Clerical, Loggers and related workers, Craftsmen, production process and related workers.

VI. VOCATIONAL EXPECTATIONS

Another concern of the study was the relationship between vocational expectations of students, and selected school related and personal related factors.

Hypothesis #9 stated that vocational expectations are independent of school related factors. Of the twenty-seven questionnaire items included as school related factors, results of two of the questions were significantly related to vocational expectations. These were high school academic average and the number of elementary schools attended by students.

Table XXVII shows the relationship between vocational expectations and high school academic average. It was found that 16.8 per cent of the students reported that their high school academic average was A, while 39.4 per cent stated that they had a B average during high school. The data also showed that 42.3 per cent replied that their high school academic average was C, and 1.5 per cent stated that their high school academic average was D. A high correlation is shown between high school academic average and the selection of the Professional and technical occupations. Seventy-four per cent of those who expected to enter this field stated

that they had a high school academic avera/e of B or greater. Two per cent of these students, however, had a D average during high school. This seems to suggest an unrealistic level of vocational expectation.

The data also show that 83.3 per cent of those who had less than a B average expected to obtain a managerial position, 60 per cent of those who had less than a B average expected to obtain a position in sales, and 57.1 per cent of the students who had less than a B average expected to obtain a position in the occupational category of Loggers and related workers.

This seems to suggest that, for those students, a high academic average was not seen as a prerequisite for entry into these occupations.

Table XXVIII shows the relationship between vocational expectations and the number of elementary schools attended by students. Of the one hundred and thirty-seven students who replied, 82.4 per cent stated that they had attended not more than two elementary schools, while 54.7 per cent had attended only one elementary school.

Of the students who expected to enter the managerial occupations, 83.3 per cent had attended only one elementary school, while only 14.3 per cent of those who expected to obtain a position in Logging and related occupations had attended one elementary school

The data also reveal that 30 per cent of those who expected to enter the Sales occupations had attended four or more elementary schools.

Hypothesis #10 stated that vocational expectations are independent of personal related factors. Five questionnaire items were included under personal related factors. Analysis showed that none of these factors were related to vocational expectations of students. Thus the null hypothesis was accepted: vocational expectations are independent of personal related factors.

VII. VOCATIONAL ASPIRATIONS AND CANADA'S EMPLOYED LABOUR FORCE

A major part of the investigation was designed to determine the congruency between vocational aspirations of students and the occupational distribution of Canada's employed labour force.

The vocational aspirations of students were categorized into twelve divisions and compared with the numbers of people employed in each occupational category of Canada's employed labour force. The occupational categories are: Professional and technical, Managerial, Clerical, Sales, Service and recreational, Transportation and communication, Loggers and related workers, Farmers and farm workers, Fisherman, hunters and trappers, Miners, Quarrymen and related workers, Craftsmen, production process and related workers, Labourers and unskilled.

Hypothesis #11 stated that there is no significant difference between vocational aspirations and the occupational distribution of Canada's employed labour force.

To test this hypothesis, the observed frequencies, ascertained from students' responses, were compared with the

expected frequencies. The expected values were calculated by using the percentage distribution employed in each occupational category of Canada's labour force.

Examination of the results contained in Table XXIX shows that there is a significant difference between the vocational aspirations of students and the occupational distribution of Canada's employed labour force. One student aspired to a Managerial position while the expected number was approximately eighteen. A significant difference existed between the observed frequency and the expected frequency for the Professional and technical occupations. One hundred and seven students desired to enter this occupational category, while the expected number was approximately twenty-six. For Clerical occupations, the observed number was 13, and the expected was twenty-seven. For the Service and recreational category, the observed was twenty-five, and the expected was approximately four. For Loggers and related workers, the observed number was eight, while the expected number was one.

Analysis of the data show that for the following occupational categories the expected frequency was greater than the observed frequency: Managerial, Clerical, Sales, Transportation and communication, Farmers and farm workers, Fishermen, trappers and hunters, Miners, quarrymen and related workers, Craftsmen, production process, and related workers, Labourers and unskilled.

This seems to suggest that, based on the distribution of Canada's employed labour force, positions are available in these categories for those who aspire to careers in these vocations.

For the following occupational categories, the observed frequency was greater than the expected frequency: Professional and technical, Service and recreational, Loggers and related workers. This seems to suggest that many of those who aspire to careers in these occupations will not find positions available. This seems particularly true for the Professional and technical occupations. Approximately 55 per cent of the students aspired to Professional and technical careers, whereas 14.5 per cent of Canada's employed labour force in 1971 were in this category.

VIII. VOCATIONAL EXPECTATIONS AND CANADA'S EMPLOYED LABOUR FORCE

Hypothesis #12 stated that there is no significant difference between vocational expectations and the occupational distribution of Canada's employed labour force.

An examination of the results contained in Table XXX shows that a significant difference does exist between vocational expectations and the distribution of the employed labour force.

For the occupational categories shown as Sales, Managerial, and Service and recreational, a close relationship is seen between the observed and expected frequencies. This seems to suggest that, for these three occupational categories there is a high correlation between vocational expectations and the occupational distribution of Canada's employed labour force.

For the occupational categories of Clerical, and Professional and technical, the range between the observed

frequencies and the expected frequencies are great. For clerical, the observed was thirty-seven, and the expected was approximately 21. For Professional and technical, the observed was fifty, while the expected was approximately 20. This suggests that, for those students, vocational expectations are out of proportions with the occupational distribution of the employed labour force. This implication also holds true for the occupational category of Loggers and related workers, where the observed frequency was seven and the expected was approximately one.

For the following occupational categories, the expected frequencies were much greater than the observed frequencies: Transportation and communication, Farmers and farm workers, Craftsmen, production process and related workers, and Labourers and related workers. This seems to suggest that, based on the occupational distribution of Canada's employed labour force for 1971, students who expected to enter these occupations should find positions available to them.

