THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS IN NEWFOUNDLAND

CENTRE FOR NEWFOUNDLAND STUDIES

TOTAL OF 10 PAGES ONLY
MAY BE XEROXED

(Without Author's Permission)

MARY ELIZABETH LONG

3[illegible]15


CENTRE FOR NFLD. STUDIES
NOV 15 1972
MEMORIAL UNIVERSITY
OF NEWFOUNDLAND

THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS IN NEWFOUNDLAND

A Thesis

Presented to

the Faculty of Education

Memorial University of Newfoundland

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

---

by

Mary Elizabeth Long

May 1972

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

The undersigned certify that they have read, and recommend to the Faculty of Education for acceptance, a thesis entitled "THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS IN NEWFOUNDLAND" submitted by Mary E. Long in partial fulfillment of the requirements for the degree of Master of Education.

March 24, 1972

_____

Dr. L. D. Klas (Supervisor)

_____

Internal Reader

_____

External Reader

ABSTRACT

The primary purposes of this study were: (1) to survey the educational and occupational aspirations of high school students in Newfoundland, and (2) to survey the factors which the students perceived as important influences in these aspirations and expectations.

The subjects of the study were 1433 high school students representing twelve schools located in widely separated communities in Newfoundland. In the selection of these schools, a stratified random sampling procedure was used, the basis of stratification being size of school. A questionnaire administered to all students in the sample served as the means of data collection.

Analysis of the students' responses to the questionnaire indicated that high school students in Newfoundland appeared to have high aspirations for their future education; more than 80 percent of the participants both aspired and expected to continue their education after high school. The majority of the students whose aspirations and expectations were different attributed this difference to "low grades in school subjects". Similarly, the occupational aspirations and expectations appeared to be high; more than 35 percent aspired and expected to enter professional and technical occupations. The factor that most of the students considered important in their occupational aspirations was interest in the work, while change of interest was the reason which they felt might cause them not to enter the occupation they desired. Although some differences were found between the students' aspirations and expectations, there was a high degree of consistency

between them; more than 75 percent of the students expected to enter the occupation to which they aspired.

Since the significance of the study rested mainly on the value it might have as an aid to provincial educational planning and as a source of information for school counsellors in Newfoundland, one of the recommendations for further research emanating from it was a survey of: (1) the present and projected educational (training) facilities in the province, and (2) the present and projected occupational offerings in the province. Such data, when compared to students' aspirations and expectations, may prove valuable in determining the direction the province of Newfoundland may need to move in educational planning and occupational development.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge the advice, guidance, and most of all the encouragement offered during the course of the study by Dr. Leroy D. Klas, supervisor of the thesis. Appreciation is also expressed to Dr. William H. Spain for his valuable criticism, particularly during the planning phase of this thesis.

Gratitude is also extended to the superintendents of education who gave their approval to the study and also to the principals, counsellors, and teachers in the participating schools for their co-operation. Finally, to the high school students who completed the questionnaire a special acknowledgement is given for the co-operation which made this study possible.

TABLE OF CONTENTS

LIST OF TABLES

Chapter 1

INTRODUCTION

This study was concerned primarily with the educational and occupational aspirations of high school students in Newfoundland. During their high school years youth make many decisions which will affect their future. The educational paths they choose have a direct bearing upon the range of occupational opportunities accessible to them; generally, the earlier they leave school the smaller the number of occupations from which they may choose. In addition, their level of education has a bearing on their economic position; for example, in 1961 the Census of Canada reported that there was a direct relationship between the amount of formal education and the average yearly income. The following information was reported:[1]

Level of Education	Average Yearly Income
Elementary School	$2,964
High School	$3,911
University	$5,699

In this province the recognition of the relationship between work and education is reflected in the statement of The Aims of Public Education for Newfoundland, a government publication.

---

[1]Dominion Bureau of Statistics, Census of Canada, III-3 (1961).

In this document an educated person is referred to as one who has acquired the skills and knowledge of an occupation, trade or profession which contributes to the general social good. In harmony with this definition one of the stated aims of education is, "to give pupils guidance in the choice of a career and to provide opportunities to begin preparation for occupational life".[2] One of the responsibilities of educators, then, is to plan for and to provide such opportunities.

PURPOSE OF THE STUDY

The primary purpose of this study was to determine the educational and occupational aspirations of high school students in Newfoundland. Specifically, it attempted to provide answers to the following questions about high school students in this province:

1. What are the students' educational aspirations?
2. What are the students' educational expectations?
3. Are there differences between the students' educational aspirations and expectations?
4. What are the factors which students perceive as important in causing any differences which may exist between educational aspirations and expectations?
5. What are the students' occupational aspirations?
6. What are the students' occupational expectations?
7. Are there differences between the students' occupational aspirations and expectations?

---

[2]Department of Education of Newfoundland, The Aims of Public Education for Newfoundland, No. 2-A (1959), p. 7.

8. What factors are perceived by students as influencers of their occupational aspirations?

9. What factors are perceived by students as important in causing any differences which may exist between their occupational aspirations and expectations?

SIGNIFICANCE OF THE STUDY

Choosing a career has become a complicated task because technology has multiplied the number of occupational possibilities. The problem of how people choose from all the possible occupations is a complex one. Are youth's decisions rational or haphazard? What are the motivating forces which prompt such decisions? Do they choose occupations which they truly desire, or are their desires for certain occupations actually frustrated? Powell and Bloom concluded that in order to assist students in their occupational choice it is important to be aware of the motivations underlying their choices.[3] Stephenson emphasized the importance of knowing not only students' occupational plans but also their aspirations, since a discrepancy between the two may indicate a degree of occupational frustration and discontent.[4] Burchinal, O'Haller, and Taves wrote in the introduction to their study of the career plans of rural youth, "If adults are to help

---

[3]Marvin Powell and Viola Bloom, "Development of and Reasons for Vocational Choices of Adolescents through the High School Years", Vocational Guidance and Career Development, ed. Herman J. Peters and James C. Hansen (New York: The Macmillan Company, 1966), p. 339.

[4]Richard M. Stephenson, "Occupational Aspirations and Plans of 443 Ninth-Graders", The Journal of Educational Research, XLIX (September, 1955), 35.

youth make occupational choices, they must understand what factors influence these choices."[5] This study was an attempt to provide such information which may be useful for those engaged in vocational guidance in this province.

Another way in which the results of this study may be useful is as an aid in educational planning. Planning is based on a variety of types of information, depending on the philosophy of those involved. Harold Goldstein, speaking at an educational conference in Ontario, said that the philosophical basis of planning could be described as a continuum at one end of which is the completely humanistic point of view and at the other end the purely economic point of view. Generally, he said, the approach taken to educational planning in the United States is an eclectic one, based on both the economic philosophy which advocates the use of projections of manpower needs and the humanistic philosophy which emphasizes the importance of considering the wishes of people.[6] In Canada it also appears that student wishes are considered as something to be reckoned with in educational planning. Breton and MacDonald, in writing about the purposes of the national study of the educational and occupational plans of Canadian youth, stated the following:

---

[5]Lee Burchinal, Archibald O'Haller, and Martin Taves. Career Choices of Rural Youth in a Changing Society, Minneapolis Agricultural Experimental Station Bulletin No. 458 (Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1962), p. 3.

[6]Harold Goldstein, "Manpower Forecasting and the Use of Such Forecasts by Educational Planners", Educational Planning: Papers of the Invitational Conference, ed. Cicely Watson (Toronto: Ontario Institute of Studies in Education, 1967), p. 36.

> The broadest objective of this study, therefore, is to provide information about the educational and occupational aspirations and plans of young Canadians which will assist those educational and training policymakers, teachers, parents, employers, and guidance personnel who co-operate together in helping young people to make a successful transition between school and work.[7]

Siemens and Jackson also affirmed the importance of knowing students' plans for their future training. In the introduction to the report of their study on the educational plans of students in Manitoba they wrote, "If more could be learned about the influencers of educational plans more reliable predictions could be made about the number of students who will enroll in post high school institutions".[8] Bowles and Slocum emphasized the importance of knowing the educational and occupational aspirations of students before inaugurating new programs in schools; they said that because of the differences between schools "the person who contemplates the introduction of a new program into a school ... will need specific information about the aspirations and expectations of students in that school".[9] It would appear, then, that information about the aspirations and expectations of students is generally regarded as one aid to educational planning both at the

---

[7]Raymond Breton and John C. McDonald, Career Decisions of Canadian Youth: A Compilation of Data (Ottawa: Department of Manpower and Immigration, 1967), p. 5.

[8]Leonard B. Siemens and J. E. Jackson, Educational Plans and Their Fulfillment: A Study of Selected High School Students in Manitoba (Winnipeg: University of Manitoba, 1965), p. 4.

[9]Roy T. Bowles and Walter A. Slocum, Educational and Occupational Aspirations of High School Juniors and Seniors in the State of Washington (Washington: U.S. Department of Health, Education and Welfare, Office of Education, 1966), p. 13.

community and school level.

The wisdom of using students' stated preferences as an aid to planning is based on the assumption that there is a positive relationship between such preferences and students' later attainments. A number of researchers have found that this relationship exists, although in some instances the relationship was proven to be weak. Schmidt and Rothney, for instance, reported that one out of three subjects expressed the same choice all through the high school years, while only one out of five expressed the same choice, and then followed through with appropriate post high school training.[10] Similarly, Kohout and Rothney concluded that there was only a weak positive relationship between stated preferences and later activities; however, they found that in the professional and agricultural categories there was a high degree of consistency.[11] More positive results were reported by Berdie who, in a one year follow-up study of senior high school students, found that 73 percent of those who had planned to go to work immediately after high school had actually found jobs, while of those who went to college 88 percent had indicated earlier that they would do so.[12] Finally, the results of a study by Porter indicated that of the ninety-two students contacted in a follow-up study

---

[10]John L. Schmidt and John W. Rothney, "Variability of Vocational Choices of High School Students", Personnel and Guidance Journal, XXXIV (November, 1955), 142.

[11]Vernon A. Kohout and John W. M. Rothney, "A Longitudinal Study of Consistency of Vocational Preferences", American Educational Research Journal, I (January 1964), 10.

[12]Ralph S. Berdie, "Why Don't They Go To College?" The Personnel and Guidance Journal, XXXI (March, 1953), 352.

seventy-nine were following the plan they predicted for themselves six months earlier. This lead Porter to conclude that, "there is a high degree of consistency between what high school seniors prefer to do, what they plan to do, and what they actually begin to do six months later".[13]

In summary, the significance of this study rests on the information it will provide about the subject at hand. This information may prove useful as an aid to educational planning and to vocational guidance in Newfoundland.

DEFINITION OF TERMS

Aspiration

Aspiration refers to the desire to obtain a particular educational or occupational objective.

Expectation

Expectation refers to the anticipation of attaining a particular educational or occupational objective.

High School Student

A high school student is defined as one who is enrolled in grade nine, ten, or eleven.

Central High School

"A central high school means a school that has been established within an area and in a building separate from other schools

---

[13]Richard Porter, "Predicting Vocational Plans of High School Senior Boys", The Personnel and Guidance Journal, XXX (December, 1954), 215.

for the express purpose of accommodating all pupils in designated grades not lower than Grade VII".[14]

Regional High School

"Regional high school means a school that has been established within an area and in a building separate from other schools for the express purpose of accommodating all pupils in designated Grades not lower than Grade IX from any or all schools within a district or districts".[15]

Junior High School

"A junior high school means a school established within an area for the express purpose of accommodating pupils in Grades VII and VIII, or Grades VII, VIII, and IX".[16]

All-grade School

An all-grade school is a school in which pupils may be enrolled in kindergarten to grade eleven, inclusive.

Size of School

The indicator used for size of school was the number of students enrolled in grades nine, ten, and eleven.

Academic Program

For the purpose of this study the academic program refers to the program of studies which included university preparatory mathematics and English courses.

---

[14]Government of Newfoundland, An Act Respecting Education, L (1960), p. 1.

[15]*Ibid.*, p. 2.

[16]Government of Newfoundland, Legislation Relating to the Reorganization of Education, LXVIII (1969), p. 3.

General Program

For purposes of this study the general program refers to the program of studies which included mathematics and English courses different from the university preparatory courses.

AN OVERVIEW OF PROCEDURES

This is a survey type study involving approximately 1400 high school students in Newfoundland. The basis of the selection of the subjects was size of school. High school students in the schools selected were invited to complete a questionnaire on the subject of educational and occupational planning. Data from this questionnaire were coded and prepared for descriptive analysis. A more detailed description of the procedures used will be presented in Chapter III.

LIMITATIONS

Although this study was designed to include, if possible, a sample which would be representative of all high school students in Newfoundland, in the sample which was finally selected no school in the larger population centers was included. This lack of representation of the larger centers was not done by design but resulted from randomization factors. Furthermore, the instrument used to collect the data was a self-devised one. Although precautions were taken to perfect the instrument, it is not possible to present objective evidence as to its validity and reliability. Any interpretation or application of the findings of this study must be made with these limitations in mind.

ORGANIZATION OF THE REPORT

Chapter 1 has presented an introduction to the study. Chapter 2 will contain a review of literature related to the subject at hand. A detailed description of the procedures used including selection of schools, selection of subjects, and collection of the data will be presented in Chapter 3. Chapter 4 will present a descriptive analysis of the sample and of the findings of the study, while the summary, conclusions, and some recommendations will be contained in Chapter 5.

Chapter 2

A REVIEW OF LITERATURE

In the review of literature for this study three areas were investigated: (1) selected theories of vocational choice, (2) studies of educational and occupational aspirations and expectations, (3) studies of selected factors which may influence educational and vocational choice.

THEORIES OF VOCATIONAL CHOICE

Theories of vocational choice undertake to explain how and why people make their occupational choices. Crites reviewed the existing theories under three major headings: psychological, non-psychological, and general theories.[1] This review will follow a similar model, and will attempt to summarize briefly the better known theories, chiefly those which, in the opinion of Osipow, have contributed most to the practice of and research into counselling.[2]

Psychological Theories

The psychological theories of vocational choice are based on the premise that choice is determined by the characteristics of

---

[1]John C. Crites, Vocational Psychology (New York: McGraw-Hill Book Company, 1969), p. 79.

[2]Samuel H. Osipow, Theories of Career Development (New York: Appleton-Century-Crofts, 1955), p. ix.

the individual and is only indirectly affected by the environment. Some of the theories included in this group are the psychoanalytic, needs, and developmental theories.

Psychoanalytic theory. Brill, a spokesman for psychoanalytic theory, wrote that when a person chooses a career, he makes a compromise between the pleasure and reality principles, that is between immediate and long-term gratification of desires. Physical and mental abilities, he said, had little effect on career choice. Probably the most important idea of this theory is that of sublimation. This means that man, because of his biological nature, has certain unconscious desires which cannot be satisfied in socially approved ways; therefore, he learns to use his occupation to express these desires in a socially acceptable manner. According to psychoanalytic theory, then, man is attracted to an occupation which will permit him to express his unconscious motivations. His work thus becomes the source of his happiness.[3]

Needs theory. Also writing from a psychological frame of reference, Anne Roe, a proponent of needs theory, hypothesized that the individual's unconscious needs and desires cause him to choose one occupation rather than another. Early childhood experiences interacting with genetically influences characteristics determine which of his abilities and attitudes will be developed. Using

---

[3]Osipow, p. 91.

the hierarchy of needs suggested by Maslow,[4] Roe said that specific needs may be reflected in the choice of a general occupational group and in the level of attainment within that group. According to this theory, needs which are satisfied most of the time do not affect choice, whereas needs which are satisfied only occasionally or after delay are likely to become unconscious motivators of behavior, including vocational behavior. In our society higher order needs, such as the need for self-actualization, would become such motivators while lower order needs, such as physiological needs would not. Since the manner in which and the extent to which a child's needs are satisfied depend chiefly on his parents, parental attitudes and the atmosphere of the home are also important. Roe felt that a child who grew up in a warm, accepting home in which his needs were satisfied would be inclined to choose an occupation which involves working with people, while a child who grew up in a cold, rejecting home in which his needs for love and belongingness were not satisfied might be inclined to select an occupation which involves working with things. Thus according to Roe, early childhood experience is a vitally important factor influencing vocational choice.[5]

Developmental theory. Another psychological theory is the developmental theory, an example of which is that proposed by Ginzberg

---

[4]Abraham H. Maslow, Motivation and Personality (New York: Harper and Row, 1954), pp. 80-97.

[5]Anne Row, "Early Determinants of Vocational Choice," Vocational Behavior: ed. Donald G. Zytowski(New York: Holt, Rine-Hart and Winston Inc., 1968), p. 238.

and associates. They suggested that occupational choice is a developmental process rather than a single event in time, that the process is irreversible, and that compromise between the person's desires and environmental conditions is an essential aspect of every choice.[6] Based on the principles of developmental psychology, this theory suggests that at various stages in the adolescent period a number of tasks are to be performed. Completion of these tasks is made difficult because of pressures such as the conflict between motivations toward work and toward pleasure. There are, however, such internal and external supports as parental guidance, the education system, and one's system of values, all of which facilitate the satisfactory performance of the tasks.[7] The process of occupational choice, according to this theory, is divided into three stages:

1. The fantasy stage, characterized by choices which reflect interest but not reality

2. The tentative stage, at the end of which there is realization of the necessity of making a realistic choice

3. The realistic stage, during which an actual choice is made.[8]

It would appear, according to this theory, that if the individual adequately accomplishes all the tasks met at each stage of his

---

[6]Eli Ginzberg, "Toward a Theory of Occupational Choice," Personnel and Guidance Journal, XXX (April, 1952), 491.

