

A STUDY OF VOCATIONAL  
GUIDANCE SERVICES IN  
SELECTED HIGH SCHOOLS IN  
ST. JOHN'S, NEWFOUNDLAND

CENTRE FOR NEWFOUNDLAND STUDIES

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A STUDY OF VOCATIONAL GUIDANCE SERVICES IN  
SELECTED HIGH SCHOOLS IN ST. JOHN'S, NEWFOUNDLAND

by

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(E)

A Thesis submitted in partial fulfillment  
of the requirements for the degree of  
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Phyllis R. Howard

## ABSTRACT

Because little documented information was available to Newfoundland educators on the nature of the career guidance services offered in high schools throughout Newfoundland and Labrador, this study was undertaken to determine the types of career guidance services offered in senior high schools within the St. John's Roman Catholic School District and the Avalon Consolidated School District in St. John's, the response of the grade eleven students enrolled in schools in these districts to the career guidance services available in their respective high schools, and the impact these services had on the students' career decision-making.

Data were collected by means of a "Counselor's Check List" designed to obtain information on the types of career guidance services offered in the senior high schools and a "Student's Questionnaire" designed to determine grade eleven students' response to the career guidance services available in their respective high schools. Approximately sixteen percent of the male and female grade eleven population in each of the schools studied completed this questionnaire.

Analysis of this data indicated that all of the schools studied, with the exception of one, offered a fairly large variety of opportunities designed to facilitate vocational development. Grade eleven students made, during high school, fairly extensive use of the career guidance services available in their schools. The results of this study suggest that the career guidance programs operating in high schools in St. John's had an impact on students' career decision-making.



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## CHAPTER I

### INTRODUCTION

Today, career guidance is recognized as a very significant part of the high school guidance program. One of the major functions of such a program is to help the individual student choose a career. Theories of vocational choice and research in the field of vocational development indicate the complexity of the vocational choice process. Because of this complexity, it is essential that high school career guidance programs be based on current knowledge of adolescent vocational behaviour. There are many theories of vocational choice, but, the self and developmental theories appear to predominate current thinking in this field. These theories not only have contributed greatly to the understanding of adolescent vocational behaviour, but they, more so than the other theories of vocational choice, are applicable in the designing of a high school career guidance program.

The major self and developmental theorists are Ginzberg, Super, and Tiedeman. In this study, findings of these theorists were used in the formulation of the major goals of a high school career guidance program designed to help students acquire the vocational competence necessary to choose a career. These goals served as a guide in the designing of this study and in the examining of the input of the programs investigated.

The self and developmental theorists do not believe vocational choice takes place at a given point of time; they maintain vocational choice is a developmental process beginning early in life and proceeding along a curve until late in life. During this process the individual passes through a number of stages, each defined by its peculiar characteristics. Super (1957) claims that during adolescence the

individual engages in a process of exploration of the self and the world of work. This exploration is not so much a process of developing a new picture of the self as of putting it into words and thus developing a basis for finding out what sort of outlets there are in society for a person who seeks to assume a given kind of role. Then the self-concept is modified to bring it into line with reality. Ginzberg (1951) and Tiedeman (1963), interested in how vocational choices are made, hypothesize that an individual, during the developmental process of choosing a career, considers his interests, his capacities, his values and reality factors. The reality factors considered by the individual are the opportunities and the limitations of his personality and the environment. Ginzberg feels the decision concerning a career the individual intends to enter is a compromise between the individual's needs and reality. According to him, some individuals have little difficulty in making this compromise whereas others experience considerable doubt and indecision, usually because their emotional development is retarded or they have inadequate occupational preparation. From the review of the self and developmental theories, it was concluded that the extent to which adolescents cope with the developmental task of vocational choice depends greatly on the amount of knowledge they obtain of the self and the world of work and the degree to which this knowledge is internalized and integrated. Thus, the major goals of a high school career guidance program based on this conclusion would be as follows:

1. to provide opportunities for students to expand their knowledge of themselves, such as, their interests, their capacities, their values, and their personality