IX. SUMMARY

Chapter five was concerned with the interpretation of data which was reported in chapter four. The chapter was divided into eight sections each of which dealt with various hypotheses investigated by the research. In section one, a significant relationship was found between the educational aspirations of students and their expectations. The majority of the respondents stated that they expected to reach their desired educational level.

The second section of the chapter showed that there was a significant difference between the vocational aspirations

and vocational expectations of students. A high percentage of the students aspired to a career in the Professional and technical occupations. A relatively high percentage of the students expected to enter the Professional and technical occupations, but the percentage was much less than for those who aspired toward this occupational category. Many of those who would not be able to reach their aspiration level, expected to enter the Clerical occupations.

Interpretation of the data concerning educational aspirations and various school, and personal related factors showed that of the school related factors, high school academic average was highly related to educational aspirations. It was implied that the higher a students' academic average was, the higher his educational aspiration would be.

A comparison of educational aspirations and personal related factors showed a strong peer group influence on the educational aspirations of students.

High school academic average was also significantly related to the educational expectations of students. Other positive influences on educational expectations were: students' estimate of their leadership ability, and the degree to which students' discussed their course choices with a guidance counselor.

A strong peer group influence was shown in the interpretation of the data concerning educational expectations and the educational level of students' friends, as well as the data showing the relationship between educational expectations and the educational level of students' best friends.

The vocational aspirations of students were significantly related to students' estimate of their leadership

ability, the degree of teacher encouragement, the availability of counseling services to students, and whether or not students expressed a liking for school.

A significant relationship was found between vocational aspirations and whether students' worked away from home while attending high school, but the direction of the significance was negative. A clear majority of the students reported that they did not work away from home while attending high school.

High school academic average was also significantly related to the vocational expectations of students. Those who had a B or A average during high school expected to enter vocations requiring varying degrees of Professional, technical or mechanical skills. A significant relationship was also found between vocational expectations and the number of elementary schools attended by students.

A significant difference was found to exist between the vocational aspirations of students and the occupational distribution of Canada's employed labour force. This difference was shown for all occupational categories, but was particularly evident for Managerial occupations, Professional and technical occupations, Clerical occupations, Service and recreational occupations, Loggers and related workers, and Craftsmen, production process and related workers.

Interpretation of the data also showed a significant difference between the vocational expectations of students and the occupational distribution of Canada's employed labour force. However, the difference were not as great as with the differences which existed between vocational aspirations of students and the occupational distribution of Canada's employed labour force.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The primary concern of this study was to determine the educational aspirations, educational expectations, vocational aspirations, and vocational expectations of grade eleven students in St. John's, Newfoundland.

Educational aspirations refer to the level of performance or goal one "would like to achieve" through formal schooling and training. Educational expectations refer to the level of performance or goal one "probably will achieve" through formal schooling and training. Vocational aspirations refer to the level of performance or goal one "would like to achieve" in seeking an occupational objective. Vocational expectations refer to the level of performance or goal one "probably will achieve" in seeking an occupational objective.

The objectives of this investigation were as follows:

1. To determine the educational aspirations of grade eleven students.
2. To determine the educational expectations of grade eleven students.
3. To determine the vocational aspirations of these students.
4. To determine the vocational expectations of these students.
5. To identify those factors which influence the educational and vocational aspirations and expectations of grade eleven students.
6. To determine the degree of congruency between vocational aspirations and the occupational distribution of Canada's employed labour force.

7. To determine the degree of congruency between vocational expectations and the occupational distribution of Canada's employed labour force.

8. To determine the degree of congruency between educational aspirations and educational expectations of students.

9. To determine the degree of congruency between vocational aspirations and vocational expectations of students.

The Descriptive Survey Method, combined with the Group Interview Technique, was used in the study. Data were obtained through the administration of a multiple-choice interview schedule to a randomly selected sample of one hundred-ninety grade eleven students enrolled in the seven high schools in the city of St. John's, Newfoundland, in the school year 1971-72.

Statistical procedures used for analyzing the data were number and percentage distribution and the chi-square test of independence (and association.)

The null hypothesis was applied to each test of significance, and was accepted or rejected at the .05 level of confidence.

The findings of this research are summarized under the following sub-divisions: (1.) educational aspirations and educational expectations; (2.) vocational aspirations and vocational expectations; (3.) personal related factors; (4.) school related factors; (5.) vocational aspirations and the occupational distribution of Canada's employed labour force; (6.) vocational expectations and the occupational distribution of Canada's employed labour force.

I. EDUCATIONAL ASPIRATIONS AND EDUCATIONAL EXPECTATIONS

To test the relationship between educational aspirations and educational expectations, students were asked to state both their "desired" educational level, and the educational level they "probably" will attain. The students were asked to select one of the following choices for each question: (1) drop out of high school, (2) complete high school, (3) attend vocational school, business school, or some college, (4) college degree or higher, (5) uncertain.

It was found that:

1. the level of educational expectations of students was lower than their educational aspirations.
2. the higher the aspirations of students, the higher were their educational expectations.
3. approximately 70 per cent aspired to further education beyond high school.
4. approximately 50 per cent of these students who aspired to further education beyond high school aspired to attend vocational school, business school, or some college, while the remaining 50 per cent aspired towards a college degree or higher.

II. VOCATIONAL ASPIRATIONS AND VOCATIONAL EXPECTATIONS

To test relationship between vocational aspirations and vocational expectations, student responses were classified into twelve occupational divisions as follows: (1) Managerial, (2) Professional and technical, (3) Clerical, (4) Sales, (5) Service and recreation, (6) Transportation and Communication, (7) Farmers and farm workers, (8) Loggers and related workers, (9) Fisherman, trappers, and hunters, (10) Miners, quarrymen, and related workers, (11) Craftsmen,

production process, and related workers.

The major findings were:

1. a significant difference exists between the vocational aspirations and vocational expectations of students.

2. approximately one-fourth of the students did not state their vocational expectations. This suggests that these students had not given serious consideration to the alternatives available should they not be able to reach their aspired vocational choice.

3. approximately 55 per cent of the students aspired to careers in the professional and technical occupations. However, less than half of these students actually expected to reach this desired occupation.