[7]Crites, p. 101.

[8]Ginzberg, p. 493.

development, his vocational decision is likely to be adequate.

Similarly, Super suggested that choosing a career is a process rather than an event. In a summary of his ideas on the subject he wrote:

> This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.[9]

The exploratory and establishment stages are crucial for vocational choice. During these stages the adolescent faces a series of developmental tasks:

1. Crystallization, which requires the adolescent to formulate ideas about himself in relation to occupations
2. Specification, a task which involves delineating his vocational preferences and taking necessary steps to prepare for the vocation of his choice
3. Implementation, which requires the person to complete his training and enter an occupation
4. Stabilization, which is represented by settling into an occupational field
5. Consolidation, which is characterized by an effort to become secure in an occupation.[10]

---

[9]Donald E. Super, "A Theory of Vocational Development," American Psychologist, VIII (May, 1953), 190.

[10]Osipow, pp. 124-126.

According to Super, if a person successfully copes with the developmental tasks at each stage of his development then he is vocationally mature. As he develops, he draws on his experience in society to help clarify his self-concept. The vocation he eventually chooses is the implementation of his self-concept.[11]

Nonpsychological Theories

The nonpsychological theories attribute vocational choice to conditions which are external to the individual. This means that the effects of such characteristics as ability and personality are not considered important, and the decision to enter an occupation is based entirely on environmental forces. Two examples of such theories are the sociological and accident theories. Unlike the psychological theories, those of a nonpsychological nature are not well researched or well defined. According to Osipow, the sociological theories are essentially non-theories which do not organize data to describe career choice.[12]

Sociological theories. One proponent of sociological theory is Hollingshead, who in 1949 conducted a study of the sociology of a small town. Social class, he found, was the determining factor in the level of educational and occupational choice. He divided his subjects into five classes: Class I consisted of the people who were at the highest socio-economic level in the community and Class V consisted of those at the lowest level. Results of the study indicated

---

[11]Super, p. 190.

[12]Osipow, p. 609

that 75 percent of the youth in Classes I and II aspired to enter professional occupations while less than 10 percent of those in Class V had similar aspirations.[13] A review of literature on the subject of the effects of society on career choice affirms that every aspect of society including culture, community, school, family, pressure groups, and peer groups influence educational and vocational choice.[14]

Accident theory. Another theory which is related to environmental conditions is accident theory. It is different from sociological theory in that its proponents state that events which are completely unplanned and unpredicted cause one to enter a certain occupation. Choice of an occupation, according to this theory, is simply a matter of being in the right place at the right time. Crites described this theory as the layman's explanation of how he entered his occupation. He also suggested that it may not be a theory at all.[15] Miller and Form, two occupational sociologists, stated that the outstanding characteristic of the choices of the adult subjects they studied was that chance factors influenced their choice of occupations more than any planned events.[16]

---

[13]August B. Hollingshead, Elmtown's Youth (New York: Science Editions, John Wiley and Sons, Inc., 1961), p. 469.

[14]Lawrence Lipsett, "Social Factors in Vocational Development," Personnel and Guidance Journal, LX (January 1962), 432.

[15]Crites, p. 609.

[16]Donald C. Miller and William H. Form, Industrial Sociology (New York: Harper and Row, 1964), p. 660.

General Theories

Some theorists have contended that vocational choice does not result from any one set of factors, psychological or otherwise. Instead, they contended, vocational choice results from a variety of circumstances. Examples of two such theories are the Typological and the Interdisciplinary theories.

Typological theory. Holland's Typological theory is an attempt to explain vocational choice in terms of personal and environmental factors. He designated six types of persons and six corresponding types of environments: Realistic, Intellectual, Social, Conventional, Enterprising, and Artistic. Each personality type, he said, was a result of the interaction between heredity and environment. Each type was associated with certain characteristics such as preference for a particular class of occupation. The level of choice within the occupational field would depend on the person's level of intelligence and his self-evaluation.[17] Although Holland specified only six personality types, he did not imply that there are only six types of people. Rather, he suggested that the six category scheme permitted the ordering of a person's resemblance to each of the six models. For example, in choosing an occupation the person who resembles the realistic model more than any other seeks out a realistic environment. According to Holland's theory choosing an

[17]John L. Holland, The Psychology of Vocational Choice (Waltham, Massachusetts: Blaisdell Publishing Company, 1966), pp. 9-12.

occupation is a matter of matching a personality type with a corresponding type of environment.

Interdisciplinary. Another theory involving both personal and societal factors is the Interdisciplinary approach devised by Blau and associates, a group of psychologists, economists, and sociologists. They proposed a conceptual framework rather than a theory to explain how vocational choice occurs. This framework indicates that two chains of circumstances determine choice. Both the person and the occupation have certain inherent qualities which are influenced by the social structure. The person develops certain sociopsychological attributes while the occupation develops a certain socio-economic organization. If the attributes of the person equip him to fit into the socio-economic organization of a particular occupation, he may choose that occupation. However, Blau and his associates agree with the Ginzberg group that choice is a process involving compromise. According to this theory there is a difference between choice and selection. A variety of factors, such as hiring practices, may prevent entry into the preferred occupation, thus forcing the person to make a second choice.[18]

---

[18]Blau *et al.*, "Occupational Choice: A Conceptual Framework," Vocational Guidance and Career Development, ed. Herman J. Peters and James C. Hansen (New York: The Macmillan Company, 1966), pp. 143-46.

Summary

Brief summaries of selected theories have been presented as background to the study at hand. There is some degree of similarity in the theories discussed. None appears to emphasize aptitude or ability to a great extent. According to Osipow, all have been affected in some way by psychoanalytic thought and by developmental psychology:

> Generally, most of the theories are similar; they emphasize the same kinds of critical agents and periods in career development. The differences between the theories lie in their choice of emphasis, the research methods suitable to each, and the degree to which they specify the relationship between variables.[19]

EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS

The studies selected for comment in this section of the review of literature are mainly survey type studies which are similar in purpose to the present study. The procedures used will be noted. Although in some instances the findings are extensive, only those which are related to this study will be presented.

A survey of the occupational choices of all ninth-graders in two junior high schools in a semi-industrial area was conducted by Stephenson. A questionnaire was used to collect the data concerning students' aspirations and plans for their future education and occupations. The results indicated that students confined their choices to a narrow range, with a majority choosing occupations in

---

[19]Osipow, p. 233.

the professional and technical fields and avoiding those in the unskilled group. The most popular choice of occupation for the females was "secretary" while that of the males was "sports". The investigator was concerned about the apparent discrepancy between the aspirations and plans of the students and also about the lack of realistic choices.[20]

In a similar study, Powell and Bloom investigated the vocational choice of adolescents through the high school years. The purpose of the study was to determine the occupational preferences and expectations of the students, the reasons for their preferences, and the reasons why some students did not expect to attain their goals. The questionnaire used to collect the data consisted of open-ended questions. This instrument was administered to all students in one high school. Findings of the study indicated that 63 percent of the students expected to enter the occupations they preferred. Reasons for expecting not to enter the preferred occupations included lack of adequate finances, parental pressures, and change of interest.[21]

A much more extensive study of this nature was conducted by Bowles and Slocum in the state of Washington. The main purpose of this

---

[20]Richard M. Stephenson, "Occupational Aspirations and Plans of 443 Ninth-Graders," The Journal of Educational Research, XLIX (September, 1965), 35.

[21]Marvin Powell and Viola Bloom, "Development of and Reasons for Vocational Choices of Adolescents through the High School Years," Vocational Guidance and Career Development: ed. Herman J. Peters and James C. Hansen (New York: The Macmillan Company, 1966), p. 339.

study was to identify the cultural and social factors which affected the plans of high school students in that state. The sampling procedure involved stratifying all high schools in the state according to the size of enrollment. Schools were then randomly selected from each stratum until the appropriate number of subjects was obtained. A questionnaire was administered to all students in the twenty-eight schools selected. Regarding the educational plans of the subjects, the authors reported that most of the students aspired to and expected to graduate from high school, while more than three quarters of them aspired to and expected to attend college. These results revealed a high level of aspiration for the students; however, analysis of the data from different schools revealed that wide differences existed. The range of the percent of those who expected to graduate from college varied from 14.1 percent in one school to 63.8 percent in another. Regarding the occupational preferences of students, the investigators reported that 63 percent of the subjects desired to become professionals while only 43 percent expected to do so. Although the expectations of the students were considered to be more realistic than their aspirations, there was still a degree of lack of realism indicated by comparing the students' expectancies with the employment picture at that time. The authors concluded that the high level of aspiration and expectation of the students indicated a degree of unrealism, and that a challenge to correct this situation was facing counsellors.[22]

---

[22]Roy T. Bowles and Walter A. Slocum, Educational and Occupational Aspirations of High School Juniors and Seniors in the State of Washington (Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1966), p. 13.

A more recent study with a similar purpose was conducted by Karlos Hanchey at Louisiana State University. In this study a purposeful sampling procedure was used. Six schools which were considered to be representative of a part of the state of Louisiana were selected. Questionnaires were completed by all students in the schools selected. The purpose of collecting data concerning the students' educational and occupational plans was to estimate the number who planned to enter college as well as the number who planned to enter the world of work immediately after high school. Regarding their future education there was a high degree of relationship between aspirations and expectations with two thirds of the students expecting to attain education beyond the high school level. Fifty-three percent of the males and 42 percent of the females aspired to be professionals while the proportions of those who expected to fulfill their desires were 27 percent and 26 percent respectively. For those who did not expect to enter the occupations they preferred, the most frequently given reasons were change of interest, marriage plans, and inability to get the necessary education.[23]

In 1964 a study conducted by Breton and McDonald attempted to determine the career plans of Canadian high school students. This was a comprehensive study which involved students, teachers, and

---

[23]Karlos 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 Doctor's Dissertation, Louisiana State University and Agricultural and Mechanical College, 1969), p. 93.

counsellors. A stratified random sample was chosen, the basis of stratification being province and type of school. A secondary breakdown was based on community size and size of school. A variety of instruments were used in this study, including questionnaires. The preliminary report of this survey indicated that two thirds of the students said that they would continue their education after high school. Factors which they thought might cause them to change their decision included, among others, poor grades in school subjects and insufficient money. Regarding their occupational orientation, the professional and technical fields were preferred and expected most often. More than 38 percent of the participants expressed a desire to enter professional occupations while only 32.1 percent expected to work as professionals. The proportion of students who expressed a desire to enter managerial, transportation and communication, and production occupations was much less than the proportion of the labour force employed in these occupations.[24]

In summary, most of the studies reviewed reported that students' educational and occupational aspirations were high. There appeared to be a high degree of relationship between educational aspirations and expectations; however, in all the studies reviewed there were varying degrees of discrepancy reported between the occupational aspirations and expectations of high school students. The reasons given for this discrepancy appeared to vary also.

---

[24]Raymond Breton and John C. McDonald, Career Decisions of Canadian Youth: A compilation of Basic Data, (Ottawa: Department of Manpower and Immigration, 1967), p. 35.

SELECTED FACTORS WHICH INFLUENCE CHOICE

The purpose of this section is to discuss some factors usually associated with educational and vocational choice. The brief summaries of selected studies which follow will be presented in two parts: personal influences and environmental influences, both reflecting to some extent the psychological and nonpsychological theories. The studies selected are mainly those which are devoted to factors which the students have perceived as significant influences in their decision-making.

Personal Influences

Many researchers have attempted to ascertain the effects that various personal attributes have on educational and occupational choice. Among the factors which have been investigated are age, sex, and the values held by the person making the choice. The latter may include the value placed on such factors as financial reward, security, interest, and perceived ability.

In a study designed to test Super's theory of vocational development, Montesano and Geist compared the reasons given for the occupational choices of boys in grades nine and twelve. It was found that younger boys based their choices on interest while older ones were more inclined to consider their capabilities and the characteristics of the occupation.[25]

---

[25]Nicholas Montesano and Harold Geist, "Differences in Occupational Choice Between Ninth and Twelfth Grade Boys," Personnel and Guidance Journal, XLIII (October, 1964), 154.

The differences between the choices made by boys and girls was the subject of research by Endicott. He found that girls were more frequently influenced by suggestions from parents than boys were, while boys were more influenced by a successful person engaged in the type of work they had chosen.[26] Lehman and Witty, in a comparative study of vocational attitudes, found that girls were more willing to work in sedentary occupations and more inclined to choose occupations requiring aesthetic appreciation or interest.[27] The fact that girls in the sixth grade made tentative choices rather than fantasy choices was concluded from a study by Davis, Hagan, and Strouf. They found that at twelve years of age 60 percent of the girls made tentative choices, while only 40 percent of the boys did so. They concluded that at that age more mature vocational choices seemed to be made by girls.[28]

Another area of research into factors which influence occupational choice is that of the effects of the person's value system. Rosenberg, in a study of a large number of college students, found that students chose occupations which were consistent with their value systems. For example, those who chose social work, medicine, and teaching ranked highest in values which were person oriented, while those who chose sales promotion and real estate financing ranked highest

---

[26]Frank S. Endicott, "Factors Influencing Vocational Choice," Vocational Guidance Magazine, X, (December 1931), 100.

[27]Harvey Lehman and Paul Witty, "Sex Differences in Vocational Attitudes," Journal of Applied Psychology, XX (December, 1936), 585.

[28]Donald A. Davis, Nellie Hagan, and Judie Strouf, "Occupational Choice of Twelve-Year-Olds," Personnel and Guidance Journal, XL (March, 1962), 628.

in values which were related to extrinsic rewards. Also of interest in this study was the conclusion that most students wanted occupations in which they could exercise their special talents and abilities.[29] Another study, however, indicated that senior high school students did not in general tend to select occupations related to their perceived abilities and talents.[30]

A factor which is associated with values is the desire for money and security. Perrone, in a study of junior high school girls and their fathers, found that the desire for financial reward was considered by both to be the most important factor to consider in choosing an occupation.[31] Similar results were reported by Powell and Bloom.[32] The desire for security as a factor in the occupational choices of college students was investigated by Blum. He reported that the students' desire for security was reflected in the type of occupation chosen. For instance, those who ranked highest in the desire for security chose occupations in which security was traditionally offered, such as the civil service. Many of those who ranked

---

[29]Morris Rosenberg, Occupations and Values (Glencoe, Illinois: The Free Press, 1957), p. 125.

[30]James A. Auten, "How Students Select Vocations," Clearing House, XXVI, (November, 1951), 175.

[31]Philip A. Perrone, "Values and Occupational Preferences of Junior High School Girls," Personnel and Guidance Journal, XLIV (November, 1965), 253.

[32]Powell and Bloom, p. 347.

low on the security scale chose to be self-employed.[33] The importance of security was affirmed by another study; however, the desire for security was found to be associated more with rural than with urban youth, and more with those who did not plan to go to college than with those who did.[34]

Other researchers have found that students consider interest to be an important factor in occupational choice. Bradley, in a study of the correlates of occupational choice, found that interest was important.[35] From a study of high school students from communities of three different sizes, another investigator found that interest in the work was perceived by students as the most important reason for choosing an occupation. School activities seemed to play an important part in the development of these interests.[36] Similar results were reported by Dipboye and Anderson, who conducted a study of students in grades nine and twelve. The students were asked to rank the following according to their importance as influencers of vocational choice: security, prestige, salary, interesting work,

---

[33]Stuart H. Blum, "The Desire for Security: An Element in the Vocational Choices of College Men," Journal of Educational Psychology, LII (December, 1961), 317.

[34]O. E. Thompson, "Occupational Preferences of Junior High School Girls," Personnel and Guidance Journal, XLIV (April, 1966), 850.

[35]William A. Bradley Jr., "Correlates of Vocational Preferences," Genetic Psychology Monographs, XXVIII (July, 1943), 99.

[36]Martha A. Pinney, "The Influence of Home and School in the Choice of a Vocation," Journal of Educational Research, XXV (1932), 286.

advancement, working conditions, relations with others, independence, and benefits. Interesting work was ranked first in importance by both boys and girls in both grades.[37] The function of interest as a determinant of educational choice was also investigated by Dole. He found that interests, together with personal values and external influences, are significant in students' decisions about their education.[38]

Environmental Influences

Studies of the effects of the environment on educational and occupational choice have usually indicated that such effects are many and varied. Sociologists have emphasized the effect of the type and size of community of residence. Having controlled the factors of intelligence and socio-economic background, Sewell and Orenstein found that students from smaller communities had lower occupational aspirations than those from larger communities.[39] Anderson found that college students' attitudes towards occupations were associated with the size and type of their community of residence, and that these

---

[37]W. J. Dipboye and W. F. Anderson, "The Ordering of Occupational Values by High School Freshmen and Seniors," Personnel and Guidance Journal, XXXVIII (October 1959), 121.

[38]Arthur Dole, "Reported Determinants of Educational Choice," Personnel and Guidance Journal, XLII (February, 1964), 564.

[39]William H. Sewell and Alan M. Orenstein, "Communities of Residence and Occupational Choice," American Journal of Sociology, LXX (March 1965), 551.

attitudes remained stable throughout the college years.[40] The difference between the choices of rural and urban people was the subject of a study by Middleton and Gregg. They concluded that white males from urban areas had higher educational and occupational aspirations than those from rural areas.[41] The influence of type of community was also studied by Pinney who reported that in the smaller rural communities there was lack of serious thought about occupations. She attributed this lack of thought to the students' lack of opportunity to know about a variety of occupations.[42] Size of community has been found to affect not only the educational choices and plans of students but also the likelihood of these plans being realized. A follow-up study in Manitoba conducted one year after high school students had been asked their educational plans revealed that in communities with populations of 500 only 34 percent of the students were engaged in activities leading to their educational goal, while in communities with populations of 2500 more than 50 percent of the students were thus engaged.[43]

---

[40]W. A. Anderson, "Some Social Factors Associated with the Vocational Choices of College Men," Journal of Educational Sociology, V (1934), 466.