2. to provide opportunities for students to clarify and confirm their concept of the self
3. to provide opportunities for students to acquire knowledge of the work environment
4. to provide opportunities for students to consult school personnel qualified to help them arrive at a career choice which is compatible with their concept of the self

Each high school student uses different means of exploring the self and the work environment. The process of achieving a synthesis of the perception of the self and the work environment is, also, different for each student. Therefore, high school career guidance programs should provide a wide variety of services in order to meet the needs of all the students. Baer, Max & Rober (1969), Ginzberg (1971), Hoppock (1968), and Super (1957) suggest various services which school counselors could use for the purpose of helping students acquire the vocational competence necessary to cope with the task of choosing a career. These services are as follows:

1. Individual counseling service
2. Group counseling service
3. Vacation and part-time employment service
4. Testing service
5. Reading centre for interesting, accurate, up-to-date occupational literature
6. Career conferences
7. Field trips to numerous places of work
8. Career Days



9. Presentations of current audio-visual material, such as, films, filmstrips, slides, tape-recordings, and television programs of local employment opportunities and requirements
10. Work-study program
11. Formal course or units of work on occupations and self-analysis.
12. Career club
13. Student conducted job survey

#### Statement of the Problem

"Career planning is one of the most vital aspects of our school program" (Government of Newfoundland and Labrador, 1971, p. 109). This quotation is from a professional treatise on guidance service for Newfoundland educators. In Newfoundland, career guidance is recognized as a very significant part of the school program, yet, little documented information on the nature of the career guidance offered in high schools in this province was found. The investigator was unable to locate any information on the types of services offered in high schools for the purpose of helping students acquire more knowledge of the work environment and the self, clarify and accept the concept of the self and integrate this knowledge. Most important, no information was found on the extent to which students used the career guidance services offered in their respective high schools and on students' feelings with regard to the value of these services in helping them choose a career. Further, there appears to be no published studies on the effectiveness of these services in helping students develop the vocational competence

necessary to cope with the task of choosing a career. This type of information would be of considerable value to educators in the promotion, implementation, modification, and research of career guidance in high schools throughout the Province of Newfoundland.

#### The Purpose of the Study

At present, it was not feasible to do a study on the nature of the career guidance offered in high schools throughout the Province of Newfoundland and Labrador. Thus, this study dealt with the nature of career guidance only in high schools within the St. John's Roman Catholic School District, and the Avalon Consolidated School District in the city of St. John's, Newfoundland. This study was limited to those aspects of career guidance which pertain to helping students develop the vocational competence necessary to cope with the task of choosing a career. Therefore, the major aims of this study were:

1. To determine the type of career guidance services offered in the senior high schools within the above two school districts
2. To examine the input of the career guidance programs in the senior high schools within the above two school districts
3. To determine the extent to which grade eleven students who were enrolled in schools within the above school districts used the career guidance services offered in their respective schools during their high school
4. To learn whether grade eleven students who were enrolled in schools within the above school districts had positive feelings with regard to the value of career guidance services in helping them choose a career

- 3 6
5. To determine whether there was a significant relationship between the choosing of a career and the frequency of use of the following school services: career individual counseling; consultations with a teacher, vice-principal, or principal with regard to careers; group counseling; reading centre for occupational literature; field trips to places of work; Career Days; career conferences; occupational audio-visual presentations; and the informational occupational service

The minor aims of this study were:

1. To learn whether the grade eleven students who were enrolled in schools within the above school districts had found the occupational literature available in their respective schools interesting, comprehensible, and presenting accurate information
2. To learn the type of occupational audio-visual material which had been used by the grade eleven students enrolled in schools within the above school districts
3. To learn the type of standardized tests grade eleven students who were enrolled in schools within the above school districts had taken to help them choose a career
4. To learn whether students who were enrolled in the above school districts had had an interpretation, by a qualified person, of the tests they had taken to help them choose a career
5. To determine whether college oriented students, who were enrolled in schools within the above school districts, used



7

the individual counseling service to a greater extent than other students enrolled in these schools

#### Limitations of the Study

In this study, the nature of the career guidance program offered in senior high schools only within the St. John's Roman Catholic School District and the Avalon Consolidated School District in the city of St. John's, Newfoundland was investigated. The response to the school career guidance services of only those grade eleven students who were enrolled in schools within these districts was studied. Thus, while the results of this study can be generalized to similar senior high schools in St. John's and to all grade eleven students enrolled in these schools, they cannot be generalized to other high schools or grade eleven student populations throughout Newfoundland.