4. a sizeable number of students who did not think that they would reach their desired occupational choice expected to enter one of the clerical occupations.

III. PERSONAL RELATED FACTORS

1. The educational level of students' "best friend," was found to influence significantly the educational aspirations of students.

2. The educational level of students' "friends," was found to influence significantly the educational aspirations of students.

3. The higher the educational aspirations of students, the higher was the proportion of students' "best friend," and students' "friends," who were still in school.

4. The educational level of students' "best friend," was found to influence significantly educational expectations.

5. The educational level of students' "friends," was found to influence significantly educational expectations.

6. The higher the educational expectations of students, the higher was the proportion of students' "best friend," and students' "friend," who were still in school.

7. Personal related factors did not significantly influence the vocational aspirations of students.

8. Personal related factors did not significantly influence the vocational expectations of students.

IV. SCHOOL RELATED FACTORS

1. The higher the high school academic average of students, the greater were their educational aspirations.

2. The higher the high school academic average of students, the greater were their educational expectations.

3. The data revealed that a majority of students who had a high school academic average of B or greater expected to enter the Professional of technical occupations.

4. The higher the students' estimate of their leadership ability, the greater were their educational expectations.

5. Students' estimate of their leadership ability significantly influenced their vocational aspirations. Students who estimated their leadership ability to be average, or above average, aspired to positions in one of the following occupational categories: Professional and technical, Sales, Loggers, and related workers, Craftsmen, production process and related workers.

6. The data revealed that 71.4 per cent of the students stated that they had not discussed course choices with a school guidance counselor. However, the greater the degree of counseling service provided to students in the selection of courses, the higher were the educational expectations of these students.

7. Teacher encouragement to students to continue their education significantly influenced vocational aspirations with 65 per cent of the students stating that their teachers were either fairly encouraging, encouraging, or strongly encouraging. The majority of these students aspired to careers in the following occupational categories: Professional and technical, Clerical, Transportation and communication, Craftsmen, production process and related workers.

8. Whether or not a student 'liked school' significantly influenced vocational aspirations since 73.3 per cent of the students expressed a liking for school. The majority of these students aspired to careers in the following occupational categories: Professional and technical, Clerical, Service and recreational, Loggers and related workers, Craftsmen, production process and related workers.

9. The academic subject, Science, was found to influence significantly the vocational aspirations of the majority of students who aspired to careers in the Professional and technical occupations, and in the occupational category of Craftsmen, production process and related workers.

10. Students' rating of school counseling service was found to influence significantly the vocational aspirations of students. Ninety-five per cent of the students rated the service as being satisfactory, good or excellent. The majority of these students who rated the service as being good, or excellent aspired to careers in one of the following occupational categories: Professional and technical, Service and recreational, Loggers and related workers, Craftsmen, production process and related workers.

V. VOCATIONAL ASPIRATIONS AND CANADA'S EMPLOYED LABOUR FORCE

To determine the relationship between the vocational aspirations of students and the occupational distribution of Canada's employed labour force, students' aspirations were categorized into twelve occupational divisions, as follows: (1) Managerial, (2) Professional and technical, (3) Clerical, (4) Sales, (5) Service and recreational, (6) Transportation and communication, (7) Loggers and related workers, (8) Farmers and farm workers, (9) Fishermen, trappers and hunters, (10) Miners, quarrymen, and related workers, (11) Craftsmen, production process and related workers, (12) Labourers and unskilled.

Analysis of the data revealed the following:

1. There is a significant difference between the vocational aspirations of students and the occupational distribution of Canada's employed labour force.

a. Less than one per cent of the students aspired toward a career in the Managerial division, while 9.7 per cent of Canada's employed labour force held managerial positions.

b. While 56.3 per cent of the students aspired toward a career in the Professional and technical occupations, 14.5 per cent of the employed labour force held positions in this occupational category.

c. While 6.8 per cent of the students aspired toward a career in the Clerical occupations, 15.1 per cent of the employed labour force held positions in this occupational division.

d. While 2.6 per cent of the students aspired toward a career in the Sales occupations, 7.6 per cent of the employed labour force held positions in this occupational division.

e. While 13.2 per cent of the students aspired toward a career in the Service and recreational occupations, 12.1 per cent of the employed labour force held positions in this occupational division.

f. None of the students aspired toward a career as Farmers and farm workers, while 5.4 per cent of the employed labour force held positions in this occupational division.

g. While 4.2 per cent of the students aspired toward a career in the occupational categories of Loggers, and related workers, .6 per cent of the employed labour force held positions in this occupational division.

h. None of the students aspired toward a career in the occupational category of Fishermen, trappers and hunters, while .2 per cent of the employed labour force held positions in this occupational division.

i. None of the students aspired toward a career in the occupational category of Miners, quarrymen and related workers, while .7 per cent of the employed labout force held positions in this occupational division.

j. While 7.9 per cent of the students aspired toward a career in the occupational category of Craftsmen, production process, and related workers, 24.2 per cent of the employed labour force held positions in this occupational division.

k. None of the students aspired toward a career in the occupational category of Labourers, and unskilled while 4.1 per cent of the employed labour force held positions in this occupational division.