[41]Russel Middleton and Charles M. Gregg, "Rural-Urban Differences in Aspirations," Rural Sociology, XXIV (September, 1959), 347.

[42]Pinney, p. 286.

[43]Leonard Siemens and J. E. Winston Jackson, Educational Plans and Their Fulfillment: A Study of Selected High School Students in Manitoba (Winnipeg: University of Manitoba, 1965), p. 4.

Size of school also appears to have an influence on the decisions of students. A study of the vocational choices of 1572 high school students attending schools of various sizes in Texas resulted in the conclusion that the larger the high school, the higher the percentage of students who expected to go to college.[44] Another study reached the interesting conclusion that as well as influencing the students' expectations of attending college, size of school also affected the likelihood that students would graduate from college. A study of Ph.D. graduates revealed that size of high school, as reflected in the size of the graduating class, appeared to be one factor which influenced whether or not the students would acquire advanced degrees.[45]

Probably the most popular subject for investigation as to its effect on educational and occupational choice is the influence of the home. Kahl, in a study of the educational and occupational aspirations of academically able boys, discovered that those who chose to go to college had been influenced by their fathers. He concluded that fathers who were discontented with their own occupations encouraged their sons to use education as a ladder to a higher occupational status.[46] Berdie concluded from a survey of a

---

[44]L. B. Ezell and H. M. Tate, "High School Students Look to the Future," Journal of Educational Research, XLIX (November, 1955), 217.

[45]Lindsay R. Harmon, "On Decision Making in High School," Bulletin of the National Association of Secondary School Principals, XLIV (November, 1962), 81.

[46]Joseph A. Kahl, "Educational and Occupational Aspirations of 'Common Man' Boys," Harvard Educational Review, XXIII (Summer, 1953), 183.

random sample of Minnesota high school students that whether or not a student planned to attend college depended to a great extent on home background. The influence of peers, teachers, and others, he concluded, was only of secondary importance.[47] The results of a study of the aspirations of working class youth lent support to the conclusions of Berdie.[48] However, contrary findings were reported by Auten, who concluded from his study of senior high school students in Arizona that the influence of the home in determining vocational choice was only slight.[49]

Besides the influence of community, school, and home a variety of miscellaneous factors have been found to affect educational and occupational choice. Bayer, for example, reported in a study of 4000 high school students, that marriage plans exerted a strong influence on the educational aspirations of both male and female students.[50] Kaplan conducted a study in which adult workers were asked to give the circumstances which caused them to become interested in their occupations. The circumstance cited most often was studying school subjects. Kaplan further concluded that vocational interests

---

[47]Ralph F. Berdie, "Why Don't They Go To College?" Personnel and Guidance Journal, XXXI (March, 1953), 356.

[48]Irving Krauss, "Sources of Educational Aspirations Among Working-Class Youth," American Sociological Review, XXIX (1964), 867.

[49]Auten, p. 175.

[50]Alan E. Bayer, "Marriage Plans and Educational Aspirations," American Journal of Sociology, LXXV (September, 1969), 239.

which develop because of school influences have a higher survival rate than those which develop from other sources.[51] Another such influence may be the school counsellor. Tennyson, in a review of literature on vocational development, affirmed the importance of the school counsellor in shaping general attitudes. He cited as evidence a study by Krumboltz and Varnehorst, and he concluded that since a student's attitude toward occupations is one aspect of his general attitude, the counsellor must be a potent force in shaping student attitudes towards occupations.[52] The effects of knowing models as well as the effects of the media on occupational choice were reported by Uzzell. Of the 301 senior high school students who were subjects of his study 77 percent reported that their occupational choices had been affected by knowing models. The effects of the media also appeared to be strong.[53]

In summary, a review of literature on the subject of how and why people arrive at decisions concerning their education and occupation may lead to the conclusion that such decisions are influenced by psychological, nonpsychological, and general factors.

---

[51]Oscar J. Kaplan, "Age and Vocational Choice," Journal of Genetic Psychology, LXVIII (March, 1946), 134.

[52]Wesley Tennyson, "Career Development," Review of Educational Research, XXXVIII (October, 1968), 356.

[53]Odell Uzzell, "Influencers of Occupational Choice," Personnel and Guidance Journal, XXIX (April, 1961), 666.

Chapter 3

THE DESIGN OF THE STUDY

This chapter presents a description of the design of the study. It will include information about the following: the instrument, the sample, the setting, the procedure used in conducting the study, and the method of collecting and analyzing the data.

THE INSTRUMENT

The instrument used to collect the data for this study was a questionnaire. Becuase no appropriate questionnaire was available, the instrument was devised by the investigator. The items included in the original version were mainly a reflection of the purposes of the study as stated in Chapter 1 and of the information gathered in a review of literature on the subject of educational and occupational choice as discussed in Chapter 2.

In order to check on the students' interpretation of the questions and to determine if the instrument was adequate as a device to collect the data necessary for this study, a pre-test was carried out. The school selected for this pre-test was a central high school which had an enrollment of 79 high school students. This school, situated on the Avalon peninsula, offered both the academic and the general programs. All students present on the day the investigator visited the school completed the questionnaire. This pre-test was completed during September, 1971. The results of the completed pre-

test questionnaire were not analyzed in a manner for presentation; however, the responses were examined in an effort to ascertain if modifications were necessary. As a result of this examination some minor changes were made in the phraseology. On the suggestion of the students who participated in the pre-test some items were added. A copy of the final version of the questionnaire is contained in Appendix A.

THE SAMPLE

As in most surveys of this nature, the usefulness of the results depends to a great extent on the adequacy of the sample. An effort was made to obtain a sample which would be as adequate and as representative as possible within the limits imposed by the practical considerations of time and money. This section will discuss the following points relevant to the sample: the population, the design, the size, and the method of selection. A brief description of the schools in the sample is also included.

The Population

The population for this study consisted of all high school students enrolled in all-grade, central high, junior high, and regional high schools on the island of Newfoundland. Grade nine students attending elementary schools were not included.

The Design of the Sample

The sample sought for this study was one which would be representative of the total population described in the preceding

paragraph. A random sample of students would produce such a sample; a random sample of schools would only tend to produce such a sample. To randomly select students was obviously impractical. While to randomly select schools was deemed feasible, it was practical to include only a relatively small number of schools in the sample. Therefore, it was decided to select a stratified random sample, since such a sample tends to increase the probability of representativeness.

The basis of stratification selected was size of school, as expressed in the number of students enrolled in grades nine, ten, and eleven; the reasons for this decision was that size of school has a bearing on the variety and quality of programs offered and, to some extent, reflects community size. The report on the design of Project Talent, a comprehensive national study begun in the United States in 1960, stated that size of school was chosen as one basis of stratification of the large number of subjects involved in the study. The writers of the report explained their decision in this way: "School size was considered important because if a school is very small, it cannot offer as varied a curriculum as a larger school except at a much greater cost per capita."[1] Since in this province grants of money from the provincial government to school boards are made on a per capita basis, it seems logical to assume that the larger schools would tend to offer greater educational opportunity. In 1968, a comparative study of the programs offered by larger and smaller high schools in Newfoundland led the investigator to conclude that the

---

[1]John C. Flanagan and others, Project Talent Monograph Series, Monograph No. 1 (Washington: U.S. Department of Health, Education and Welfare, 1960), III-14.

better programs are offered by larger high schools.[2] Community size may also be reflected by school size; however, there is evidence of some small communities combining their efforts to provide one large school. Nevertheless, it is still true that the smaller schools tend to be located in the smaller communities. Therefore, including small schools in the sample was insurance that the small communities would be represented. Likewise, selecting large schools increased the probability of having large communities represented. Evidence that the type and size of community are related to educational and occupational decisions has already been presented in Chapter 2.

To insure that there would not be an over representation from schools of one size, it was decided that each stratum in the study would have the same proportion as the corresponding stratum in the total population.

In summary, the decision to use a stratified random sample design in this study was an attempt to obtain a sample which would, within the confines of practicality, be as representative as possible of high school students in Newfoundland.

The Size of the Sample

In deciding on an appropriate sample size it was also necessary to compromise between what was theoretically ideal and practically possible. It was decided that, as in the Project Talent

---

[2]Hudson H. Davis, "A Comparative Analysis of Program Offerings in the Larger and Smaller High Schools in Newfoundland," (unpublished Master's thesis, Memorial University of Newfoundland, 1968), p. 108.

survey referred to earlier, the size of the sample would be one twentieth of the population.[3] This number was 1450; however, because of absences on the days the study was conducted in the selected schools the actual sample size was 1433. A small number of the respondents did not complete every item on the questionnaire.[4]

Method of Selection

From the Directory of Schools and from the Notices of Opening submitted to the Department of Education in October, 1970, a list of the names of schools and their enrollment was compiled by the investigator.[5] Although the data for this study were not to be collected until the autumn of 1971, the need for early planning necessitated the use of data available for the 1970-71 school year. Comparison of the enrollment of the selected schools for the two school years proved any change to be negligible.

Using the list referred to above, the schools were then stratified according to the number of students enrolled in grades nine, ten, and eleven. From each stratum schools were randomly selected until the proportion of subjects drawn approximated the proportion that stratum was of the total population as defined previously.

---

[3]Flannagan, III-15.

[4]See the instruction section on the questionnaire in Appendix A.

[5]Government of Newfoundland and Labrador, The Newfoundland and Labrador Schools Directory (1970-71); see also Department of Education of Newfoundland, Notice of Opening (1970).

In order to prevent an over-representation of one grade or of one sex the following provisions were made:

1. If a school attended by either all boys or all girls was selected, the corresponding school operated by the same school board was included in the sample.

2. If a junior high school was selected, the regional high school which its graduates attended was also included.

3. If a regional high school which offered courses in grades ten and eleven only was selected, a junior high feeder school was also included in the sample.

4. If a selected school had more students than the proportion considered appropriate to represent a particular stratum, the desired number of subjects was randomly selected from the total high school enrollment of that school.

Details of the composition of the strata from which the schools were selected are presented in Table 1.

Table 1

Composition of Strata from which Schools were Selected

Enrollment of schools	Number of schools with this enrollment in Newfoundland	Total enrollment in Newfoundland in schools in each category
1 - 99	109	4861
100 - 199	61	8722
200 - 299	14	3350
300 - 399	10	3294
400 - 499	5	2137
500 +	9	6697

Description of the Schools Selected

Using the method described in the preceding paragraphs, twelve schools were selected from the six designated strata. For each stratum an alternate choice was made. The alternate choices were to be used in the event of a school's refusal to participate. It became necessary to use one of the alternate choices since, because of the implementation of a new program, one school found it inconvenient to participate in the study at the time it was being conducted. Unfortunately this school was the only one selected from a large population center. The alternate choice, however, was a school in a community in close proximity to a city.

Of the school selected, three were regional high schools, six were central high schools, and three were all-grade schools. The enrollment of high school students in these schools ranged from six in the smallest school to 564 in the largest. Details concerning the number of schools included in the sample and the number of subjects from each stratum are presented in Table 2.

Table 2

Description of the Schools Selected

Enrollment of schools	Number of schools selected	Number of subjects selected
1 - 99	5	228
100 - 199	3	443
200 - 299	1	161
300 - 399	1	165
400 - 499	1	115
500 - 599	1	321

The type of programs offered in the selected schools varied. In the smallest schools only academic courses were offered. The largest school had the services of personnel in the fields of music, home economics, industrial arts, physical education, and guidance and counselling as well as in the academic area. Other schools had some but not all of these services.

THE SETTING

The schools selected were situated in a variety of sizes and types of communities located in widely scattered areas in Newfoundland. The populations of these communities ranged from 298 in the smallest community represented to 4584 in the largest.[6] Included were seaports, one of which was important because of its promixity to larger inland towns, larger and small fishing communities, and a community which had once been devoted to fishing but which, at the time of this study, had no industry. In one of the towns most of the people earned their living in the lumbering industry or in some phase of the pulp and paper industry. The largest school in the sample was located in a small town within easy access of a city to which many of the people commuted daily to work; thus, although no school in the largest population centers was included in the study, the influences at work in the lives of the students in this town may not have been very different from those influencing the students in the cities. In one of the largest towns represented a number of people

---

[6]Dominion Bureau of Statistics, Census of Canada, 1966.

were employed in one phase of the work of a mining industry carried on in a neighbouring community. One of the largest towns represented served as a hub of the business life of the area surrounding it, since it had a trade school, a hospital, government offices, and department stores. The communities involved were located in a variety of geographic areas including the South, West, East, and North-east coasts of the province. These communities appear to be fairly representative of Newfoundland.

THE PROCEDURE

Having selected the schools which would be invited to participate in the study, the approval of the boards which administered these schools was sought. In September, 1971, a form letter together with a copy of the questionnaire, was sent to the superintendent of each of these boards.[7] Nine boards were contacted and prompt affirmative replies were received from all. The next step was to contact the principals of the schools selected in order to seek their cooperation and to arrange a schedule for conducting the study. This was done by telephone. As was stated previously, one of the schools contacted found it inconvenient to participate at the time the study was being conducted. Therefore, the superintendent and the principal of the school which was the alternate choice were contacted. Both gave their approval and agreed to cooperate in the project. Having secured the approval of the principals of the twelve schools to be included in

---

[7]See Appendix B.

the study, arrangements were then made for the administration of the questionnaire.

COLLECTION OF THE DATA

During October, 1971, the investigator visited ten of the schools and administered the questionnaire to the selected students. In the other two schools the administration was completed by the school counsellor and by a teacher who agreed to conduct the survey. In order to insure uniformity of administration procedure, those representing the investigator were instructed to introduce the questionnaire to the students by making a brief comment on the purpose and scope of the study and to give no further comment, since the questionnaire is self-explanatory. The collection of the data was completed during the last three weeks of October, 1971.

ANALYSIS OF THE DATA

The data from the completed questionnaires were tabulated and processed manually by the investigator. Descriptive statistics were used. The results will be presented in tabular form in Chapter IV.

Chapter 4

PRESENTATION AND ANALYSIS OF THE DATA

In this chapter the data relevant to this study will be presented and analyzed. The following areas will be included: (1) a description of the sample, (2) data on the educational aspirations and expectations of the participants, and (3) data on the occupational aspirations and expectations of the participants.

THE SAMPLE

In order to describe the nature of the sample used, data will be set forth on the following: (1) the size of the communities in which the students resided at the time the study was conducted, (2) the distribution of the sample according to the students' program of studies, (3) the distribution of the sample according to size of school, grade, and sex.

Community Size

As was stated in Chapter 3, a random sampling procedure was used in this study in an attempt to find a representative sample; however, due to the random selection, the sample finally produced appeared to be a bit more representative of the smaller than of the larger communities. Almost one half of the participants lived in communities with populations of less than one thousand, while there were no participants from communities with populations larger than

five thousand.[1] However, the largest school in the sample was situated in a community approximately fifteen miles from a city, and in fact offered programs similar to those offered in city schools. Details concerning the proportion of the sample which lived in communities of various sizes are presented in Table 3.

Table 3

Size of Community of Residence for the Sample

Community size	Number of subjects	Percentage of sample
Less than 1000	701	48.9
1001 - 3000	527	36.8
3001 - 5000	205	14.3

Program of Study

The sample included students in both the academic and the general programs. In all 72.1 percent of the participants were in the academic program and 27.9 percent were in the general program. In the province there were approximately 78 percent enrolled in the academic program and 22 percent in the general program.[2] It would appear, then, that as far as program of study was concerned, the sample for this study was fairly representative of the total population. Of the

[1]The reason for this was stated on page 40.

[2]Department of Education of Newfoundland, Statistical Supplement to the Annual Report of the Department of Education and Youth for the year ended June 30, 1971, p. 57.

academic students, 494 were boys and 549 were girls. Of the participants enrolled in the general course, 219 were boys and 171 were girls. The distribution of the sample according to grade, sex, and program of study is set forth in Table 4.

Table 4

Distribution of Sample by Grade, Sex, and Program of Study

	Grade 9	Grade 10	Grade 11
Number of Boys			
Academic	191	153	150
General	80	87	52
Number of Girls			
Academic	233	172	144
General	61	73	37

Size of School, Grade, and Sex

The proportion of the sample attending each of the six categories of schools has been presented in Table 2. Of the total sample, 49.1 percent were boys and 51.9 percent were girls. The number of boys in the sample enrolled in grades nine, ten, and eleven was 271, 240 and 202 respectively. The 720 girls in the sample included 294 in grade nine, 245 in grade ten, and 181 in grade eleven. The distribution of these totals according to size of school is set forth in Table 5.

Table 5

Number of Students in the Sample by Grade, Sex, and Size of School

Size of School	Grade 9		Grade 10		Grade 11	
	Boys	Girls	Boys	Girls	Boys	Girls
1- 99	54	46	40	32	22	34
100-199	79	95	75	72	72	50
200-299	25	36	25	37	19	19
300-399	24	36	25	25	27	28
400-499	18	22	20	19	20	16
500+	71	59	55	60	42	34

EDUCATIONAL ASPIRATIONS AND EXPECTATIONS

This section presents the data pertaining to the educational aspirations and expectations of the students in the sample. The presentation will follow the same order as the questions listed in the statement of purpose in Chapter 1, pages 2-3. The data related to questions one to four will be presented in this section.