#### Definition of Terms

For the purpose of this study, the following definitions will be used:

1. Career guidance service refers to any type of experience given to a student by a counselor, teacher, vice-principal, or principal which has the potential of helping the student choose a career.
2. A Career Day refers to one day in which a number of workers in various occupations are invited to discuss their field of work with interested students.
3. Career conferences refer to experiences which are provided by the school over a period of time during which workers in

a variety of occupations discuss their specific field of work with interested students.

4. Career choice refers to one in which the student intends to enter.
5. A college-oriented student refers to a student who plans on entering a career which requires further education at a university, technical college, or a school of nursing.
6. High School - in St. John's, Newfoundland, a junior high school is one which enrolls grades seven, eight, and nine while a senior high school enrolls grades ten and eleven students.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

In order to establish the major goals of a high school career guidance program designed to help students acquire the vocational competence necessary to cope with the task of choosing a career, a review was made of some of the economic, sociological, trait-and-factor, need, self and developmental, decision, and typological theories of vocational choice. This review indicated that the self and developmental theories not only offered the best explanation of adolescent vocational behaviour, but, they, more so than the other theories of vocational choice, were applicable in the designing of a high school career guidance program. Also, these theories appear to predominate current thinking in the field of vocational choice. Crites (1969) says in reference to theories of vocational choice "Clearly, the most influential theories have been psychological, and, of these, at least since 1950, the predominant ones have been the self and developmental theories, or a combination of them [p. 611]." In this study, the works of the major self and developmental theorists, such as, Ginzberg, Super, and Tiedeman, were given serious consideration in the formulation of the major goals of a high school career guidance program.

Discussed in this section are the major self and developmental theories of vocational choice together with the means of helping young people develop vocationally suggested by Baer, Max & Rober, Hoppock, Ginzberg, and Super. The last part of the literature review deals with recently published studies which are related in some way to the status of career guidance in secondary schools in the United States and Canada.

Super's self theory of vocational development is having a great influence on current thinking in the field of vocational psychology. In his theory, Super (1957) places great emphasis on vocational choice as a continuous process which begins early in life and proceeds along a curve until late in life. He breaks down this continuum of development into vocational life stages, each defined by its peculiar characteristics. According to him, these major life stages are Growth, Exploration, Transition, Maintenance, and Decline. Of concern here is his Exploration Stage, the stage of vocational development of the majority of high school students. During this stage of development, the adolescent strives to elaborate upon and to clarify his concept of the self and the work environment, and to achieve a synthesis of the conception of the self and the work in the expression of a vocational choice. In adolescence the individual engages in a process of exploration of self and the work environment. Super feels this exploration process takes place primarily in the home, school and work setting. In the home, the adolescent observes the work roles of and discusses occupations with members of his family. Through involvement in household activities, for example, cooking or repairing electrical appliances, the adolescent becomes more aware of his own interests and abilities. Knowledge of the self and the work environment acquired in the home is supplemented by knowledge obtained from experiences in the school environment. These experiences include the taking of formal courses in natural science, social science, language, humanities, occupations, and self-analysis; the participating in school extra-curricular activities, for example, clubs, career conferences, and community projects; and, the socializing with teachers



and classmates. Super maintains that this form of interaction with teachers and classmates plays a major role in the formation of the adolescent's attitudes and in the manner in which the adolescent perceives the self and his role. In the work setting, if the adolescent works, he has an opportunity to further evaluate his interests, capacities, personalities, and values and clarify his impressions of the self. According to Super, the adolescent draws upon his experiences in the home, school, and the world of work to clarify his impressions of the self gained in childhood, to increase his information about occupations, and to achieve a synthesis of his conception of the self and work in the expression of a vocational choice.