VI. VOCATIONAL EXPECTATIONS AND CANADA'S EMPLOYED LABOUR FORCE

1. There is a significant difference between vocational expectations of students, and the occupational distribution of Canada's employed labour force.

a. While 6.3 per cent of the students expected to obtain a position in the Managerial occupations, 9.7 per cent of Canada's employed labour force held positions in this occupational division.

b. While 26.3 per cent of the students expected to obtain a position in the Professional and technical occupations, 14.5 per cent of the employed labour force held positions in this occupational division.

c. While 19.5 per cent of the students expected to obtain a position in the Clerical occupations, 15.1 per cent of the employed labour force held positions in this occupational division.

d. While 5.3 per cent of the students expected to obtain a position in the Sales occupations, 7.6 per cent of the employed labour force held positions in this occupational division.

e. While 10.0 per cent of the students expected to obtain a position in the Service and recreational occupations, 12.1 per cent of the employed labour force held positions in this occupational division.

f. While 1.1 per cent of students expected to obtain a position in the Transportation and communications occupations, 5.4 per cent of the employed labour force held positions in this occupational division.

g. None of the students expected to obtain a position in the occupational category of Farmers and farm workers, while 5.4 per cent of the employed labour force held positions in this occupational division.

h. While 3.7 per cent of the students expected to obtain a position in the occupational category of Loggers and related workers, .6 per cent of the employed labour force held positions in this occupational division.

i. None of the students expected to obtain a position in the occupational category of Fisherman, trappers and hunters, while .2 per cent of the employed labour force held positions in this occupational division.

j. None of the students expected to obtain a position in the occupational category of Miners, quarrymen, and related workers, while .7 per cent of the employed labour force held positions in this occupational division.

k. None of the students expected to obtain a position in the occupational category of Craftsmen, production process and related workers, while 24.2 per cent of the employed labour force held positions in this occupational division.

l. None of the students expected to obtain a position in the occupational category of Labourer and unskilled, while 4.1 per cent of the employed labour force held positions in this occupational division.

m. Twenty-eight per cent of the students did not state what their expected occupational choice would be.

CONCLUSIONS

The following conclusions were formulated regarding the educational and vocational aspirations and expectations of grade eleven students in St. John's, Newfoundland.

1. Even though a significant difference was found to exist between the educational aspirations and the educational expectations of students, a relationship was found to exist. The higher the educational aspirations of students, the higher were their educational expectations.

2. Students' "best friend" and students' "friends" exerted a positive influence on the educational aspirations and educational expectations of students.

3. Students were aware of the advantages of acquiring an education beyond the high school level. Approximately 70 per cent of the students aspired and expected to attain some education beyond high school.

4. Students' educational expectations were not significantly influenced by conferences with guidance counselors concerning their course choices.

5. The high school academic achievement record influenced the aspired and expected educational plans of students. The higher the academic achievement, the higher were the educational plans of students.

6. Students' estimate of their leadership ability influenced the educational and vocational plans of students.

7. Teacher encouragement to students to continue their education and students' rating of school counseling service influenced the vocational aspirations of students.

8. Whether a student liked school had an influence on the vocational aspirations of students. Many students who stated that they liked school aspired to careers in the occupational categories of: Professional and technical, Clerical, Service and recreation, Loggers and related workers, Craftsmen, production process and related workers.

9. Science was an influential subject on students who aspired to careers in the occupational categories of: Professional and technical, and Craftmen, production process and related workers.

10. A significant difference existed between the vocational aspirations and expectations of students, and the occupational distribution of Canada's employed labour force.

11. Many students aspired to a higher vocational level than they actually expired to attain.

12. A majority of students aspired to a career in the Professional and technical occupations.

It was found that the vocational aspirations and vocational expectations of students were greatly out of proportion with the real demands of the economy in terms of the percentage distribution of Canada's employed labour force for the various occupational categories used by Statistics Canada. It was therefore concluded that vocational guidance in the schools should be directed towards assisting students in making realistic career decisions.

RECOMMENDATIONS

The investigation found that approximately 70 per cent of the students aspired and expected to obtain further education beyond the high school level. Approximately one-fourth of the students did not express the desire to continue their education beyond high school.

1. a. For the students whose educational plans reached beyond the high school level the extension of the high school beyond grade eleven is recommended. The extension of the system should be devoted to the kinds of training leading to transfer to senior college, plus vocational and technical work for those making high school terminal but requiring specialized training according to their occupational plans.

b. The one-fourth making high school terminal with the completion of grade eleven, should be provided with a high school program of a scope sufficient to provide them with skills needed to obtain a job after high school.

c. For the students who desire post high school training, the high school program should be comprehensive enough to provide subjects suited to the needs of those who expect a college degree program, plus giving foundation skills to those who have occupational objectives requiring one or two years of post high school training.

2. Evidence indicated that counseling service in the schools surveyed is not effective as presently organized. It is recommended that professionally trained vocational counselors should be provided in sufficient numbers to permit individual counseling in educational and occupational careers. These persons should be well informed about the composition of the labour force, as well as with future

projections of manpower needs. School personnel could be more effective in career counseling if they were more informed about the world of work.

3. a. An important part of this study determined the influence of school related and personal related factors on the educational and vocational aspirations, and expectations of students. It is recommended that further research into the career plans of students should be concerned with the influence of family related factors on student aspirations and expectations.

b. Another area for further research might be a follow-up study on the sample in this investigation to determine the actual occupational roles of these students.

SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

A. BOOKS

Arnold, Arnold. Career Choices For the Seventies. New York: Crowell-Collier Press, 1971

Berg, Ivar E. Education And Jobs. New York: Praeger Publishers, 1970.

Card, B.Y. Trends And Change In Canadian Society. Toronto: MacMillan Company, 1968.

Edwards, Allen L. Statistical Analysis. (3rd.ed.) New York: Holt, Rinehart And Winston, Inc., 1969.

Greenleaf, Walter J. Occupations And Careers. New York: McGraw Hill, Inc., 1955.

Habbisson, Frederick, and Charles A. Myers. Manpower And Education. New York: McGraw - Hill, Inc., 1965.

Havighurst, Robert J. and Bernice L. Nugarten. Society And Education. (3rd.ed.) Boston: Allyn & Bacon, Inc., 1967.

Hoppock, Robert. Occupational Information. (3rd.ed.) New York: McGraw-Hill, 1967.

Kroll, Arthur M. Career Development: Growth And Crisis. New York: Wiley, 1970.

McGregor, Douglas. The Human Side of Enterprise. New York: McGraw-Hill, Inc., 1960.

Mesics, Emil. A. Education And Training For Effective Manpower Utilization. New York: Cornell University, 1969.

Michael, D.N. The Next Generation: The Prospects Ahead For Youth Of Today And Tomorrow. New York: Random House, 1965.