Educational Aspirations

An analysis of the students' responses to the question regarding their aspirations for their future education revealed that of the total sample 39.3 percent expressed a preference to attend trade school, 36.3 percent wished to complete a university degree, 7.3 percent wished to complete only high school, and 1.3 percent preferred to drop out of high school. Also, 14.7 percent reported that they would like to attend a training institution other than a trade school or university:

6.2 percent mentioned a school of nursing, 1.2 percent mentioned a school for airline stewardesses, 1.6 percent mentioned military institutions and 1.4 percent mentioned police academies; other institutions mentioned by less than 0.5 percent of the sample were wildlife college, seminary, art school, and conservatory of music. Table 6 presents the data on the educational aspirations of the sample.

Table 6

Educational Aspirations of Total Sample

Educational aspirations	Frequency of response	Percentage of total sample
Drop out of high school	18	1.3
Complete only high school	105	7.3
Complete a course in trade school	564	39.3
Complete a university degree	521	36.3
Attend some other training institution	211	14.7
No response	14	1.1

Examination of the data for the sample distributed according to size of school indicated that in all categories except the 300-399 category the order of preference was completion of a course in a trade school followed by completion of a university degree. The relationship between the preference for university and trade school appeared to be stable in all categories with the exception of the 400-499 category. This may possibly be a reflection of the fact that,

compared to the other categories, there was a higher percentage (46 percent) of the sample for this category enrolled in the general program. The proportion of students who said that they would like to drop out of school ranged from 0.0 percent in the largest school to 2.6 percent in the smallest schools. Table 7 presents the data on distribution of educational aspirations according to size of school.

Table 7

Educational Aspirations of the Total Sample (by Size of School)*

Educational aspirations	Size of school					
	1 - 99	100-199	200-299	300-399	400-499	500+
Drop out of high school	2.6	1.8	1.2	1.2	0.0	0.0
Complete only high school	9.7	4.5	2.5	9.1	11.3	9.6
Complete a course in trade school	40.4	41.8	36.6	32.1	41.7	39.6
Complete a university degree	37.2	38.3	33.5	35.2	29.6	37.3
Attend some other training institution	8.8	12.9	25.5	21.2	15.7	12.5
No response	1.3	0.7	0.7	1.2	1.7	1.0

*All numbers in this table represent percentages of the sample.

The data revealed that the educational aspirations of the boys in the sample followed the same trend as was seen in the total sample. The most popular selection of an educational institution by

boys in all three grades was trade school (43.1 percent) followed by university (33.2 percent). The proportion of the boys who said that they preferred to complete only high school was 10.5 percent; however, only 4.5 percent of the grade eleven boys preferred this. Of the proportion who said that they would like to attend some other training institution (9.6 percent), 5.9 percent said that they wished to engage in training for either police or military work. Fourteen boys (2.0 percent) said that they would like to drop out of school. Compared to the total sample, more boys expressed a wish to drop out of high school, to complete only high school and to complete a course in a trade school, while fewer boys selected completion of a university degree and attendance at some other training institution as their educational aspiration. Comparison of the aspirations of boys in each grade revealed that in grade eleven the proportion of those who wanted to drop out of high school (0.5 percent) and to complete only high school (4.5 percent) was less than in grades nine and ten, while the proportion of those who reported that they would like to complete a university degree (40.6 percent) was greater than in grades nine and ten. The grade ten students included the highest percentage of those who wanted to drop out of high school (3.8 percent) and to complete only high school (15.4 percent) and the lowest percentage of those who wanted to complete a university degree (24.6 percent). This may possibly be attributed to the fact that compared to the other two grades a higher proportion in grade ten were enrolled in the general program.[3] Details concerning

[3]The percentages of boys in the sample in grades nine, ten, and eleven who were enrolled in the general program were 29 percent, 35 percent, and 25 percent respectively.

the boys' educational aspirations according to grade are presented in Table 8.

Table 8

Educational Aspirations of Boys (by Grade)*

Educational aspirations	Grade 9	Grade 10	Grade 11	Percentage of all boys in the sample
Drop out of high school	1.5	3.8	0.5	2.0
Complete only high school	10.7	15.4	4.5	10.5
Complete a course in trade school	44.3	41.7	43.1	43.1
Complete a university degree	35.3	24.6	40.6	33.2
Attend some other training institution	7.4	11.7	9.9	9.6
No response	0.8	2.8	1.4	1.6

*All numbers in this table represent a percentage of the boys in the sample.

A consideration of the girls' responses to the question concerning their preferences for their future education revealed that 37.8 percent reported that they would like to complete a university degree. Trade school was selected by 33.6 percent, while 19.2 percent said that they would like to attend some other training institution. The most frequently mentioned of these other institutions were school of nursing (11.3 percent) and school for airline stewardesses (3.8 percent). The proportion of girls who said that they wanted to drop

out of high school was 1.5 percent. A comparison of the preferences of girls in the different grades showed that grade nine girls, like the total sample of girls, chose university more frequently than any other option (44.9 percent). The percentage of girls who selected completion of a course in trade school increased from grade nine to grade eleven, while the percentage of those aspiring toward a university degree decreased from grade nine to grade eleven. A detailed description of the girls' educational aspirations by grade appears in Table 9.

Table 9

Educational Aspirations of Girls (by Grade)*

Educational aspirations	Grade 9	Grade 10	Grade 11	Percentage of all girls
Drop out of high school	2.4	0.8	1.1	1.5
Complete only high school	7.1	5.7	8.8	7.1
Complete a course in trade school	27.6	36.3	39.8	33.6
Complete a university degree	44.9	35.1	29.8	37.8
Attend some other training institution	17.3	21.7	18.8	19.2
No response	0.7	0.4	1.7	0.8

*All numbers in this table represent a percentage of girls in the sample.

A comparison of the percentages of boys and girls selecting

the various educational aspirations indicated that the proportion of boys who wanted to drop out of high school (2.0 percent), complete only high school (10.5 percent) and complete a course in trade school (43.1 percent) was higher than the proportion of girls who selected those options. There was a difference of 9.5 percent between the proportion of boys and girls who said they wanted to attend trade school. More girls than boys said they wanted to attend university (4.6 percent), and to attend other training institutions (9.6 percent). The latter is a reflection of the number of girls who reported that their educational aspiration was to attend schools of nursing and airline schools. Comparison of the educational aspirations of the boys and the girls with those of the total sample indicated that while 39.3 percent of the total expressed a desire to complete a course in trade school only 33.6 percent of the girls expressed this desire. Also while 36.3 percent of the total aspired to complete a university degree only 33.2 percent of the boys aspired to do so. Table 10 presents a summary of the educational aspirations of the boys, the girls, and the total sample.

In summary, more than 90 percent of the respondents expressed a desire to engage in further training after high school, while only 1.3 percent said that they would like to drop out of high school. Trade school was the educational institution selected most frequently by the entire sample, by students in all but one of the six groups of schools categorized by size, by boys in all grades, and by girls in grades ten and eleven; grade nine girls selected university most frequently.

Table 10

Comparison of Educational Aspirations of Boys and Girls*

Educational aspirations	Boys	Girls	Total
Drop out of high school	2.0	1.5	1.3
Complete only high school	10.5	7.1	7.3
Complete a course in trade school	43.1	33.6	39.3
Complete a university degree	33.2	37.8	36.3
Attend some other training institution	9.6	19.2	14.7
No response	1.6	0.8	1.1

*All numbers in this table are percentages of the sample.

Educational Expectations

The second question which this study attempted to answer was related to the students' expectations for their future education. An examination of the participants' responses to this question showed that 41.7 percent of them expected to complete a course in trade school, 27.1 percent of them expected to complete a university degree, and 13.3 percent expected to complete training in other institutions. Such "other institutions" included school of nursing (5.9 percent), military institutions (1.6 percent), and police academy (1.1 percent). The proportion of the total who expected to complete only high school was 14.0 percent, while 2.9 percent expected to drop out of high school. This information is summarized in Table 11.

Table 11

Educational Expectations of Total Sample

Educational expectations	Frequency of response	Percentage of total sample
Drop out of high school	41	2.9
Complete only high school	201	14.0
Complete a course in trade school	597	41.7
Complete a university degree	389	27.1
Attend some other training institution	190	13.3
No response	15	1.0

A comparison of the respondents' educational expectations classified according to size of school indicated that in all six groups the most frequently selected expectation was completion of a course in trade school; the range between the groups was from 33.3 percent to 46.7 percent. Completion of a university degree ranked second in the expectations of all groups, with a group range from 22.6 percent to 32 percent. In four of the six categories completion of only high school ranked third according to frequency of response, the range being from 8.1 percent to 17.4 percent. The proportion who expected to attend some other training institution varied from 8.8 percent in one category to 23.7 percent in another. The expectation to drop out of high school ranged from 1.2 percent to 4.3 percent. Details of the educational expectations of the students classified according to the size of the school they attended are presented in Table 12.

Table 12

Educational Expectations of Total Sample
(by Size of School)*

Educational expectations	Size of school					
	1 - 99	100-199	200-299	300-399	400-499	500 +
Drop out of high school	2.6	3.2	1.2	2.3	4.3	3.1
Complete only high school	14.1	14.0	8.1	16.5	17.4	14.6
Complete a course in trade school	41.7	46.7	37.2	33.3	42.6	40.8
Complete a university degree	32.0	23.9	29.8	28.5	22.6	27.7
Attend some other training institution	8.8	11.3	23.7	17.6	11.3	12.6
No response	0.8	0.9	0.0	1.8	1.8	1.2

*All numbers in this table are percentages of the sample.

The classification of the educational expectations of the boys in the sample is presented in Table 13. This table reveals that 45.2 percent of the boys said that they expected to complete a course in trade school, 25.9 percent expected to complete university and 15.3 percent expected to complete only high school. The proportion of those who expected to complete only high school or to drop out of high school was highest in grade nine (17.0 percent and 4.8 percent respectively). The rank order of educational expectation was the same for each grade and for the total sample. In grade ten, however, the difference between the percentage expecting to attend trade school and university (26.6 percent) was high compared with the other two grades. This may possibly be attributed to the fact that a higher percentage of students in grade

ten in the sample were enrolled in the general program.[4]

Table 13

Educational Expectations of Boys (by Grade)*

Educational expectations	Grade 9	Grade 10	Grade 11	Percentage of boys in the sample
Drop out of high school	4.8	1.3	1.5	2.8
Complete only high school	17.0	13.3	15.3	15.3
Complete a course in trade school	42.4	48.8	44.6	45.2
Complete a university degree	27.7	22.2	28.2	25.9
Attend some other training institution	7.4	13.0	8.9	9.7
No response	0.7	1.4	1.5	1.1

* All numbers in this table are percentages of the sample.

Like the boys in the sample, the highest percentage of the girls expected to complete a course in trade school (38.2 percent). The rank order of the expectation of training in other institutions was as follows: university (28.5 percent), other institutions (16.8 percent), and completion of only high school (12.6 percent). Twenty-one girls (2.9 percent) expected to drop out of high school. The "other institution" expected most frequently was a school of nursing (11.3 percent). An inter-grade comparison showed similar expectancies to complete programs in university and trade school; however, grade nine students

[4]See Footnote 3, p. 50.

varied in their expectancy to attend other training institutions and to complete high school. There was an increase from grade nine to grade eleven in the proportion who expected to complete a course in trade school. Details of the educational expectations of the girls in the sample are presented in Table 14.

Table 14

Educational Expectations of Girls (by Grade)*

Educational expectations	Grade 9	Grade 10	Grade 11	Percentage of all girls in the sample
Drop out of high school	3.4	4.1	0.5	2.9
Complete only high school	16.7	9.8	9.9	12.6
Complete a course in trade school	33.3	40.4	43.2	38.2
Complete a university degree	33.3	24.9	25.4	28.5
Attend some other training institution	12.6	20.0	19.3	16.8
No response	0.7	0.8	1.7	1.0

* All numbers in this table represent a percentage of the sample.

A comparison of the educational expectations of boys and girls in the sample indicated that the proportion of the boys who expected to complete only high school was higher than the proportion of girls who selected this option. While 45.2 percent of the boys expected to attend trade schools only 38.2 percent of the girls

expected to do so. More girls than boys expected to complete programs in university (28.5 percent) and to attend other training institutions (16.8 percent). Table 15 presents a summary of the educational expectations of the boys, the girls and the total sample.

Table 15

Comparison of Educational Expectations of Boys and Girls*

Educational expectations	Boys	Girls	Percentage of total
Drop out of high school	2.8	2.9	2.9
Complete only high school	15.3	12.6	14.0
Complete a course in trade school	45.2	38.2	41.7
Complete a university degree	25.9	28.5	27.1
Attend some other training institution	9.7	16.8	13.3
No response	1.1	1.0	1.0

*All numbers in this table are percentages of the sample

In summary, more than 80 percent of the respondents expected to continue their education beyond high school, while 2.9 percent expected to drop out of high school. Completion of a course in trade school was the educational expectation of the largest proportion of the entire sample, of the students in all six categories of schools, of all boys in the sample, and of girls in grades ten and eleven. In grade nine the proportions who expected to complete courses in university and in trade school were the same for the girls.

Differences between Educational Aspirations and Expectations

A comparison of the educational aspirations and expectations of the sample indicated that a greater proportion of boys and girls expected to drop out of high school (1.6 percent), complete only high school (6.7 percent) and complete a course in trade school (2.4 percent) than wished to do so. A smaller proportion, however, expected to attend other training institutions (1.4 percent), and to complete a university degree (9.2 percent) than aspired to do so. The pattern of differences between educational expectation and aspiration was similar for boys and girls. These differences are presented in Table 16.

Table 16

Overall Differences between Educational Aspirations and Expectations*

Student responses	Percent of difference for boys	Percent of difference for girls	Percent of difference for total
Drop out of high school	0.8	1.4	1.6
Complete only high school	4.8	5.5	6.7
Complete a course in trade school	2.1	4.6	2.4
Complete a university degree	-7.2	-9.3	-9.2
Attend some other training institution	-0.1	-2.4	-1.4

*The percentages in this table are educational expectations minus educational aspirations.

The number of students who said they did not expect to achieve the education they desired was 269, 18.8 percent of the entire sample;

81.2 percent, therefore, expected to achieve their educational aspirations. Differences between educational aspirations and expectations were found in 16.0 percent of the boys and 21.5 percent of the girls in the sample. It will be noted from Table 17, which presents these data, that the proportion of students whose aspirations and expectations were different decreased from grade nine to grade eleven.

Table 17

Number and Percentage of Students whose Educational Aspirations and Expectations Were Different*

Grade	Boys		Girls	
	Number	Percentage	Number	Percentage
9	53	19.6	70	23.9
10	37	15.4	51	20.8
11	24	11.9	34	18.8

*Percentages are based on the number of students in the sample classified according to grade and sex.

The respondents whose educational aspirations and expectations were different were found in all six categories of schools. The smallest percentages of those who expected to achieve their educational aspiration was found in the 200-299 category. Table 18 presents the data on the distribution by size of school of the students who did not expect to reach their educational aspirations.

Table 18

Number and Percentage of Students whose Educational Aspirations and Expectations were Different (by Size of School)

Size of school	Number of subjects	Percentage of sample from each category
1 - 99	45	19.7
100 - 199	94	21.2
200 - 299	15	9.3
300 - 399	30	18.9
400 - 499	27	23.5
500 +	58	18.1

In summary, the preceding section has presented data both on the differences which were shown between the students' educational aspirations and expectations and on the number of students whose educational aspirations and expectations were different.

Reasons for Differences Between Educational Aspirations and Expectations

Another purpose of this study was to determine which factors students perceived as deterrents to their achieving their educational aspirations. Of the students who said that they did not expect to attain the education to which they aspired (N=269), 40.8 percent gave low grades in school subjects as one of their reasons; change of interest was given as a reason by 36.1 percent of the respondents, and 20.7 percent mentioned lack of finances and lack of ability.

Ten percent of the respondents gave lack of encouragement as a reason and 6.3 percent mentioned marriage plans. Of the 7.1 percent who gave other reasons, the most frequently given reasons were: dislike of school, enrolled in the wrong program, family problems and physical disabilities. Table 19 presents these data.

Table 19

Reasons for Differences between Educational Aspirations and Expectations of Total Sample

Reasons for differences	Frequency of response	Percentage of respondents*
Change of interest	97	36.1
Lack of finances	55	20.7
Lack of encouragement	27	10.0
Lack of ability or talent	55	20.7
Marriage plans	17	6.3
Low grades in school subjects	110	40.8
Other reasons	19	7.1

*This column does not total 100 percent, because the students were permitted to give more than one reason.

A breakdown of the same data according to size of school indicated that in four of the six categories of schools low grades in school subjects was the leading reason students gave for expecting not to fulfill their educational aspirations. As in the total sample, change of interest, lack of ability and talent, and lack of finances

were also considered important. Lack of ability or talent and low grades in school subjects were reasons given by a higher percentage of students in the largest schools; such a result might be attributed to the fact that in the larger schools more adequate facilities may be available to help students appraise their capabilities and achievements. A breakdown of the students' perceived reasons for the discrepancy between their educational aspirations and expectations according to size of school is presented in Table 20.