Like Super, Ginzberg and his associates (1951) hypothesize that vocational choice is a process. They feel the individual passes through three major periods—the fantasy choice period, which occurs before the age of eleven; the tentative choice period which occurs around the age of eleven, the age at which young people begin to recognize they will eventually have to do something about choosing their future work; and the realistic choice period during which time the young person finally determines his choice. The tentative choice period is subdivided into four stages. The first stage is called the interest stage because tentative choices made at this time are based almost exclusively on interests. In the next two stages, the adolescent, in tentatively choosing a career, considers mainly his capacities and later, his values. Around sixteen the adolescent enters the transition stage during which time he becomes increasingly aware of the limitations which reality

factors impose upon his choice of a career. The realistic choice period has three stages-the exploration, the crystalization, and the specification stage. During the exploration stage, the adolescent reconsiders all possible alternatives; in the crystalization stage, he determines his choice and in the specification stage, the young person makes plans for the implementation of his choice. Ginzberg (1952) contends that the young person, during the realistic choice period, tries to choose a career in which he can make as much use as possible of his interests and his capacities in a manner that will satisfy as many of his values and goals. However, in choosing this career, he must weigh his opportunities and the limitations of the environment and assess the extent to which they will contribute to or detract from his securing a maximum degree of satisfaction in work or life. Actually, this choice is a compromise of all these factors.

Tiedeman (1963) hypothesizes an individual in the developmental process of choosing a career first considers a number of alternatives; a number of which may be relatively unassociated. He evaluates these alternatives in terms of his interests, his capacities, and his values, also, in terms of the opportunities these alternatives have for him now and in the future, the distasteful requirements of these alternatives, and the social context these alternatives have for himself and his dependents. Secondly, from this process of evaluation, priorities are set which may be reversible. Finally, the individual chooses the alternative most suitable for him. For Tiedeman, the aim of career guidance is to enhance the operation of reason in the process of career development and to free the person for progress in taking and acting

upon a particular decision as well as in viewing decisions in relation with those taken and those possible.

Knowledge contributed by Ginzberg, Super, and Tiedeman indicates that adolescents need opportunities to explore the self and the work environment. They also need opportunities to internalize and integrate the knowledge gained through this exploration process. Schools are in an ideal position to provide young people with these opportunities. Authorities in the field of career guidance, such as, Baer, Max & Rober, Ginzberg, Hoppock, and Super offer means by which high schools can help adolescents in this respect. Ginzberg (1971) contends, in the United States, the major efforts to broaden students' work perspective has not been through curriculum offerings, occupational exposures, or work-study programs, but has centered on making available to students specially prepared occupational information primarily in printed form. He suggests counselors should study critically the advantages and disadvantages that attach to using mechanisms other than the printed word in conveying information to clients that would help improve career decision-making. For example, he feels work-study programs should be further explored as a means of helping students not only acquire more information about the work environment, but about themselves. Furthermore, Ginzberg feels the use of occupational films should be further investigated as they provide opportunities for group participation and alternatives for the poor reader. Other audio-visual materials suggested by Baer, Max, & Rober (1969) and Hoppock (1968) are up-to-date film strips, slides, tape recordings and television programs on local employment opportunities and requirements. Baer, Max & Rober, Ginzberg and Hoppock believe career