Nosow, Sigmund and William H. Form. Man,Work, And Society. New York: Basic Books, Inc., 1962.

Roe, Anne. The Psychology of Occupations. New York: Wiley, 1966.

Schill, William J. Career Choice And Career Preparation. Illinois: Interstate Printers and Publishers, 1970.

PUBLICATIONS

Cheal, J.E. "Education: Investment in Youth," Canadian Education Association Address, Banff, Alberta, 1963.

Connell, W.F. "The Foundations Of Secondary Education," (Rev.ed.). Austrailian Council On Educational Research, (April , 1967) p. 12.

"Design For Decision-Making," Eight Annual Review, Economic Council of Canada, (September, 1971).

Gardner, J.W. "Goals For America," President's Commission on National Goals, The American Assembly, Columbia University, (1960.)

Kaufman, Jacob, et.al. "The Role Of Secondary Schools In The Preparation Of Youth For Employment," Institute For Research On Human Resources, Pennsylvania State University, (February, 1967), p. 4 - 18.

Kitchen, H.W. "A Perliminary Study Of Demographic And Socio-Economic Factors In The Atlantic Provinces And Their Relationships To Measures Of Educational Output." The Atlantic Development Board, 1968.

Meltz, Noah, M. "Changes In the Occupational Composition Of The Canadian Labour Force," Economic Council Of Canada, (March, 1965), p. 19.

"Report Of The Royal Commission On Education And Youth," Province Of Newfoundland And Labrador, (1967), I, pp. 16 - 17.

Siemens, L.B. and J.E. Jackson. "Educational Plans And Their Fulfillment: A Study Of Selected High School Students In Manitoba," Faculty Of Agriculture And Home Economics, Bulletin #4, (December, 1965.)

Slocum, Walter L. "Occupational And Educational Plans For High School Seniors From Farm And NonFarm Homes," Agriculture Experimental Station, Bulletin #561, Washington, (1956.)

"Statistics Division," Department of Education, Province of Newfoundland And Labrador, (February, 1972.)

"The Cardinal Principles Of Secondary Education," Commission On Reorganization Of Secondary Education, Washington, (1918.)

"The Labour Force," Statistics Canada, (December,1971) p.32 - 33.

PERIODICALS

Blishen, B.R. "The Construction And Use Of An Occupational Scale," Journal Of Economic And Political Science, XXIV, (November, 1968.)

Boyle, Richard, P. "The Effects Of High School On Students' Aspirations," American Journal Of Sociology, 71, (1966.)

Dole, A.A. "Educational Choice Is Not Vocational Choice," The Vocational Guidance Quarterly, 12, (Autumn, 1963) p. 30 - 35.

Endicott, F.S. "Factors Influencing High Students In The Choice Of A Vocation," Vocational Guidance Magazine, 10, (1931), p. 99 - 101

Kaplan, Oscar. "Age And Vocational Choice," Journal Of Genetic Psychology, 68, (1946), p. 131 - 134.

Lehman, H.C. and P.A. Witty. "Some Factors Which Influence The Child's Choice of Occupations," Elementary School Journal, 31, (1930), p.285- 291.

Moser, W.E. "Vocational Preference As Related To Mental Ability," Occupations, 27, (1948), p. 460 - 461.

Pineo, P. and J. Porter. "Occupational Prestige In Canada," Canadian Review Of Sociology And Anthropology, 4, (February 1964.)

Pinney, Martha. "The Influence Of Home And School In The Choice Of A Vocation," Journal Of Educational Research, 25, (January, May, 1962), p. 268 - 290.

Reckenwald, L.M. "Attitudes Towards Occupations Before And After Vocational Information," Occupations, 24, (1946) p. 220.

Rosen, B.C. "The Achievement Syndrome: A Psychocultural Dimension Of Social Stratification," American Sociological Review, 21, (1956), p. 203 - 211.

White, Leslie A. "Education: America's Magic," School And Society, (June, 1945), p. 353 - 354.

UNPUBLISHED MATERIAL

Beilin, Harry. "Factors Affecting Occupational Aspirations Of High School Seniors," (Unpublished Doctoral Dissertation, Columbia University, 1962.)

Forcese, Dennis, P. and L. Siemens. "School Related Factors And The Aspiration Levels Of Manitoba Senior High School Students," (Unpublished Doctoral Dissertation, University of Manitoba, 1965.)

Hanchey, K.W. "Factors Influencing Occupational Choices And Educational Plans Of High School Students With Implications In The Role Of The Secondary School." (Unpublished Doctoral Dissertation, Louisiana State University, 1969.)

Lowe, James L. "Educational And Occupational Aspirations of High School Seniors," (Unpublished Doctoral Dissertation University of Missouri, 1962.)

APPENDIX

EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL YOUTH AND FACTORS INFLUENCING THESE CHOICES

Inventory

DO NOT WRITE ON THE QUESTION PAGES. RECORD YOUR ANSWER ON THE ANSWER SHEET.

1. Grade
   (1) 9th.
   (2) 10th.
   (3) 11th.
   (4) 12th.

2. Sex
   (1) Male
   (2) Female

3. Age
   (1) 14 years or less
   (2) 15
   (3) 16
   (4) 17
   (5) 18 years or over

4. Curriculum
   (1) Matriculation program
   (2) General program

5. Indicate years enrolled in Matriculation program
   (1) one year
   (2) two years
   (3) three years or more

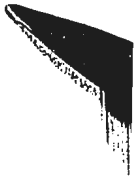
6. Indicate years enrolled in General program

   (1) one year
   (2) two years
   (3) three years or more

I. PERSONAL RELATED FACTORS

7. I live with
   (1) my own parents
   (2) a parent and a step-parent
   (3) one parent only
   (4) other relatives or guardians

8. As to working while in high school
   (1) I do not work away from home
   (2) I sometimes work away from home
   (3) I work regularly at a job away from home.



9. About Summer employment for which I am paid, I work
   (1) Full-time every Summer
   (2) Part-time every Summer
   (3) Some Summers part-time
   (4) Have never been employed during Summers.