Table 20

Reasons for Differences between Students' Educational Aspirations and Expectations (by Size of School)*

Reasons for differences	Size of school					
	1 - 99	100-199	200-299	300-399	400-499	500+
Change of interest	31.1	38.2	40	36.7	18.5	41.7
Lack of finances	15.6	21.2	20	23.3	14.8	24.1
Lack of encouragement	11.1	6.4	26.7	20.0	0.0	10.3
Lack of ability or talent	17.8	18.4	6.7	26.7	26.7	23.8
Marriage plans	2.2	8.5	20.0	3.3	3.7	5.1
Low grades in school subjects	4.4	38.2	40.0	30.0	51.9	58.6
Other reasons	11.1	3.2	20.0	13.3	14.8	8.6

*All numbers in this table are percentages of the sample. Totals of columns are not 100 percent, because respondents were permitted to give more than one reason.

Analysis of the same data for the boys in grades nine, ten,

and eleven showed that the reasons the boys gave for differences between their educational aspirations and expectations followed the same trend as that set by the total sample. The rank order of the reasons given was follows: low grades in school subjects (37.5 percent), change of interest (32.5 percent), lack of ability or talent (20.2 percent), lack of finances (13.2 percent) and lack of encouragement (11.3 percent). In grade nine the reason given most frequently was change of interest (38.0 percent). The percentage of students who gave change of interest and lack of encouragement as reasons for not expecting to achieve their educational aspirations decreased from grade nine to grade eleven. This may be because older students tended to consider their abilities more and their interests and the opinions of other people less than did younger students. Table 21 presents these data.

Examination of the reasons given by girls for not expecting to achieve their educational aspirations revealed the following: low grades in school subjects accounted for 43.2 percent; change of interest, 38.7 percent; lack of ability or talent, 20.3 percent; marriage plans, 9.6 percent; and lack of encouragement, 9.0 percent. Comparison of the reasons given by girls in grades nine, ten, and eleven indicated that in grades ten and eleven low grades in school subjects was the reason given most frequently (33.3 percent and 82.0 percent respectively), while in grade nine change of interest was the reason given most frequently (48.6 percent).

Table 21

Reasons for Differences between Educational Aspirations and Expectations (Percentages of Boys by Grade)*

Reasons	Grade 9	Grade 10	Grade 11	Percentage of total (N = 114)
Change of interest	38.0	35.1	16.7	32.5
Lack of finances	13.2	13.5	12.5	13.2
Lack of encouragement	18.7	8.1	0.0	11.3
Lack of ability or talent	24.5	13.5	20.8	20.2
Marriage plans	3.8	0.0	0.0	1.5
Low grades in school subjects	35.9	51.4	20.8	37.5
Other reasons	3.8	24.3	4.5	10.5

*Columns in this table do not total 100, since students were permitted to give more than one reason. Percentages are based on the number in each grade whose aspirations and expectations were different, as given in Table 17.

As with the boys in the sample, there was a decrease from grade nine to eleven in the proportion who mentioned change of interest. Also there was an increase from grade nine to eleven in the proportion of the girls who were concerned about lack of finances and low grades in school subjects. These trends may indicate that students in grade eleven are more realistic in their thinking than are the younger students. Table 22 presents the data on the reasons given by the girls for differences between their educational aspirations and expectations.

Table 22

Reasons for Differences between Educational Aspirations and Expectations (Percentages of Girls by Grade)*

Reasons	Grade 9	Grade 10	Grade 11	Percentage of total (N = 155)
Change of interest	48.6	31.4	24.5	38.7
Lack of finances	20.0	27.6	35.3	25.8
Lack of encouragement	5.7	13.7	8.3	9.0
Lack of ability or talent	20.0	17.7	24.9	20.3
Marriage plans	10.0	13.7	2.6	9.6
Low grades in school subjects	31.4	33.3	82.0	43.2
Other reasons	3.8	3.9	5.9	3.8

*Columns do not total 100 percent, since the students were permitted to give more than one response. Percentages are based on the number in each grade whose aspirations and expectations were different, as given in Table 17.

In summary, the preceding section showed that for the students whose educational aspirations and expectations were different, low grades in school subjects and change of interest were the reasons given most often. Both boys and girls in grades ten and eleven mentioned low grades in school subjects most frequently, while in grade nine change of interest was the reason given most frequently by both boys and girls.

OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS

In this section the data pertaining to the occupational aspirations and expectations of the sample will be presented. As in the preceding section the order of presentation will follow the order of the questions listed in the statement of purpose. Data related to questions five to nine, pages 2-3, will be presented.

Occupational Aspirations

The fifth question which this study attempted to answer was "what are the occupational aspirations of the students?" In order to answer this and subsequent questions, the occupations named by the subjects were classified and coded according to the Occupational Classification Manual of the Dominion Bureau of Statistics.[5] Because of the small number of subjects naming occupations such as farming and fishing, the divisions which include these occupations were considered as one; some of the other divisions were combined for the same reason.

An analysis of the student responses to the question concerning their occupational aspirations showed the rank order of preference for the various divisions of occupations to be as follows: professional and technical (45.2 percent); crafts and production process (19.1 percent); service and recreation (16.1 percent); clerical and sales (9.7 percent); transportation and communication (3.4 percent); farming, fishing and forestry (3.2 percent); and the managerial and labour classification each less than 1.0 percent. The proportion of students

---

[5]Dominion Bureau of Statistics, Occupational Classification Manual (1961).

who did not name an occupation was 2.9 percent. Examination of these figures in relation to the educational aspirations of the students in the sample indicated that there appeared to be a relationship between the students' occupational aspirations and educational aspirations.[6] However, because of the method of classification of occupations used in this study only a rough description of this relationship was possible. While a total of 74.9 percent of the sample aspired to occupations in the professional and technical, crafts and production process, and clerical and sales divisions, a total of 71.4 percent aspired to attend university and trade school, where training for these occupations is available. Details concerning the proportion of the sample which selected occupations in the various divisions are presented in Table 23.

Table 23

Occupational Aspirations of Total Sample

Occupational divisions	Frequency of selection	Percentage of total sample
Managerial	5	0.3
Professional and Technical	647	45.2
Clerical and Sales	140	9.7
Service and Recreation	231	16.1
Transportation and Communication	49	3.4
Farmers, Loggers, Fishermen, Miners	46	3.2
Craftsmen and Production Process Workers	247	19.1
Labourers	1	0.1
No response	40	2.9

[6]See Table 6, p. 48.

A breakdown of student preferences according to size of school showed that in all six categories professional and technical occupations were chosen most often. In four of the six categories, craft and production process occupations ranked second, while in the other two groups (200-299 and 300-399) service and recreation occupations ranked second in frequency of preference. Students' aspirations for occupations in the clerical and sales division ranged from 8.3 percent to 12.2 percent. As in the total sample, only a small proportion of students in all sizes of schools said that they would like to work in transportation and communication and in the primary industries. Comparison of the occupations mentioned by students in schools of different sizes indicated that the 200-299 category varied considerably from the other groups in the proportion who named service and recreation occupations (25.5 percent). Of this proportion 13.5 percent aspired toward police and military occupations. It may be of interest to note that, unlike the other communities represented, the community in which this school was situated was close to headquarters for a marine as well as for a land detachment of the Royal Canadian Mounted Police. Possibly this may have affected the occupational aspirations of the students. Details of the occupational aspirations of students attending schools of different sizes appear in Table 24.

Table 24

Occupational Aspirations of Sample
(by Size of School)

Occupational divisions	Size of school					
	1 - 99	100-199	200-299	300-399	400-499	500+
Managerial	0.0	0.5	0.0	0.0	0.0	0.9
Professional and technical	43.4	45.6	47.7	50.3	40.0	43.6
Clerical and Sales	8.3	8.6	9.3	9.1	12.2	12.5
Service and Recreation	17.2	15.8	25.5	15.6	15.6	11.2
Transportation and Communication	1.3	3.8	2.5	6.1	2.6	3.8
Farming, Fishing, Mining, Logging	3.5	2.5	1.5	7.9	2.6	2.7
Crafts and Production Process	25.4	21.2	11.1	8.5	24.3	18.9
Labour	0.0	0.0	0.0	0.0	0.9	0.0
No.responses	0.9	2.0	2.4	2.5	1.8	6.4

Because of the fact that the professional and technical occupations were preferred by such a large proportion of the students, the investigator divided this group into selected areas. From Table 25 it can be noted that the most preferred occupations in this group were in the field of health (41.3 percent) and education (31.4 percent). Science and engineering were preferred by 9.1 percent; law by 4.5 percent; and art, music and writing by 2.5 percent. Among the other occupations (11.3 percent) were accounting, drafting, and computer programming. These data are summarized in Table 25.

Table 25

Aspirations for Professional and Technical Occupations*

Occupational fields	Frequency of aspiration	Percentage of students who aspired to this catogory
Health	265	41.3
Education	203	31.4
Science and Engineering	59	9.1
Law	29	4.5
Art, Music and Writing	15	2.5
Other	76	11.2

*Only those students who aspired to professional and technical occupations are included in this table.

An examination of the boys' responses to the question concerning their occupational aspirations revealed that, unlike the total sample, they named occupations in the craft and production process division most frequently (38.3 percent). The proportions of the boys in the sample who named occupations in the other divisions were as follows: professional and technical (32.5 percent); service and recreation (10.7); farming, fishing, logging and mining (6.5 percent); transportation and communication (5.9 percent); clerical and sales (1.8 percent); and managerial and labour, each less than 1 percent. The proportion of boys who did not name any occupation was 3.5 percent. Comparison of the aspirations of the boys in grades nine, ten, and eleven indicated that grade nine and ten boys aspired most often to occupations in the crafts and production process divisions (44.1 per-

cent and 37.9 percent respectively), with professional and technical occupations ranking second in frequency of aspiration. In grade eleven 39.1 percent of the boys said they would like to work in the professional and technical area, while 30.6 percent expressed a desire for occupations in the crafts and production process division. There was an increase from grade nine to grade eleven in the proportion aspiring to work in the professional and technical division. Also there was a decrease from grade nine to eleven in the proportion mentioning craft and production process occupations. Table 26 presents the details of the occupational aspirations of the boys according to grade.

Table 26

Occupational Aspirations of Boys (by Grade)*

Occupational divisions	Grade 9	Grade 10	Grade 11	Percentage of all boys
Managerial	0.4	0.4	1.5	0.7
Professional and Technical	28.1	32.1	39.1	32.5
Clerical and Sales	0.8	2.1	3.0	1.8
Service and Recreation	12.9	8.3	10.4	10.7
Transportation and Communication	6.6	6.2	4.5	5.9
Farming, Fishing, Logging, Mining	4.4	8.8	6.4	6.5
Craft and Production Process	44.1	37.9	30.6	38.3
Labour	0.4	0.0	0.0	0.1
No response	2.3	4.2	4.5	3.5

*All numbers in this table are percentages of the sample.

The specific occupations preferred most frequently by the boys were: mechanic (18.6 percent); electrician (9.5 percent); teacher (8.0 percent); policeman (6.5 percent); and engineer (5.5 percent). The proportion of the boys who wanted to be mechanics decreased from grade nine to eleven, while the opposite was true of the proportion who wanted to be teachers and engineers. In all, the boys named fifty different occupations. Table 27 presents the data on the distribution of the aspirations for the five occupations named most frequently by the boys in the sample.

Table 27

Specific Occupations Most Preferred by Boys*

Occupations	Grade 9	Grade 10	Grade 11	Percentage of all boys
Mechanic	24.3	16.3	14.4	18.6
Electrician	9.6	9.6	9.9	9.5
Teacher	6.3	8.3	9.9	8.0
Policeman	5.9	5.4	7.9	6.3
Engineer	4.9	5.4	6.4	5.5

*All numbers in this table are percentages of the sample.

A consideration of the occupational aspirations expressed by the girls in the sample indicated that occupations in the professional and technical division were named most often (57.6 percent). The proportions of the girls who named occupations in the other divisions were as follows: service and recreation (21.5 percent); clerical and sales (17.6 percent); transportation and communication (1.0 percent); and

craft and production process (0.1 percent). No girls expressed a desire for occupations in the managerial and labour divisions. Fifteen girls (2.2 percent) did not express a preference for any occupation. A comparison of the occupations named by girls in grades nine, ten, and eleven showed that the highest proportion of girls in all three grades aspired to professional and technical occupations. In grades nine and ten service and recreation occupations ranked second in frequency of selection, while in grade eleven clerical and sales occupations ranked second. There was an increase from grade nine to grade eleven in the proportion aspiring to clerical and sales occupations. Table 28 presents the data on the occupational aspirations of girls in grades nine, ten, and eleven.

Table 28

Occupational Aspirations of Girls (by Grade)*

Occupations	Grade 9	Grade 10	Grade 11	Percentage of all girls
Managerial	0.0	0.0	0.0	0.0
Professional and Technical	60.5	53.4	58.6	57.6
Clerical and Sales	15.6	17.6	21.0	17.6
Service and Recreation	20.6	25.7	17.7	21.5
Transportation and Communication	0.6	2.1	0.0	1.0
Farming, Fishing Mining, Logging	0.0	0.0	0.0	0.0
Crafts and Production Process	0.3	0.0	0.0	0.1
Labour	0.0	0.0	0.0	0.0
No response	2.4	1.2	2.7	2.2

*All numbers in this table are percentages of the sample.

In all, thirty specific occupations were named by the girls; however, more than 75 percent of their preferences were confined to five occupations. The specific occupations most preferred were: nurse (25.7 percent); teacher (18.2 percent); office worker (17.6 percent); airline stewardess (9.3 percent); and beautician (8.5 percent). A comparison of the preferences for these occupations according to grade showed that nursing was the preferred occupation of girls in grades nine, ten,and eleven; however, the percentage of girls who preferred it decreased from grade nine to eleven. The same was true of the preference for teaching. A summary of this data is presented in Table 29.

Table 29

Specific Occupations Most Preferred by Girls*

Occupations	Grade 9	Grade 10	Grade 11	Percentage of all girls
Nurse	28.6	20.4	17.1	25.7
Teacher	21.8	15.9	15.5	18.2
Office Worker	14.7	19.6	19.3	17.6
Stewardess	10.5	10.2	6.1	9.3
Beautician	6.8	11.8	6.6	8.5

*All numbers in this table are percentages of the sample.

In summary, the data presented in this section indicated that a large proportion of the students aspired to professional and technical occupations (42.5 percent). The second most frequently mentioned occupations were in the crafts and production process division (19.1 percent) Few students aspired to managerial positions (0.3 percent). There was

a tendency for boys to select occupations in the crafts and production process division (38.3 percent), with "mechanic" being the most popular occupation. Among the girls in the sample there was a tendency to select professional and technical occupations (57.6 percent), with "nursing" the most popular occupation. Examination of the aspirations of boys and of girls in relation to those of the total sample indicated that while 45.2 percent of the total aspired toward professional and technical occupations, only 32.5 percent of the boys aspired toward them. Also, while 19.1 percent of the total aspired to crafts and production process occupations only 0.1 percent of the girls wanted to work in this area. Similarly the 9.7 percent of the total who preferred clerical and sales occupations included only 1.8 percent of the boys. A comparison of the occupational aspirations of the boys, girls and total sample is presented in Table 30.

Table 30

Comparison of Occupational Aspirations of Boys and Girls*

Occupational aspirations	Boys	Girls	Percentage of total
Managerial	0.7	0.0	0.3
Professional and Technical	32.5	57.6	45.2
Clerical and Sales	1.8	17.6	9.7
Service and Recreation	10.7	21.5	16.1
Transportation and Communication	5.9	1.0	3.4
Farming, Fishing, Logging Mining	6.5	0.0	3.2
Crafts and Production Process	38.3	0.1	19.1
Labour	0.1	0.0	0.1
No response	3.5	2.2	2.9

*All numbers in this table are percentages of the sample.

Occupational Expectations.

The sixth question which this study attempted to answer was "what occupations do the students expect to enter?" As with the aspired occupations, the expected occupations named by the respondents were classified according to the Occupational Classification Manual of the Dominion Bureau of Statistics.[7] The combination of farming, fishing, logging and mining into one division was maintained in this classification.

The responses of the students to the question concerning occupational expectation showed that 37.3 percent of the students expected to enter professional and technical occupations. The rank order of expectancy to enter occupations in the other divisions was as follows: crafts and production process (18.6 percent); service and recreation (15.9 percent); clerical and sales (13.8 percent); farming, fishing, logging and mining (2.8 percent); and transportation and communication (2.5 percent). Less than 1 percent expected to enter the managerial and labour occupations. The proportion of the sample which did not name an expected occupation was 8.2 percent. The rank order of the students' occupational expectancies is almost exactly parallel to the rank order of their occupational aspirations.[8] There was, however, a decrease in the proportion expecting to enter professional and technical occupations and an increase in the proportion expecting to enter clerical and sales occupations. There was also an increase in the

---

[7]Dominion Bureau of Statistics, Occupational Classification Manual (1961).

[8]See Table 23, p. 69.

proportion of the students who did not respond to the question concerning occupational aspirations. Table 31 presents the data on the occupational expectations of the sample.

Table 31

Occupational Expectations of Total Sample

Occupational divisions	Frequency of response	Percentage of total sample
Managerial	5	0.3
Professional and Technical	534	37.3
Clerical and Sales	198	13.8
Service and Recreation	228	15.9
Transportation and Communication	35	2.5
Farming, Fishing, Logging, Mining	41	2.8
Crafts and Production Process	266	18.6
Labourers	9	0.6
No response	117	8.2

A breakdown of the students' occupational expectations according to size of school showed that in all categories of schools there was a tendency for students to select occupations in the professional and technical division. The range of this expectancy, however, was from 28.7 percent to 44.9 percent. In four of the categories of schools, crafts and production process occupations ranked second in the frequency of expectation; in one category (200-299) the service and recreation occupations ranked second, while clerical and sales

ranked second in the other (300-399). The expectancy to enter occupations in the primary industries ranged from 1.4 percent to 6.7 percent. These results appear to be fairly consistent with those reported in Table 24, p. 71. An outline of the occupational expectations of students in schools of different sizes is presented in Table 32.