conferences and plant tours, if well organized, are effective means of providing students with interesting, current occupational information. However, Ginzberg cautions that these means, if limited to one or two conferences or plant tours a semester, will have little or no impact on a young person's career planning. A Career Day is another suggested means of increasing students' knowledge of the work environment. Hoppock feels Career Days are less effective in this respect than career conferences and plant tours. Hoppock favors the teaching of occupations. He feels this approach is an economical way of providing students with a background of factual information against which to discuss individual problems in the counseling situation. Furthermore, Hoppock believes that the teaching of occupations provides time for students and counselors to study and to discuss vocational problems of common interest. During these sessions, students have an opportunity to compare opinions and judgements, not only with a counselor, but with many of those of their peers. For students, who need only a little accurate information on occupations, these sessions would satisfy this need, thus, conserving the counselor's time. Baer, Max & Rober (1969), Ginzberg (1971) and Super (1957) maintain that school personnel should be actively involved in helping high school students obtain part-time and vacation work which has exploratory value for them. Such a work experience should provide students with opportunities to test their perceived interests and capacities and to learn about some of the kinds of situations in which this type of work is carried on and some of the kinds of people, equipment, activities and problems associated with this type of work.



Herzberg, Mausner, Bernard, Peterson, Richard & Capwell

(1957) said:

With regard to vocational counselling, it has been shown, despite the limitations of the available research data, that vocational counselling can help individuals choose more satisfying occupations and that its effectiveness is increased when counselling interviews are combined with the use of psychological tests, especially interest and ability tests [pp. 220-221].

Super (1957) also feels that the use of psychological tests, such as interest and aptitude tests, should be a part of the counseling process. Ginzberg approves the use of these tests in the counseling situation as he feels they offer a base for exploration of self images in the context of occupational images and a chance to link the impressions to information about actual work situations. However, he emphasizes the need for counselors to restrict the use of these tests to situations where the counselee can be adequately prepared for the tests, and informed of what he can or cannot expect to learn from it. Also, he feels, if the client is to use the results of these tests, he must understand them and be able to accept them. Ginzberg does not favor the use of personality tests in vocational counseling as there is insufficient knowledge of the relationship between these tests and careers.

Only a few studies related to the status of career guidance in secondary schools in Canada or the United States were found. Campbell (1968) did a study to determine the status of guidance in public secondary schools in the United States. The data for this study were obtained by means of a questionnaire mailed to a representative group (which was composed of school administrators, counselors, teachers, students, and parents) of seven hundred and thirty-eight high schools of all types throughout the United States. Some of the findings of this

study are: students in all types of schools agree that aid in choosing an occupation is the most important guidance service; with respect to availability of services and need for services, students and parents reported that teaching about the world of work was the least available and most needed service; of the three thousand and thirty-eight students who answered the questionnaires, forty-three percent had asked for aid in choosing an occupation; and, with respect to students' opinion of the available occupational literature in the school, fifty-six percent found this literature quite helpful; seventeen percent felt the information given was not accurate; five percent found this literature difficult to read; and four percent found the literature uninteresting.

Flanagan and associates (1964) conducted a study on the state of guidance in American high schools. One of their chief findings was that the major activities in which counselors engaged were test administration, course selection, and college advising with a heavy bias in the direction of services to the college-bound.

Kaufman & Lewis (1968) did two major studies of vocational education; they focused on guidance services available to students pursuing different curricula. They found over half the vocational students, but less than one-third of those who followed an academic or general program reported they had never discussed their course choice with a counselor. Over two-thirds of the girls and more than three-fourths of the boys who were planning to work after high school reported they had never discussed their occupational plans with a guidance counselor.

Breton, McDonald, & Richer's (1972) study of the career decisions

of Canadian youth gives some insight into the types of guidance services available in secondary schools in Canada and the relationship between those high school students who use these services and those who have chosen a career they intend to enter. The data for this study were obtained by administering questionnaires to one hundred and fifty thousand grades nine, ten, eleven, and twelve students enrolled in three hundred and seventy-three randomly selected Canadian secondary schools. The counselors and principals of these schools were requested to complete a questionnaire. The findings of this extensive study, relative to the present study, were: first, about seventy percent of the students, in the last two years of high school, had an occupational preference; second, eighty-six percent of the schools studied did not have a full time counselor, one fourth of them had no counselor; third, only about forty percent of these schools organized activities for the diffusion of occupational information; fourth, students' consultation with a school counselor was associated with a lower likelihood of vocational indecision, this association was maintained when mental ability and socioeconomic origin were controlled; finally, the number of activities carried out in the school for the purpose of diffusing educational and occupational information is positively associated among boys and girls with the probability of their having formulated a career goal.