10. Nearly all of my friends now
   (1) have graduated from high school
   (2) are presently attending high school
   (3) have quit school

11. At the present time my best friend is (indicate only one)
   (1) attending high school
   (2) quit high school
   (3) graduated from high school
   (4) attending a business school, vocational school or college.

II. SCHOOL RELATED FACTORS

12. Number of elementary schools I have attended is
   (1) one
   (2) two
   (3) three
   (4) four or more

13. Number of junior high schools I have attended is
   (1) one
   (2) two
   (3) three
   (4) four
   (5) does not apply

14. Number of high schools I have attended is
   (1) one
   (2) two
   (3) three
   (4) four or more

15. My parents' participation in school sponsored activities is:
   (1) excellent
   (2) good
   (3) satisfactory
   (4) poor
   (5) does not apply

16. My high school academic average over the years attended is:
    (1) D (less than 55%)
    (2) C (55% - 64%)
    (3) B (65% - 79%)
    (4) A (80% - 100%)

17. As compared to most students in my high school, my leadership ability is:
    (1) greater than average
    (2) average
    (3) less than average
    (4) uncertain

18. Concerning continuing education, my teachers have been (indicate only one.)
    (1) strongly encouraging
    (2) encouraging
    (3) fairly encouraging
    (4) never said much about it
    (5) discouraging

19. The degree of availability of counseling service in my school for me is:
    (1) excellent
    (2) good
    (3) satisfactory
    (4) poor

20. The number of extra-curricular activities in which I have actively participated as a number are:
    (1) four or more
    (2) three
    (3) two
    (4) one
    (5) no participation

The subjects which have influenced my educational and occupational choices are: (Indicate those which apply by recording (1) for yes, or (2) for no.

	YES	NO	
21.	(1)	(2)	English
22.	(1)	(2)	Mathematics
23.	(1)	(2)	History
24.	(1)	(2)	Civics
25.	(1)	(2)	Science
26.	(1)	(2)	Religion
27.	(1)	(2)	Indistrial Arts.
28.	(1)	(2)	Home Economics.

	YES	NO	
29.	(1)	(2)	Economics
30.	(1)	(2)	Foreign Language
31.	(1)	(2)	Geography
32.	(1)	(2)	Art
33.	(1)	(2)	Music
34.	(1)	(2)	Health and Physical Education

35. In general, I
    (1) like school
    (2) dislike school

36. I discuss my course choices with my teachers:
    (1) yes
    (2) no

37. I discuss my course choices with a guidance counselor:
    (1) yes
    (2) no

38. I discuss my occupational plans with a guidance counselor:
    (1) yes
    (2) no

39. I discuss my occupational plans with my teachers:
    (1) yes
    (2) no.

OCCUPATIONAL

40. Record your answer for these questions on the form attached to the answer sheet:

    a) If you were free to choose, your desired occupational choice would be:
    b) If you were unable to enter your desired occupation, your occupational choice would probably be:

41 - 55: My reason for making this occupational choice is: (Indicate those which apply by recording (1) for yes, and (2) for no.)

	YES	NO	
41.	(1)	(2)	Interested in this work
42.	(1)	(2)	Working conditions
43.	(1)	(2)	Social standing of occupation
44.	(1)	(2)	Availability of employment
45.	(1)	(2)	Inheritance of a business
45.	(1)	(2)	Working experience in this occupation
46.	(1)	(2)	Financial backing is available for this occupation.
47.	(1)	(2)	Personal satisfaction I can receive
48.	(1)	(2)	Contributions to society
49.	(1)	(2)	Salary or wages
50.	(1)	(2)	Geographical location
51.	(1)	(2)	Special talent or abilities
52.	(1)	(2)	Length of time for training
53.	(1)	(2)	Cost required to prepare for this occupation.
54.	(1)	(2)	Fringe benefits
55.	(1)	(2)	Insistence of parents or relatives.

56. The primary reason why I may not enter my desired occupation is:
(1) physical handicaps, or lack of abilities or skills
(2) continuing education is impossible
(3) lack of finances
(4) marriage
(5) change of interest

57. The education I will need for entering my chosed occupation is: (Indicate only one)
(1) less than high school
(2) completion of high school
(3) vocational school, business school, or some college
(4) college degree or higher
(5) uncertain, or no choice made.

58 - 74: The person or persons who have influenced my occupational choices are: (Indicate those which apply by recording (1) for yes, or (2) for no.

	YES	NO	
58.	(1)	(2)	Mother
59.	(1)	(2)	Father
60.	(1)	(2)	Brother or Sister
61.	(1)	(2)	Grandparents
62.	(1)	(2)	Other relatives
63.	(1)	(2)	Friend
64.	(1)	(2)	Person in the occupation
65.	(1)	(2)	Clergyman
66.	(1)	(2)	Principal
67.	(1)	(2)	Coach
68.	(1)	(2)	Academic teacher
69.	(1)	(2)	Music Teacher
70.	(1)	(2)	Home Economics teacher
71.	(1)	(2)	Industrial Arts teacher
72.	(1)	(2)	Business Education teacher
73.	(1)	(2)	Guidance teacher
74.	(1)	(2)	Others

V. VOCATIONAL

75. Regarding my educational plans, I desire to (Indicate only one.)
    (1) drop out of high school
    (2) complete high school
    (3) attend vocational school, business school or some college.
    (4) obtain college degree or higher
    (5) uncertain

76. I will probably attain this educational level: (Indicate only one.)
    (1) drop out of high school
    (2) complete high school
    (3) vocational school, business school, or some college
    (4) college degree or higher
    (5) uncertain

77 - 92: The person or persons who have influenced my <u>educational</u> <u>choices</u> are: (Indicate by recording (1) for yes or (2) for no.