Table 32

Occupational Expectations of Total Sample (by Size of School)*

Occupational divisions	Size of School					
	1 - 99	100-199	200-299	300-399	400-499	500 +
Managerial	0.0	0.2	0.0	0.6	0.0	0.9
Professional and Technical	39.9	37.5	40.4	44.9	28.7	32.7
Clerical and Sales	10.1	14.4	11.8	13.9	15.7	15.9
Service and Recreation	14.5	16.7	24.2	11.5	18.3	13.1
Transportation and Communication	1.8	2.0	1.9	4.2	3.5	2.4
Farming, Fishing, Logging, Mining	3.1	1.4	2.5	6.7	2.6	3.1
Crafts and Production Process	23.7	21.4	11.2	9.6	22.6	17.9
Labour	0.9	0.9	0.0	1.2	0	0.3
No response	6.0	5.5	8.0	7.4	8.6	13.7

* All numbers in this table are percentages of the sample.

Because of the fact that such a high proportion of the students expected to enter occupations in the professional and technical division, a breakdown of this division will be presented. Only the students who named occupations in this division will be included. The

proportions of students who expected to enter the various areas were as follows: health (39.1 percent); education (35.0 percent); law (4.0 percent); and art, music, and writing (1.1 percent). Other professional and technical occupations were named by 12.4 percent; included in these "other areas" were accounting, social work, drafting, and surveying. Although fewer students expected to enter professional and technical occupations than aspired to enter them, the rank order of aspiration and expectancy was the same. However, there was a decrease in the proportion expecting to work in health professions and an increase in the proportion expecting to enter the field of education.[9] Table 33 presents a breakdown of the students' expectations to work in professional and technical occupations.

Table 33

Expectations for Professional and Technical Occupations

Occupational fields	Frequency of expectation	Percentage of students who expected to enter this category
Health	209	39.1
Education	187	35.0
Science and Engineering	45	8.4
Law	21	4.0
Art, Music and Writing	6	1.1
Other	66	12.4

A consideration of the expected occupations named by the boys showed that the most frequently mentioned occupations were in the crafts and production division (36.9 percent). The order of frequency

[9]See Table 25, p. 72.

of expectation for occupations in the other divisions was as follows: professional and technical (28.2 percent); service and recreation (11.5 percent); farming, fishing, logging, and mining (5.8 percent); transportation and communication (4.2 percent); labour (1.2 percent); and managerial (0.6 percent). This rank order is almost exactly parallel to the boys' occupational aspirations.[10] Also there was similarity between the boys' occupational aspirations and expectations in that there was a decrease from grade nine to grade eleven in the proportion expecting to enter crafts and production process occupations and an increase from grade nine to grade eleven in the proportion expecting to enter professional and technical occupations. Table 34 presents the details of the occupational expectations of the boys.

Table 34

Occupational Expectations of Boys (by Grade)*

Occupational divisions	Grade 9	Grade 10	Grade 11	Percentage of all boys
Managerial	0.5	0.4	1.0	0.6
Professional and Technical	24.1	26.7	35.1	28.2
Clerical and Sales	0.4	4.6	3.0	2.6
Service and Recreation	11.8	10.0	12.9	11.5
Transportation and Communication	4.1	5.7	2.5	4.2
Farming, Fishing, Logging, Mining	5.5	6.3	5.4	5.8
Crafts and Production Process	43.5	35.4	29.7	36.9
Labour	2.6	0.4	0.0	1.2
No response	6.6	10.5	10.4	9.0

* All numbers in this table are percentages of the sample.

[10]See Table 26, p. 73.

A more detailed examination of these data showed that the specific occupations expected most frequently by the boys were those of mechanic (18.1 percent), teacher (9.4 percent), electrician (7.7 percent), policeman (6.3 percent), and engineer (4.8 percent). The percentage of boys who expected to be teachers increased from grade nine to grade eleven, while the reverse was true of those who expected to be mechanics. These trends are similar to those indicated in the boys' occupational aspirations, the only exception being that the rank order of electrician and teacher was different.[11] This will be evident from the data presented in Table 35.

Table 35

Specific Occupations Most Expected by Boys*

Occupations	Grade 9	Grade 10	Grade 11	Percentage of all boys
Mechanic	24.0	16.3	11.9	18.1
Teacher	7.7	9.9	11.4	9.4
Electrician	7.0	8.3	7.9	7.7
Policeman	5.5	6.3	7.4	6.3
Engineer	3.3	5.8	5.4	4.8

* All numbers in this table are percentages of the sample.

An examination of the girls' responses to the question concerning which occupations they expected to enter revealed that, like the total sample, the largest proportion of the girls expected to enter professional and technical occupations (46.3 percent). The rank order

[11]See Table 27, p. 74.

of expectation for entry into occupations in the other divisions was clerical and sales (24.7 percent), service and recreation (20.3 percent), and all other occupational divisions less than 1 percent each. Comparison of the data for the three grades showed that this order of expectancy was the same for each grade. The proportion of the girls who expected to enter professional and technical occupations decreased from grade nine to grade eleven, while occupations in the clerical and sales division increased in expectancy from grade nine to eleven. These trends are similar to those shown in the girls' occupational aspirations.[12] The rank order, however, was different in that in frequency of mentioning preferred occupations service and recreation occupations ranked second and clerical and sales ranked third, while this order was reversed in the order of expectations. Table 36 presents these data.

Table 36

Occupational Expectations of Girls (by Grade)*

Occupational divisions	Grade 9	Grade 10	Grade 11	Percentage of all girls
Managerial	0.3	0.0	0.0	0.1
Professional and Technical	47.4	46.2	44.6	46.3
Clerical and Sales	22.2	23.6	29.8	24.7
Service and Recreation	22.2	22.5	14.5	20.3
Transportation and Communication	0.7	1.2	0.0	0.7
Farming, Fishing, Logging, Mining	0.0	0.0	0.0	0.0
Crafts and Production Process	0.3	0.4	0.5	0.4
Labour	0.0	0.4	0.0	0.1
No response	6.9	5.7	10.6	7.4

*All numbers in this table are percentages of the sample.

[12]See Table 28, p. 75.

A more detailed analysis of the above data showed that 73.5 percent of the girls expected to work in five specific occupations. The occupations were those of office worker (22.1 percent), nurse (19.4 percent), teacher (17.1 percent), beautician (9.3 percent), and stewardess (5.6 percent). The percentage that expected to be office workers increased from grade nine to grade eleven. A comparison of these data with the data on specific occupations preferred by girls indicated that "officer worker" moved from third to first place in rank order of expectancy. Table 37 presents the details concerning some specific occupations expected by the girls in the sample.

Table 37

Specific Occupations Most Expected by Girls*

Occupations	Grade 9	Grade 10	Grade 11	Percentage of all girls
Office worker	15.3	24.5	29.8	22.1
Nurse	19.4	23.2	14.4	19.4
Teacher	15.3	20.0	16.6	17.1
Beautician	7.5	12.2	8.3	9.3
Stewardess	4.8	8.2	3.3	5.6

*All numbers in this table are percentages of the sample.

In summary, this section has presented data relevant to the occupational expectations of the sample. Professional and technical occupations were the most frequently expected occupations of each of the following: the total sample, students in each of the six categories of schools represented, and the girls in the sample. Crafts and production process occupations were expected most frequently by the

boys in the sample. Few students expected to work in the managerial and labour occupations. Comparison of the expectations of students in the three high school grades revealed that there was an increase from grade nine to eleven in the proportion of boys who expected to enter professional and technical occupations and in the proportion of girls who expected to have occupations in the clerical and sales division. There was a decrease from grade nine to grade eleven in the proportion of girls who expected to enter the professional and technical field and in the proportion of boys who expected to work in the crafts and production process occupations.

Differences Between Occupational Aspirations and Expectations.

A comparison of the occupational aspirations and expectations of the sample revealed that more of the subjects aspired to work in professional and technical occupations than expected to do so, the difference between aspirations and expectations for these occupations being 7.9 percent for the entire sample, 4.3 percent for the boys and 11.3 percent for the girls. More girls expected to work in clerical and sales occupations than aspired to do so, the difference between aspiration and expectation for this occupational division being 7.1 percent. Fewer boys expected to work in the transporation and communication occupations (1.7 percent) and in crafts and production (1.4 percent) than expressed a desire to do so. The proportion who did not name an expected occupation was 5.3 percent higher than the proportion who did not name an occupation they would like to enter. Table 38 shows the differences between occupational aspirations and expectations.

Table 38

Overall Differences between Occupational Aspirations and Expectations*

Occupational divisions	Percent of difference for boys	Percent of difference for girls	Percent of difference for total
Managerial	-0.1	0.1	0.0
Professional and Technical	-4.3	-11.3	-7.9
Clerical and Sales	0.8	7.1	4.1
Service and Recreation	0.8	- 1.2	-0.2
Transportation and Communication	-1.7	0.3	-0.9
Farming, Fishing, Logging, Mining	-0.7	0.0	-0.4
Crafts and Production Process	-1.4	0.3	-0.5
Labour	1.1	0.1	0.3
No response	5.5	5.2	5.3

*The percentages in this table are the result of occupational expectations minus occupational aspirations.

The number of students who did not expect to enter the occupations they would like was 336, 23.4 percent of the total. Of the boys in the sample, 20.5 percent did not expect to enter their preferred occupation, while the same was true of 26.4 percent of the girls. Except in the case of the grade eleven girls, 11.1 percent of whom did not name an expected occupation, there was a decrease from the early to the later high school grades in the proportion whose aspirations and expectations were different. A similar trend was noted in the educational aspirations and expectations.[13] Table 39 presents a breakdown by sex and grade of the students who did not expect to enter the occupations to which they aspired.

[13]See Table 17, p. 61.

Table 39

Number and Percentage of Students Whose Occupational Aspirations and Expectations were Different*

Grade	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
9	65	24.0	76	25.9
10	47	19.6	60	24.5
11	34	16.8	54	29.8

*Percentages are based on the number of students in the sample classified according to grade and sex.

The students whose occupational aspirations and expectations were different came from each of the six categories of schools. The proportions of such students ranged from 17.4 percent to 27.2 percent, the highest proportion being in the smallest schools. This was different from the data on the educational aspirations and expectations in that in the latter most of the students whose aspirations and expectations were different represented the 400-499 category. Table 40 describes the distribution by size of school of the respondents whose occupational aspirations and expectations were different.

In summary, the preceding section has presented data on the differences between the students' occupational aspirations and expectations and on the number and distribution of respondents who did not expect to enter the occupation to which they aspired.

Table 40

Number and Percentage of Students Whose Occupational Aspirations and Expectations were Different (by Size of School)

Size of school	Number of subjects	Percentage of sample from that category
1 - 99	62	27.2
100 - 199	114	25.2
200 - 299	32	19.9
300 - 399	39	23.6
400 - 499	20	17.4
500 +	69	21.5

Reasons for Occupational Aspirations.

Another purpose of this study was to discover the factors that were perceived by students as being important in their occupational choice. An analysis of the students' responses to a question concerning their reasons for selecting the occupations of their choice showed that the reasons given most frequently were interest in the work (79.4 percent), service to others (36.4 percent), interest in people (31.6 percent), salary or wages (30.7 percent), personal satisfaction (24.5 percent), admiration for someone engaged in the occupation (12.4 percent), and availability of jobs (11.0 percent). Table 41 presents a detailed summary of the reasons given for the occupational aspirations of the sample.

Table 41

Reasons for Occupational Aspirations of Total Sample

Reasons for occupational aspirations	Frequency of response	Percentage of total sample*
Interest in the work	1154	79.4
Special talent or ability	70	4.9
Personal satisfaction	351	24.5
Social standing of the occupation	63	4.4
Suggestion of parents or relatives	126	8.8
Interest in a particular subject in school	101	7.0
Admiration for someone engaged in the occupation	177	12.4
Suggestion of friends or classmates	38	2.7
Suggestion of teacher, principal, or counsellor	16	1.1
Salary or wages	440	30.7
Availability of jobs	158	11.0
Lack of information about other occupations	76	5.3
Security offered by the occupation	126	8.3
Participation in extra-curricular activities	39	2.7
Information from radio, television, books, etc.	83	5.8
Service to others	521	36.4
Interest in people	456	31.8
Other reasons	68	4.7

*The total of column two is not 100 percent, because the respondents were permitted to give more than one reason.

Examination of the same data for each of the six categories of schools indicated that in each of the categories the reason given most frequently was interest in the work; service to others, interest in

people, and salary and wages were each mentioned by more than one quarter of the respondents in each group. Ability and talent were not mentioned by more than 6.9 percent in any category, while the least popular selection in all categories was suggestion of school personnel. The 200-299 category was remarkably different from the others in that such a high proportion gave as a reason for their occupational aspirations service to others (49.7 percent), while the 300-399 category was different in that interest in a particular subject in school (15.2 percent) and security offered by the occupation (12.7 percent) were selected more often by students in this category than in any other. Table 42 presents a breakdown by size of school of the reasons students gave for their occupational aspirations (see page 92).

The boys in all three grades gave interest in the work as the primary reason for their occupational aspirations (80.7 percent); salary or wages (40.8 percent) ranked second in the frequency of selection for all grades, service to others (28.3 percent) ranked third, and personal satisfaction (27.0 percent) ranked fourth. Environmental influences were mentioned less frequently; for example, only 9.8 percent of the boys said that they aspired to an occupation because of suggestions from parents or relatives. School related factors were also mentioned by only a small percentage; for example, only 1.1 percent of the boys said that the suggestion of teachers, principals, or counselors had influenced them, and only 6.6 percent felt that interest in a school subject had influenced them in choosing an occupation. Certain practical considerations were mentioned by a small proportion of the boys: availability of jobs (15.3 percent), security (10.9 percent), and special ability

Table 42

Reasons for Occupational Aspirations (by Size of School)

Reasons for occupational aspirations	Size of school					
	1 - 99	100-199	200-299	300-399	400-499	500 +
Interest in the work	75	82.4	81.4	83.7	85.2	83.5
Special talent or ability	2.6	4.1	6.2	5.5	4.4	6.9
Personal satisfaction	21.5	26.4	26.1	30.9	22.7	19.3
Social standing of the occupation	4.4	2.9	5.0	4.8	4.3	5.9
Suggestion of parents or relatives	9.2	8.1	5.0	9.6	8.7	13.4
Interest in a particular subject in school	3.5	5.4	6.8	15.2	11.3	6.2
Admiration for someone who is engaged in occupation	9.2	15.1	14.3	12.1	13.9	9.3
Suggestion of friends or classmates	0.9	3.6	1.9	3.0	2.6	2.8
Suggestion of teacher, principal or counsellor	0.9	1.1	1.2	1.2	1.7	0.9
Salary or wages	30.7	26.9	30.4	46.0	33.0	29.3
Availability of jobs	11.8	10.4	8.1	12.7	13.0	11.2
Lack of information about other jobs	4.8	6.1	8.1	1.8	2.6	5.9
Security offered by the occupation	5.7	9.9	8.7	12.7	7.0	8.1
Participation in extra-curricular activity	1.8	2.0	2.5	1.2	1.7	5.6
Information from radio television, books	5.7	6.5	6.9	6.1	7.0	5.6
Service to others	35.0	34.1	49.7	42.4	31.9	31.8
Interest in people	29.8	35.2	37.3	37.6	27.0	24.6
Other reasons	3.9	3.6	8.1	7.3	1.7	5.0

(6.3 percent). Admiration for someone engaged in the occupation was the reason given by 15.1 percent. The media as a source of influence was mentioned by 6.3 percent. Other reasons, each given by less than 1 percent of the boys, were the following: excitement or suspense, love of outdoors, love of animals, and the chance to work in a family business. A comparison of the reasons given by boys in grades nine, ten, and eleven showed that the boys from all three grades were quite consistent in their selection of all factors; however, the proportion of those who gave the reasons of interest in people, security offered by the occupation, and availability of jobs increased from grade nine to grade eleven. This was particularly true of availability of jobs which more grade eleven boys considered important (20.3 percent). Table 43 (p. 94), outlines the boys' reasons for their occupational aspirations.