	YES	NO	
77.	(1)	(2)	Mother
78.	(1)	(2)	Father
79.	(1)	(2)	Brother or Sister
80.	(1)	(2)	Grandparents
81.	(1)	(2)	Other relatives
82.	(1)	(2)	Friend
83.	(1)	(2)	Person in the occupation
84.	(1)	(2)	Clergyman
85.	(1)	(2)	Principal
86.	(1)	(2)	Coach
87.	(1)	(2)	Academic teacher
88.	(1)	(2)	Music teacher
89.	(1)	(2)	Home Economics teacher
90.	(1)	(2)	Industrial Arts Teacher
91.	(1)	(2)	Business Education teacher
92.	(1)	(2)	Guidance teacher
93.	(1)	(2)	Others

SECTION B

ANSWER SHEET

1.) 1 2 3 4
2.) 1 2
3.) 1 2 3 4
4.) 1 2
5.) 1 2 3
6.) 1 2 3
7.) 1 2 3 4
8.) 1 2 3
9.) 1 2 3 4
10.) 1 2 3
11.) 1 2 3 4
12.) 1 2 3 4
13.) 1 2 3 4 5
14.) 1 2 3 4
15.) 1 2 3 4 5
16.) 1 2 3 4
17.) 1 2 3 4
18.) 1 2 3 4 5
19.) 1 2 3 4
20.) 1 2 3 4 5
21.) 1 2
22.) 1 2
23.) 1 2
24.) 1 2
25.) 1 2
26.) 1 2
27.) 1 2
28.) 1 2
29.) 1 2
30.) 1 2
31.) 1 2
32.) 1 2
33.) 1 2
34.) 1 2
35.) 1 2
36.) 1 2
37.) 1 2
38.) 1 2
39.) 1 2

41.) 1 2
42.) 1 2
43.) 1 2
44.) 1 2
45.) 1 2
46.)

47.) 1 2
48.) 1 2
49.) 1 2
50.) 1 2
51.) 1 2
52.) 1 2
53.) 1 2
54.) 1 2
55.) 1 2
56.) 1 2 3 4 5
57.) 1 2 3 4 5
58.) 1 2
59.) 1 2
60.) 1 2
61.) 1 2
62.) 1 2
63.) 1 2
64.) 1 2
65.) 1 2
66.) 1 2
67.) 1 2
68.) 1 2
69.) 1 2
70.) 1 2
71.) 1 2
72.) 1 2
73.) 1 2
74.) 1 2
75.) 1 2 3 4 5
76.) 1 2 3 4 5
77.) 1 2
78.) 1 2
79.) 1 2
80.) 1 2
81.) 1 2
82.) 1 2
83.) 1 2
84.) 1 2
85.) 1 2
86.) 1 2
87.) 1 2
88.) 1 2
89.) 1 2
90.) 1 2
91.) 1 2
92.) 1 2
93.) 1 2

SECTION C

OCCUPATIONAL PLANS

FORM FOR WRITTEN ANSWERS

40. a) If I were free to choose, my desired occupational choice would be: _____

40. b) If I am unable to enter my desired occupation (listed in question A) then I will probably enter this occupation: _____

Place an X if ( ) no choice made.

SECTION D

OCCUPATIONAL CLASSIFICATION SCALE

MAJOR GROUPINGS	OCCUPATIONS
1. Managerial Occupations	Advertising managers, Credit managers, Sales managers, Delivery managers, Office managers, Post-masters, Purchasing agents and buyers. Owners and managers in the following industries: Forestry Mines, Manufacturing industries, Construction industries, Trans-portation, Communication and other utilities, Wholesale, trade, retail trade, Finance, insurance, real estate, Community, business and personal service industries, Public administration.
2. Professional & technical occupations	Professional engineers (civil engineers, mechanical engineers, industrial engineers, electrical engineers, mining engineers, chemical engineers,) Physical scientists, Biologists and ag-ricultural professionals, Teachers Health professionals, Law profes-sional, Religion professionals, Artists, writers and musicians, Architects, Draughtsmen, Surveyors, Actuaries and statisticians, Economists, Computer programmers, Accountants and auditors, Diet-itians, Social welfare workers, Librarians, Interior decorators and window dressers, Photographers, Science and engineering technicians.
3. Clerical occupations	Bookeepers and cashiers, Office appliance operators, Stock Clerks and storekeepers, Shipping and receiving clerks, Baggagemen and expressmen, transport, Ticket agents Stenographers, Typists and clerk-typists, Attendants, doctor's and dentists' offices.

4. Sales occupations	Foremen, trade, Auctioneers, Canvassers and other door-to-door salesmen, Hawkers and pedlars, Commercial travellers, Newsvendors, Service station attendants, Sales Clerks, Advertising salesmen and agents, Insurance salesmen and agents, Real estate salesmen and agents, Security salesmen and brokers, Brokers, agents and appraisers.
5. Service & recreation occupations	Protective service occupations (Firemen, fire protection, Policemen and detectives, Guards, watchmen, Commissioned officers, armed forces, other ranks, armed forces.) Housekeepers, waiters, cooks and related workers, Athletes, entertainers, and related workers, Barbers, hairdressers, manicurists, Launderers and dry cleaners, Funeral directors, and embalmers, Guides, Recreation and amusement attendants, Service workers.
6. Transport and communication occupations	Transport inspectors and foremen, Air pilots, navigators and flight engineers, Railroad operators, Water transport operators, Road transport operators, Electric street railway operators, Teamsters, Communication inspectors and foremen, Radio and television announcers, Radio and television equipment operators, Telephone operators, Telegraph operators, Postmen and mail carriers, Messengers.
7. Farmers and farm workers	Farmers and stockraisers, Farm managers and foremen, Farm labourers Gardeners and groundskeepers.