An analysis of the girls' responses to the question concerning the reasons for their wanting to enter certain occupations indicated that, like the boys, they named interest in the work (80.2 percent) more often than any other factor. Interest in people (45.7 percent), service to others (44.3 percent), personal satisfaction (21.9 percent), and salary and wages (20.7 percent) were each named more often than such factors as availability of jobs (6.8 percent), security offered by the occupation (6.7 percent), and special ability or talent (3.5 percent). The reasons girls gave for their occupational aspirations may be associated with the nature of the occupations to which they aspired; for example, the fact that a large number of girls gave interest in people and service to others as reasons for their occupational aspirations may be associated with the fact that many girls aspired to be nurses and

Table 43

Reasons for Occupational Aspirations of Boys (by Grade)*

Reasons for occupational aspirations	Grade 9	Grade 10	Grade 11	Percentage of all boys
Interest in the work	76.6	87.9	77.8	80.7
Special talent or ability	6.3	6.3	6.4	6.3
Personal satisfaction	27.3	24.6	29.7	27.0
Social standing of the occupation	4.8	3.3	8.4	5.3
Suggestion of parents or relatives	10.0	10.4	8.9	9.8
Interest in a subject in school	5.2	7.5	7.4	6.6
Admiration for someone who is engaged in the occupation	18.1	13.3	13.4	15.1
Suggestion of friends or classmates	1.5	3.3	3.0	2.5
Suggestion of teacher, principal or counsellor	0.7	.8	2.0	1.1
Salary or wages	34.4	44.6	38.1	40.8
Availability of jobs	13.3	13.3	20.3	15.3
Lack of information about other occupations	4.8	5.4	8.4	6.1
Security offered by the occupation	8.9	11.7	12.9	10.9
Participation in extra-curricular activities	2.2	4.6	3.5	3.3
Information from radio, books, television etc.	7.4	4.6	6.9	6.3
Service to others	29.3	26.3	29.7	28.3
Interest in people	15.5	17.9	20.8	17.8
Other reasons	4.8	3.8	5.0	4.5

*Columns in this table do not total 100 percent, because the students were permitted to make more than one selection. All numbers are percentages of the sample.

teachers.[14] Like the boys, only a small proportion named certain environmental factors such as suggestions of friends or relatives (7.8 percent) and suggestions of friends or classmates (2.8 percent). Similarly, the influence of the school was mentioned by few students; only 1.1 percent said that they had been influenced by the suggestion of teachers, principals, or counsellors. Interest in a particular subject in school was given as a reason by only 7.5 percent, and participation in extra-curricular activities was the factor named by only 2.1 percent of the girls. Of the "other reasons" mentioned, the most frequently given was the desire to travel (0.3 percent). The trend to choose occupations because of interest in people or the opportunity to serve others was similar in the three grades. The proportions of students naming the following as reasons for selecting certain occupations increased from grade nine to eleven: salary or wages, availability of jobs, security, personal satisfaction, and social standing of the occupation. Like the boys, grade eleven girls saw availability of jobs as more important than did the grade nine and ten girls. Table 44 (p. 96) presents this information.

In summary, the preceding section has presented data on the reasons for occupational aspirations. The reason given most frequently by all groups was interest in the work. Such factors as interest in people, service to others, and personal satisfaction were mentioned frequently by both boys and girls at all three grade levels. Salary or

---

[14]See Table 29, p. 76.

Table 44

Reasons for Occupational Aspirations of Girls (by Grade)*

Reasons for occupational aspirations	Grade 9	Grade 10	Grade 11	Percentage of all girls
Interest in the work	72.4	86.9	84.0	80.2
Special talent or ability	3.4	2.9	4.4	3.5
Personal satisfaction	19.4	21.6	26.5	21.9
Social standing of the occupation	1.4	4.9	5.0	3.5
Suggestion of parents or relatives	8.8	7.3	6.6	7.8
Interest in a subject in school	7.1	9.4	5.5	7.5
Admiration for someone who is engaged in the occupation	11.2	8.7	8.8	9.6
Suggestion of friends or classmates	2.7	2.4	3.3	2.8
Suggestion of teacher, principal, or counsellor	0.7	2.0	0.6	1.1
Salary or wages	17.7	21.6	24.3	20.7
Availability of jobs	4.8	5.7	11.6	6.8
Lack of information about other occupations	2.0	7.6	4.4	4.6
Security offered by the occupation	3.7	8.2	9.4	6.7
Participation in extra-curricular activities	1.0	2.0	3.9	2.1
Information from radio, television, books,etc.	4.4	6.5	5.0	5.3
Service to others	45.2	44.9	42.0	44.3
Interest in people	42.9	46.5	49.2	45.7
Other reasons	5.1	4.5	5.5	5.0

*The columns in this table do not total 100 percent, because the students were permitted to make more than one selection. All numbers in this table are percentages of the sample.

wages was the reason given by 40.8 percent of the boys, while it was given by only 20.7 percent of the girls. There was also a tendency for the frequency of naming certain reasons for occupational aspirations to increase from grade nine to grade eleven; this increase was true of availability of jobs, salary or wages, and interest in people.

Reasons for Differences between Occupational Aspirations and Expectations

The final question which this study attempted to answer was related to the reasons for the differences between occupational aspirations and expectations, if such differences existed. In this section the data related to this question will be presented.

An analysis of the data for the 336 students whose occupational aspirations and expectations were different showed that the reason given most often for not expecting to enter the preferred occupations was change of interest (45.8 percent). This may be related to the fact that interest played such an important part in the students' occupational aspirations. Another reason given was feelings of lack of ability for the preferred occupation (44.2 percent), although special ability or talent was mentioned by only 4.9 percent as a reason for occupational aspiration.[15] Other reasons mentioned included lack of finances (17.3 percent), too few job opportunities (14.6 percent), the necessity of leaving the province to find employment in the preferred occupation (10.4 percent), discouragement from other people (8.6 percent), less security in the preferred occupation (8.1 percent), and lack of training

---

[15]See Table 41, p. 90.

facilities in the province (8.0 percent). The "other reasons" which were given by 7.4 percent of the sample included marriage plans, physical disabilities, and wrong school programs. This information is outlined in Table 45.

Table 45

Reasons for Differences between Occupational Aspirations and Expectations of Total Sample

Reasons for differences	Frequency of response	Percentage of respondents*
I cannot afford the training	58	17.3
I cannot get the required training in this province	27	8.0
There may be too few job opportunities in the occupation I would like	49	14.6
The occupation I prefer does not pay well enough	19	5.7
I feel that my interests may change	154	45.8
Others do not want me to work in the occupation I would like to enter	29	8.6
There may be less security in the occupation I would like	23	8.1
If I worked in the occupation I prefer, I would have to leave this province	35	10.4
I feel that I may lack the ability or talent for the occupation I would like	153	44.2
Other reasons	25	7.4
No response	51	15.2

*The percentages in this column do not total 100, because students were permitted to give more than one reason.

A breakdown of the same data according to the size of the schools the students attended indicated that in five of the six categories change of interest was the reason given most frequently for differences between occupational aspirations and expectations. In the other category (400-499) lack of ability and the necessity of leaving Newfoundland to find employment were the reasons mentioned most frequently (35 percent). Lack of ability for the preferred occupation ranked second in frequency of selection in four of the six categories of schools, while in the other two (200-299 and 400-499) the necessity of leaving Newfoundland to find employment ranked second. There were no apparent trends in the proportion of students selecting any reason to increase or decrease with size of school. There were, however, some apparent differences between schools in the proportion of students selecting various factors. For example, insufficient pay, change of interest, and the necessity of leaving Newfoundland to find employment were mentioned more often by students in the 200-299 category than in any other, while in the same category only a small proportion (12.5 percent) were concerned about lack of ability or talent. Also compared to the other categories, the 400-499 category was different in that a larger proportion were concerned about lack of training facilities in the province (20 percent) and a smaller number were concerned about too few job opportunities (5.3 percent). Table 46 presents the data on this subject (see page 100).

The boys whose occupational aspirations and expectations were different (N = 146) gave change of interest as the most frequent reason for the difference (52.7 percent). Other reasons were given in

Table 46

Reasons for Differences between Occupational Aspirations and Expectations (by Size of School)

Reasons for differences	Size of school					
	1 - 99	100-199	200-299	300-399	400-499	500+
I cannot afford the training	16.1	14.9	12.5	25.5	20.0	17.3
I cannot get the required training in this province	6.5	10.5	9.4	10.3	20.0	4.3
There may be too few job opportunities in the occupation I would like	12.9	15.8	12.5	18.6	5.3	13.0
The occupation I prefer does not pay well enough	9.7	6.1	18.8	6.3	10.0	5.8
I feel that my interest may change	41.9	43.9	90.6	59.3	30.0	47.9
Others do not want me to work in the occupation I would like to enter	4.8	17.5	15.9	10.2	10.0	5.8
There may be less security in the occupation I would like	3.2	7.9	9.4	5.1	0.0	5.8
If I worked in the occupation I prefer I would have to leave this province	21.0	19.3	59.4	12.8	35.0	4.3
I feel that I may lack the ability or talent for the occupation I would like	29.0	41.2	12.5	53.9	35.0	30.4
Other reasons	3.2	14.4	6.2	5.1	0.0	8.7
No response	14.5	8.8	28.1	17.9	20.0	17.4

*Columns in this table do not total 100 percent, because students were permitted to give more than one reason; all numbers are in terms of percentages.

the following order: lack of ability (38.3 percent), too few job opportunities (21.2 percent), not being able to afford the training (17.1 percent), the necessity of leaving Newfoundland to find employment in the preferred occupation (13.7 percent), less security in the preferred occupation (13.0 percent), discouragement from others (9.6 percent), and too low salary in the preferred occupation (9.6 percent). The "other reasons" given by the boys included physical reasons (2.5 percent) and wrong program in school (2.5 percent). A comparison of the three grades showed that the proportion who gave lack of ability as a reason for not expecting to enter their preferred occupation increased from grade nine to grade eleven (38.3 percent to 50 percent), while there was a decrease from grade nine to grade eleven in the percentage who gave as their reasons the necessity of leaving Newfoundland to find employment and lack of security in the preferred occupation. The grade nine boys appeared to vary from the other two grades in that a larger proportion gave low pay (15.3 percent) as a reason for not expecting to enter the occupation they preferred. Only 2.1 percent of the grade ten boys mentioned lack of training facilities in the province as a reason compared with 11.6 percent of all boys. The grade eleven boys varied from the other two grades in that only 8.8 percent were concerned with not being able to afford the training for the occupation to which they aspired compared with 16.9 percent of the grade nine boys and 23.4 percent of the grade ten boys. No grade eleven boys mentioned lack of security in their preferred occupation while 13 percent of all boys mentioned this. Table 47 presents the details concerning reasons given by the boys for not expecting to enter the occupations to which they aspired.

Table 47

Reasons for Differences between Occupational Aspirations and Expectations (Percentages of Boys by Grade)*

Reasons for differences	Grade 9	Grade 10	Grade 11	Percentage of all boys
I cannot afford the training	16.9	23.4	8.8	17.1
I cannot get the required training in this province	16.9	2.1	14.7	11.6
There may be too few job opportunities in the occupation I would like	24.6	17.0	20.6	21.2
The occupation I prefer does not pay well enough	15.3	4.3	5.0	9.6
I feel that my interests may change	44.1	57.4	47.0	52.7
Others do not want me to work in the occupation I would like to enter	10.8	8.5	8.8	9.6
There may be less security in the occupation I would like	18.5	14.9	0.0	13.0
If I worked in the occupation I prefer I would have to leave this province	16.9	12.8	8.8	13.7
I feel that I may lack the talent for the occupation I would like	32.3	38.2	50.0	38.3
Other reasons	7.6	6.4	5.9	6.8
No response	15.3	21.3	17.6	17.8

*Columns in this table do not total 100 percent, because students were permitted to give more than one reason.

An analysis of the responses of the girls whose occupational aspirations and expectations were different (N = 190) revealed the most frequent reason to be lack of ability (51.1 percent) followed by changing interests (40.5 percent). The order of frequency of selection of the other reasons for not expecting to enter the preferred occupations was as follows: not being able to afford the training (17.4 percent), few job opportunities in the preferred occupation (8.4 percent), discouragement from others (7.9 percent), the necessity to leave Newfoundland to find employment (7.9 percent), too low a salary (2.6 percent), and less security in the preferred occupation (2.1 percent). Other reasons given by the girls included marriage plans (1.5 percent) and being enrolled in the wrong school program (2.1 percent). A comparison of the reasons given by girls in grades nine, ten, and eleven showed that the proportions in each grade were similar. There was, however, a decrease from grade nine to grade eleven in the proportions who named each of the following as reasons for not expecting to enter the preferred occupations: the necessity of leaving Newfoundland to find employment in the preferred occupation, lack of ability, too low a salary, and lack of training facilities in the province. There was an increase from grade nine to eleven in the proportion who said that too few job opportunities would prevent them from entering the occupation they would like. Comparison of the reasons given by the girls with those given by the boys indicated that while the highest proportion of the girls said lack of ability would cause their occupational aspirations and expectations to be different, the highest proportion of the boys said that change of interest would be the reason. Also for both boys and girls

there was an increase from grade nine to grade eleven in the proportion who said lack of ability or talent was a factor, while there was a decrease from grade nine to eleven in the proportion who said that the necessity of leaving Newfoundland to find employment would prevent them from entering the occupation to which they aspired. Table 48 (p. 105) presents the data concerning the girls' reasons for differences between their occupational aspirations and expectations.

In summary, the preceding section has presented the data on the reasons students gave for differences between their occupational aspirations and expectations. The reasons given most frequently was change of interest. Exeeptions to this were noted for the girls and for students who represented schools of size 400-499. In these two instances the reason most frequently given was lack of ability for the preferred occupation. Certain trends were noted in the reasons given by students in the three grades. One such trend was the decrease from grade nine to eleven in the proportion who gave as the reason for not expecting to enter the preferred occupation the necessity of leaving Newfoundland to find employment. Another was the increase from grade nine to grade eleven in the proportion of students who gave lack of ability or talent as a reason for differences between their occupational aspirations and expectations.

Additional information collected by this study pertained to students' intentions to work or not to work in Newfoundland. Analysis of the responses to the question concerning their intentions indicated that 61.2 percent were unsure, 27.7 percent intended to work in Newfoundland while 8.8 percent did not. The percentage of no response

Table 48

Reasons for Differences between Occupational Aspirations and Expectations (Percentages of Girls by Grade)*

Reasons for differences	Grade 9	Grade 10	Grade 11	Percentage of all girls
I cannot afford the training	18.4	18.3	14.8	17.4
I cannot get the required training in this province	6.6	5.0	3.7	5.3
There may be too few job opportunities in the occupation I would like	6.6	10.0	11.1	8.4
The occupation I prefer does not pay well enough	3.9	3.3	0.0	2.6
I feel that my interest may change	39.4	36.7	38.9	40.5
Others do not want me to work in the occupation I would like to enter	7.9	5.0	11.1	7.9
There may be less security in the occupation I would like	1.3	3.3	1.9	2.1
If I worked in the occupation I prefer, I have to leave this province	11.8	6.7	3.7	7.9
I feel that I may lack the ability or talent for the occupation I would like	56.6	51.7	43.0	51.1
Other reasons	6.6	8.3	8.6	7.9
No response	6.6	20.0	14.8	13.2

*The columns in this table do not total 100 percent, because students were permitted to name more than one reason.

was 2.2.

This chapter has presented and analyzed the data on the educational and occupational aspirations and expectations of the students in the sample.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the study: the problem investigated, the methodology employed, and the results obtained. Recommendations for further research are also included.

SUMMARY OF THE STUDY

The Problem

This study was designed to survey the educational and occupational aspirations of high school students in Newfoundland. It also attempted to survey some of the factors which students consider important in these aspirations and expectations. Because the impact of the decisions students make in high school is so great in their lives and so important for the economy of the province, it was felt that this study would be important. Its significance rested on the value that it might have as an aid in provincial educational planning and as a source of information for school counsellors in Newfoundland.

Instrumentation and Methodology

The instrument used in this study was a questionnaire devised by the investigator. It was pre-tested on a group of high school students to determine if it would yield the information required for the study and to check the students' interpretations of the questions.

As a result of this pre-test some revisions were made. A copy of the final draft which was used in collecting the data is contained in Appendix A.

The sampling procedure used attempted to produce a sample which would be representative of high school students in Newfoundland. A stratified random sample based on size of school was used. The names of schools attended by high school students were arranged in categories according to the number of students enrolled in grades nine, ten, and eleven. Six categories were defined as follows: 1-99, 100-199, 200-299, 300-399, 400-499, 500+. A random selection was made from each category until the number of students selected was approximately the same proportion of the sample as that size of school was of the total population of high school students in Newfoundland. As a result of this selection 1433 students from twelve schools participated in the study.

The data collection took place in September and October, 1971. The data from the questionnaire were processed by the investigator and the descriptive statistics were compiled.

Conclusions

Examination of the descriptive statistics led to the following conclusions:

1. The educational aspirations of the students were high; more than 90 percent of them expressed a desire to engage in further training after high school, while less than 2 percent wanted to drop out of high school. While completion of a course in trade school was

the aspiration of the largest proportion of the sample (39.3 percent), there were also many students who aspired toward a university education (36.3 percent). A Comparison of the educational aspirations of the boys and girls indicated that considerable differences existed: 9.5 percent more boys wanted to attend trade school; 4.6 percent more girls aspired toward a university education; and 9.6 percent more girls wanted to attend other training institutions. Some trends in the students' educational aspirations were also evident: for the boys there was a decrease from grade nine to grade eleven in the proportion who wanted to drop out of high school or complete only high school; for the girls there was an increase from grade nine to grade eleven in the proportion who wanted to attend trade school, while there was a decrease from grade nine to grade eleven in the proportion who aspired toward a university education.

2. The educational expectations of the students were also high; more than 80 percent expected to continue their education beyond high school while less than 3 percent expected to drop out of high school. While completion of a course in trade school was the expectation of the largest proportion of the students (41.7 percent), completion of a university degree program was also expected by many (27.1 percent). A comparison of the educational expectations of the boys and girls indicated that differences existed: 7 percent more boys expected to complete a course in trade school; 2.6 percent more girls expected to complete a university degree; and 7.1 percent more girls expected to attend other training institutions. Some trends in the expectations of the girls were indicated; there was an increase from grade nine to

grade eleven in the proportion who expected to complete a course in trade school, while there was a decrease from grade nine to grade eleven in the proportion who expected to complete a university degree.