8. Loggers and related workers	Logging foremen, Forest rangers, cruisers, Lumbermen, including labourers in logging.
9. Fishermen, trappers and hunters	Fishermen, trappers and hunters.
10. Miners, quarrymen, and related workers	Foremen (mine, quarry, petroleum well) Prospectors, Timbermen, Miners, Millmen, Well Drillers and related workers, Mine labourers Quarries and related workers.
11. Craftsmen, production process and related workers.	Millers, bakers, brewers and related food workers, Tire builders vulcanizers and other rubber workers, Leather cutters, lasters, sewers and other leather workers. Spinners, weavers, knitters and related workers, Tailors, furriers, upholsterers and related workers, Carpenters, cabinetmakers, sawyers, and related workers, Paper makers, still operators, chemical and related workers, Printers, bookbinders and related workers, Furnacemen, moulders, blacksmiths and related metal workers, Jewellers, watchmakers and engravers, Machinists, plumbers, sheet metal workers and related workers, Mechanics and repairmen, except electrical and electronic, Electricians and related electrical and electronics workers, Painters, paperhangers and glaziers, Bricklayers, plasterers and construction workers, Clay, glass and stone workers, Stationary, engine and excavating and lifting equipment operators and related workers, Longshoremen and other frieght handlers, Sectionmen and trackmen, Tobacco preparers and product makers,

11. (cont'd.)	Pattermakers, Bottlers, wrappers, labelers, Paper product makers, Photographic processing occupations, Tanners and tannery operatives, inspectors, examiners and gauges in the metal industries.
12. Labourers and unskilled (in the following industries.)	Manufacturing, Construction, Transportation communication and other utilities, Trade, Public administration and defence.

February 20, 1972

COPY OF LETTER TO THE SUPERINTENDENTS

Dear _____

I hereby request permission to correspond with the principals of each of your senior high schools for the purpose of conducting research into the career aspiration and expectations of grade eleven students attending senior high school in St. John's.

The purpose of the research is to collect data which will greatly facilitate the completion of my thesis, entitled:

> " An Investigation Into the Career Aspirations And Expectations of Grade Eleven Students in St. John's, Newfoundland, And The Congruency of These Variables With The Occupational Distribution Of Canada's Employed Labour Force."

The research is being conducted under the guidance of Dr. K.W. Wallace, Department of Educational Administration, Memorial University.

Should approval be given, a copy of our initial correspondence will be sent to each principal.

Your cooperation with regard to this request will be greatly appreciated.

_____
Michael J. Vickers

COPY OF LETTER TO THE PRINCIPALS

March 25, 1972

Dear _____

I hereby request permission to administer a research questionnaire to ten per cent of your grade eleven student enrollment. The data obtained from the questionnaire is of central importance to my thesis research which is a basic requirement towards a Master of Education Degree in Educational Administration at Memorial University.

The Title of my thesis is: "The Career Aspirations And Expectations of Grade Eleven Students in St. John's, Newfoundland, And The Congruency of These Variables With The Occupational Distribution of Canada's Employed Labour Force."

The ten per cent sample will be randomly selected from the alphabetical listing of grade eleven students at your school. The questionnaire takes approximately forty minutes to administer. It is hoped that a period can be arranged during the month of April for the administration of the test instrument. I will be contacting you personally concerning this matter.

Enclosed, please find a copy of the questionnaire, and a copy of the letter from your superintendent granting me permission to correspond with you.

The research is being conducted under the supervision of Dr. K.W. Wallace, Department of Educational Administration, Memorial University.

Yours truly,

_____
Michael J. Vickers

TELEPHONE 726-9450

Roman Catholic School Board for St. John's

BELVEDERE
BONAVENTURE AVENUE
ST. JOHN'S, NEWFOUNDLAND

148

March 23, 1972

Mr. Michael Vickers,
Dept. of Educational Administration,
Memorial University of Newfoundland,
St. John's.

Dear Mr. Vickers:

Re: Your letter of March 1, 1972.

Your proposed questionnaire concerning Career Aspirations and Expectations of Grade XI Students has been considered by the Board and approval is hereby granted for administration of this questionnaire to approximately one hundred Grade Eleven students in our schools. This permission relates, of course, to the second, revised form of the questionnaire, copies of which you sent to this office.

I would suggest that you make arrangements with High School principals concerned so that the questionnaire can be administered with maximum benefit to your project and without undue disruption to the students concerned and their teachers.

With every good wish for success in your studies, I remain,

Yours sincerely,

F.J. Kearsey,
Superintendent of Education.

FJK/mm

The Avalon Consolidated School Board

P. O. BOX 1980
ST. JOHN'S, NEWFOUNDLAND

149

February 28th, 1972.

Mr. Michael J. Vickers,
Department of Educational Administration,
Memorial University of Newfoundland,
ST. JOHN'S, Newfoundland.

Dear Mr. Vickers,

Thank you for your letter of February 23rd, 1972.

I hereby accord you permission to correspond with the Principals of our senior high schools for the purpose outlined in your letter, subject to the following conditions:

1. that copies of all questionnaires be submitted for the endorsement of the Principal prior to their administration;

2. that participation of students, parents, and teachers be optional and in no way whatsoever of an obligatory nature;

3. that any documents to be circulated to parents, pupils, etc. receive the prior approval of the Principal before circulation.

Yours truly,

G. B. March,
Superintendent.

GBM/cw

c.c. Mr. G. Compton
Mr. S. King
Mr. J. Parsons

P. O. Box 130

Pentecostal Assemblies
WINDSOR

Board of Education
NEWFOUNDLAND

Telephone 489 – 5751
489 – 5752

A. Stanley Bursey
Chairman

Boyce T. Fradsham, B.A. (Ed.), B.A.
District Superintendent

Robert B. Paddock
Business Manager

150

February 24, 1972

Mr. Michael J. Vickers
Department of Educational Administration
Memorial University of Newfoundland
St. John's, Newfoundland

Dear Mr. Vickers:

I am pleased to grant permission to you to correspond with our Co-ordinating Principal, Mr. Melvin Regular, regarding your research proposal, provided that Mr. Regular himself can accommodate you.

May I wish you every success.

Yours sincerely,

B.T. Fradsham
Superintendent of Education

BTF/lpw

cc. Mr. Melvin Regular
Co-ordinating Principal
Eugene Vaters Pentecostal Academy
Vinnicombe Street
St. John's, Newfoundland