3. There was a high degree of consistency between the educational aspirations and expectations of the students; more than 80 percent expected to attain the education to which they aspired. Two examples of differences betweeen students' aspirations and expectations were: (1) fewer students expected to complete a university degree (9.2 percent) or to attend other training institutions (1.4 percent) than aspired to do so; (2) more students expected to drop out of high school (1.6 percent),to terminate their education with high school (6.7 percent), and to complete a course in trade school (2.4 percent) than aspired to do so. More girls than boys indicated that they did not expect to attain the education they desired. (There was a difference of 5.5 percent). For both boys and girls there was an increase from grade nine to grade eleven in the proportion who expected to attain the education they desired.

4. The reason students gave most frequently for not expecting to fulfill their educational aspirations was low grades in school subjects (40.8 percent). Other reasons given by more than 20 percent of the students were: change of interest, lack of finances, and lack of ability or talent. Change of interest was mentioned most frequently by the grade nine students while lack of ability was mentioned most frequently by the grade eleven students. It would appear that grade eleven students are firming up their interests and may be more realistic about the necessity of ability or talent, while the grade nine students

are in the tentative stage of the development of their interest.

5. The occupational aspirations of the students were high; professional and technical occupations were preferred by the largest proportion of the sample (45.2 percent). Comparison of the aspirations of the boys and girls, however, indicated that more girls than boys wanted to enter professional and technical occupations. (There was a difference of 25.1 percent). The largest proportion of the boys aspired toward occupations in the crafts and production process division (38.3 percent), while only 1 percent of the girls expressed a preference for occupations in this division. Few students wanted to become managers or labourers (less than 1 percent combined). Also, few students aspired towards occupations in the primary industries (3.2 percent). A comparison By grade of the students' occupational aspirations revealed that the proportion of the boys aspiring toward professional and technical occupations increased from grade nine to grade eleven while the proportion aspiring toward crafts and production process occupations decreased. Similarly, for the girls there was an increase from grade nine to grade eleven in the proportion aspiring toward clerical and sales occupations. The single occupation most preferred by boys was "mechanic" (18.6 percent), while among the girls the most preferred single occupation was "nurse" (25.7 percent).

6. The occupational expectations of the students were also high; professional and technical occupations were expected by the majority of the students (37.3 percent). Occupations in each of the following divisions were expected by more than 10 percent of the students: crafts and production process, service and recreation, and clerical and sales.

Few students expected to become managers or labourers (less than 1 percent combined). Comparison of the expectations of the boys and girls revealed that more girls than boys expected to enter professional and technical occupations (18.1 percent more), while more boys than girls expected to enter the crafts and production process occupations (43.5 percent more). A comparison by grade of the expectations of the students indicated that the proportion of boys expecting to enter professional and technical occupations increased from grade nine to grade eleven, while the proportion expecting to enter the crafts and production process occupations decreased. Similarly, for the girls there was a decrease from grade nine to grade eleven in the proportion expecting to enter professional and technical occupations while the proportion expecting to enter clerical and sales occupations increased. The single occupation expected most frequently by boys was "mechanic" (18.1 percent), while "office worker" (22.1 percent) was the occupation expected most often by the girls.

7. There was a high degree of consistency between the occupational aspirations and expectations of the students; slightly more than 75 percent of the students expected to fulfill their occupational aspirations. This means that about 25 percent of the students expected to work in occupations other than those they actually preferred. Two examples of differences between occupational aspirations and expectations were: (1) fewer students expected to work in professional and technical occupations than aspired to do so (7.9 percent fewer); (2) more students, especially girls, expected to work in clerical and sales occupations than aspired to do so (4.1 percent). A comparison by grade of the

differences between occupational aspirations and expectations revealed that for the boys there was a decrease from grade nine to grade eleven in the proportion who did not expect to enter the occupation to which they aspired.

8. The reason given most frequently for occupational aspiration was interest in the work (79.4 percent). Interest in people, service to others, salary or wages, and personal satisfaction were each mentioned by more than 20 percent of the students. School related factors, however, were mentioned very infrequently. Also, ability or talent for the occupation was mentioned by only a small proportion (4.9 percent). Boys more often than girls aspired to occupations because of financial reward (20.1 percent more). Girls more often than boys aspired to occupations because of interest in people (27.9 percent more). There was a tendency for the practical considerations of availability of jobs, security, and salary to be mentioned more frequently by grade eleven students than by grade nine students.

9. The reason given most frequently for differences between occupational aspirations and expectations was change of interest (45.8 percent). Other reasons given by more than one tenth of the students who did not expect to enter the occupation to which they aspired included: lack of ability, lack of finances, too few job opportunities and the necessity of leaving Newfoundland to find employment. A comparison of the reasons given by boys and girls for differences between occupational aspirations and expectations revealed that more boys than girls mentioned too few job opportunities and less security in the preferred occupation (13 percent and 10.9 percent more), while more

girls than boys gave lack of ability or talent for the preferred occupation as a reason (12.8 percent more). A comparison by grade of the reasons given for not expecting to enter the preferred occupation indicated that the proportion who mentioned lack of ability or talent increased from grade nine to grade eleven while there was a decrease from grade nine to grade eleven in the proportion who gave as their reason the necessity of leaving Newfoundland to find employment. There was a degree of consistency in these results. Interest was the most important factor in both occupational aspiration and expectation. Although ability was not considered important in naming the most preferred occupation, it was considered important in naming the expected occupation; this may indicate that students were being more realistic in their expectations than in their aspirations.

RECOMMENDATIONS FOR FURTHER RESEARCH

The investigator makes the following recommendations for further research:

1. It is recommended that similar data be collected on several high schools located within large urban centers. Such data, once collected, could be compared to the more overall results obtained in this study.

2. The usefulness of the data from this and similar studies depends in part on the consistency of students' aspirations and expectations. It is recommended, therefore, that a follow-up study of all or part of the sample be undertaken.

3. It is recommended that in light of the data presented in

this study, a survey be carried out on: (1) the present and projected educational (training) facilities in the province and (2) the present and projected occupational offerings in the province. Such data, when compared to students' aspirations and expectations, may prove valuable in determining the direction the province of Newfoundland may need to move in educational planning and occupational development.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

Crites, John. Vocational Psychology. New York: McGraw-Hill Book Company, 1969.

Holland, John L. The Psychology of Vocational Choice. Waltham, Massachusetts: Blaisdell Publishing Company, 1966.

Hollingshead, August B. Elmtown's Youth. New York: Science Editions, John Wiley and Sons, Inc., 1961.

Maslow, Abraham H. Motivation and Personality. New York: Harper and Row, 1954.

Miller, Donald C. and William H. Form. Industrial Sociology. New York: Harper and Row, 1964.

Osipow, Samuel H. Theories of Career Development. New York: Appleton-Century-Crofts, 1968.

Peters, Herman J. and James C. Hansen. Vocational Guidance and Career Development. New York: The MacMillan Company, 1966.

Rosenberg, Morris. Occupations and Values. Glencoe, Illinois: The Free Press, 1957.

Zytowski, Donald G. Vocational Behavior. New York: Holt, Rinehart and Winston Inc., 1968.

B. PERIODICALS

Anderson, Walfred A. "Some Social Factors Associated with the Vocational Choices of College Men," Journal of Educational Sociology, V (October 1934), 435-466.

Auten, James A. "How Students Select Vocations," Clearing House, XXVI (November, 1951), 175-178.

Bayer, Alan E. "Marriage Plans and Educational Aspirations Among Working-Class Youth," American Journal of Sociology, LXXV (September, 1969), 239-244.

Berdie, Ralph F. "Why Don't They Go To College?" Personnel and Guidance Journal, XXXI (March, 1953), 352-356.

Blum, Stuart H. "The Desire for Security: An Element in the Vocational Choices of College Men," Journal of Educational Psychology, LII (December, 1961), 317-321.

Bradley, William A. "Correlates of Vocational Preferences," Genetic Psychology Monographs, XXVIII (July, 1943), 99-169.

Davis, Donald A., Nellie Hagan, and Judie Strouf. "Occupational Choice of Twelve-Year-Olds," Personnel and Guidance Journal, XL (March, 1962), 628-629.

Dipboye, W. J. and W. F. Anderson. "The Ordering of Occupational Values by High School Freshmen and Seniors," Personnel and Guidance Journal, XXXVIII (October, 1959), 121-124.

Dole, Arthur. "Reported Determinants of Educational Choice," Personnel and Guidance Journal, XLII (February, 1964), 564-571.

Endicott, Frank S. "Factors Influencing Vocational Choice," Vocational Guidance Magazine, X (December, 1931), 99-101.

Ezell, L. B. and H. M. Tate, "High School Students Look to the Future," Journal of Educational Research, XLIX (November, 1965), 217-222.

Ginzberg, Eli. "Toward a Theory of Occupational Choice," Personnel and Guidance Journal, XXX (April, 1952), 491-494.

Harmon, Lindsay R. "On Decision Making in High School," Bulletin of National Association of Secondary School Principals, XLVI (November, 1962), 71-81.

Kahl, Joseph A. "Educational and Occupational Aspirations of 'Common Man' Boys," Harvard Educational Review, XXIII (Summer, 1953), 186-203.

Kaplan, Oscar J. "Age and Vocational Choice," Journal of Genetic Psychology, LXVIII (March, 1946), 131-134.

Kohout, Vernon A. and John W. M. Rothney, "A Longitudinal Study of Consistency of Vocational Preferences," American Educational Research Journal, I (January, 1964), 10-12.

Krauss, Irving. "Sources of Educational Aspirations Among Working-Class Youth," American Sociological Review, XXIX (December, 1964), 867-877.

Lehman, Harvey and Paul Witty, "Sex Differences in Vocational Attitudes," Journal of Applied Psychology, XX (October, 1936), 576-585.

Lipsett, Lawrence. "Social Factors in Vocational Development," Personnel and Guidance Journal, LX (January, 1962), 432-437.

Montesano, Nicholas and Harold Geist," Differences in Occupational Choice Between Ninth and Twelfth Grade Boys," Personnel and Guidance Journal, XLIII (October, 1964), 150-154.

Middleton, Russel and Charles M. Gregg. "Rural-Urban Differences in Aspirations," Rural Sociology, XXIV (September, 1959), 347-354.

Perrone, Philip A. "Values and Occupational Preferences of Junior High School Girls," Personnel and Guidance Journal, XLIV (November, 1965), 253-257.

Pinney, Martha A. "The Influence of Home and School in the Choice of Vocation," Journal of Educational Research, XXV (April, 1932), 286-290.

Porter, J. Richard. "Predicting Vocational Plans of High School Senior Boys," Personnel and Guidance Journal, XXX (December, 1954), 215-218.

Schmidt, John L. and John W. Rothney, "Variability of Vocational Choices of High School Students," Personnel and Guidance Journal, XXXIV (November, 1966), 142-146.

Sewell, William H. and Alan M. Orenstein. "Community of Residence and Occuaptional Choice," American Journal of Sociology, LXX (March, 1965), 551-563.

Stephenson, Richard M. "Occupational Aspirations of 443 Ninth-Graders," Journal of Educational Research, XLIX (September, 1955), 27-35.

Super, Donald E. "A Theory of Vocational Development," American Psychologist, VIII (May, 1953), 185-190.

Tenneyson, Wesley. "Career Development," Review of Educational Research, XXXVIII (October, 1968), 346-361.

Thompson, O. E. "Occupational Preferences of Junior High School Girls," Personnel and Guidance Journal, XLIV (April, 1966), 850-853.

Uzzell, Odell. "Influencers of Occupational Choice," Personnel and Guidance Journal, XXXIX (April, 1961), 666-669.

C. PUBLICATIONS OF GOVERNMENTS AND OTHER ORGANIZATIONS

Bowles, Roy T. and Walter A. Slocum. Educational and Occupational Aspirations of High School Juniors and Seniors in the State of Washington. Washington: U.S. Department of Health, Education, and Welfare, 1966.

Breton, Raymond and John C. MacDonald. Career Decisions of Canadian Youth: A Compilation of Basic Data. Ottawa: Department of Manpower and Immigration, 1967.

Burchinal, Lee, Archibald O'Haller, and Martin Taves. Career Choices of Rural Youth in a Changing Society. Minneapolis Agricultural Experimental Station Bulletin No. 458. Washington: U.S. Department of Health, Education and Welfare, 1962.

Department of Education of Newfoundland. The Aims of Public Education for Newfoundland. No 2-A. St. John's, 1959.

Department of Education of Newfoundland. Statistical Supplement to the Annual Report of the Department of Education and Youth for the Year ended June 30, 1971.

Dominion Bureau of Statistics. Census of Canada. III-3. 1961.

Dominion Bureau of Statistics. Census of Canada. Bulletin S-3. 1966.

Dominion Bureau of Statistics. Occupational Classification Manual. 1961.

Flanagan, John C. and others. Project Talent Monograph Series, Monograph No. I. Washington: U.S. Department of Health, Education, and Welfare, 1960.

Government of Newfoundland. An Act Respecting Education. L. 1960.

Government of Newfoundland. An Act Respecting Education. LXVIII. 1969.

Government of Newfoundland and Labrador. Newfoundland and Labrador Schools Directory. St. John's, Newfoundland, 1970-71.

Siemens, Leonard B. and J. E. Jackson. Educational Plans and Their Fulfillment: A Study of Selected High School Students in Manitoba. Winnipeg: University of Manitoba, 1965.

Watson, Cicely (ed.). Educational Planning: Papers of the Invitational Conference. Toronto: Ontario Institute for Studies in Education, 1967.

D. UNPUBLISHED MATERIAL

Davis, Hudson H. "A Comparative Analysis of Program Offerings in the Larger and Smaller High Schools in Newfoundland." Unpublished Master's Thesis, Memorial University of Newfoundland, 1968.

Department of Education of Newfoundland. Notices of Opening. 1971.

Hanchey, Karlos W. "Factors Influencing Occupational Choices and Educational Plans of High School Students with Implications for Changes in the Role of the Secondary School." Unpublished Doctor's Dissertation, Louisiana State University and Agricultural and Mechanical College, 1969.

APPENDICES

APPENDIX A

Vocational Planning Questionnaire

The following questions relate to a survey of vocational and educational planning of high school students in Newfoundland. You are requested to participate in this survey by completing the questionnaire. Participation is voluntary; however, your co-operation will be appreciated.

A. General Information

1. Name of the community in which you live (this may be different from the community in which your school is situated).

_____

2. The number of years you have lived in the community

_____ years

3. The approximate size of your community (check one)

(a) _____50,000 or more
(b) _____10,000-50,000
(c) _____ 5,000-10,000
(d) _____ 3,000- 5,000
(e) _____ 1,000- 3,000
(f) _____less than 1,000

4. The type of school you are now attending (check one)

(a) _____regional high school
(b) _____central high school
(c) _____junior high school
(d) _____all-grade school

B. Student Information

1. Age: (a)____14 or less
(b)____15
(c)____16
(d)____17
(e)____18 or more

2. Sex: (a)____male
(b)____female

3. Grade (check only one)
(a)____nine
(b)____ten
(c)____eleven

4. Course of study
(a)____general
(b)____academic

C. Educational Planning

1. Regarding your future education, which of the following describes what you would like to do? (Check only one).

(a)____drop out of high school
(b)____complete only high school
(c)____complete a course in trade school
(d)____complete a university degree
(e)____attend some other training institution (specify)

_____

2. Regarding your future education, which of the following do you really expect to do? (Check one)

(a)____drop out of high school
(b)____complete only high school
(c)____complete a course in trade school
(d)____complete a university degree
(e)____attend some other training institution (specify)

_____

3. If your answers to C-1 and C-2 above are different, which of the following could be your reason? (You may check more than one).

(a)____change of interest
(b)____lack of finances
(c)____lack of encouragement
(d)____lack of ability or talent
(e)____marriage plans

(f)____low grades in school subjects

(g)____other reasons (specify)

_____

_____

_____

D. Vocational Planning

1. Which occupation would you most like to enter? (Name a particular occupation, for example, beautician, mechanic).

_____

2. Why would you like to enter this occupation? (You may check more than one).

(a)____interest in the work

(b)____special talent or ability

(c)____personal satisfaction

(d)____social standing of the occupation

(e)____suggestion of parents or relatives

(f)____interest in a particular subject in school

(g)____admiration for someone who is engaged in the occupation

(h)____suggestion of friends or classmates

(i)____suggestion of teacher, principal or counsellor

(j)____salary or wages

(k)____availability of jobs

(l)____lack of information about other occupations

(m)____security offered by the occupation

(n)____participation in some extra-curricular activity

(o)____information from radio, television, books etc.

(p)____service to others

(q)____interest in people

(r)____other reasons (specific)_____

_____

3. What occupation do you really expect to enter?
(Name a particular occupation, for example, beautician, mechanic).

_____

4. If your answers to questions D-1 and D-3 are <u>different</u> which of the following could be your reason? (You may check more than one).

(a)____I cannot afford the training.

(b)____I cannot get the required training in this province.

(c)____There may be too few job opportunities in the occupation I would like.

(d)____The occupation I prefer does not pay well enough.

(e)____I feel that my interest may change.

(f)____Others do not want me to work in the occupation I would like to enter.

(g)____There may be less security in the occupation I would like.

(h)____If I worked in the occupation I prefer, I would have to leave this province.

(i)____I feel that I may lack the ability or talent for the occupation I would like.

(j)____Other reasons (specify)_____

_____

_____

5. Do you intend to work in this province? (Check one).

(a)____Yes, all of the time

(b)____Yes, but only for a while

(c)____No

(d)____I am unsure.

APPENDIX B

I hope to collect the data for this study during the months of September and October, 1971. Upon completion of the project a copy of the report will be made available to participating boards.

Yours truly,

Mary Long
Graduate Student

H.H. Way, Ed.D.
Department Head

L.D. Klas, Ph.D.
Thesis Supervisor

Enclosure