## CHAPTER III

### MATERIALS AND METHODS

This section describes the method used in the construction of the "Counselor's Check List" and the "Student's Questionnaire", the characteristics of the schools involved in this study, the manner in which the subjects were selected, the mechanics of collecting the data, and the methods used in analyzing this data.

#### Construction of the Check List and the Questionnaire

Data were collected by means of a "Counselor's Check List" specifically designed to obtain information on the types of career guidance services offered in senior high schools within the city of St. John's, Newfoundland and a "Student's Questionnaire" designed to determine grade eleven students' response to the career guidance services offered them. The "Counselor's Check List" was developed, first, by analyzing the current literature reflecting the major goals of a career guidance program designed to help adolescents develop vocationally and the suggested means by which these goals may be achieved. Then, from this analysis, the goals and the means of achieving these goals, which are shown in Table 1, were established. These means were incorporated into a "Counselor's Check List". A space was provided for counselors to include additional services offered in their school for the purpose of helping the students develop vocationally. A preliminary version of this check list was reviewed by the investigator's supervisor and two members of the Faculty of Education, Memorial University of Newfoundland. Suggested modifications were incorporated in the final version of the



TABLE 1

Formulated Goals and Means of Achieving the Goals  
of a High School Career Guidance Program

Goals	Means of Achieving Goals
To provide opportunities for students to acquire more knowledge of the work environment	<ul style="list-style-type: none"> <li>- reading centre for occupational literature</li> <li>- career conferences</li> <li>- field trips to places of work</li> <li>- Career Days</li> <li>- presentations of occupational audio-visual material</li> <li>- career clubs</li> <li>- formal courses or units of work on occupations</li> <li>- work-study programs</li> <li>- student conducted job surveys</li> </ul>
To provide opportunities for students to expand their knowledge of themselves, to clarify and accept concept of the self, and to integrate their knowledge of self and their knowledge of the work environment	<ul style="list-style-type: none"> <li>- career individual counseling service</li> <li>- career group counseling service</li> <li>- testing service which makes provisions for the administration and interpretation of interest, aptitude and value tests</li> <li>- units of work on self-analysis</li> <li>- work-study programs</li> </ul>

"Counselor's Check List" which is found in Appendix B.

To construct the "Student's Questionnaire", the objectives of the questionnaire were first established, and then questions were designed to elicit from the students the desired information. In formulating these questions, care was taken to keep the vocabulary and complexity-of-expression level simple enough so that typical grade eleven students could read them without difficulty. Also, the questionnaire was designed so that it could be completed satisfactorily in less than fifteen minutes. A preliminary version of the questionnaire was reviewed by the investigator's supervisor and two members of the Faculty of Education, Memorial University of Newfoundland. Suggested modifications were incorporated to improve the general content and format of the questionnaire which was then pretested on a small group of grade eleven students. Results of the pretest indicated the need for a few minor changes in the questionnaire. The final version of the "Student's Questionnaire" is included in Appendix B.

#### Characteristics of Schools Involved in the Study

In this study, the career guidance programs operating in all the senior high schools within the St. John's Roman Catholic School District and the Avalon Consolidated School District in the city of St. John's, Newfoundland, were investigated. There are six senior high schools in these districts. Presently these schools enroll grade ten and eleven students. Two of these schools enroll only boys, one enrolls only girls while the others enroll both boys and girls. Shown in Table 2 is the total student population in each of the schools for the academic

year 1973-74; letters have been substituted for the names of the schools. Over the past two years, five of these schools had a full time counselor on the staff. The other school had a full time counselor on staff for the academic year 1972-73 but not for the year 1973-74.

TABLE 2

Total Student Population of Senior High Schools within the St. John's Roman Catholic School District and the Avalon Consolidated School District for the year 1973-74.

Schools	Boys	Girls	Total
A	264	000	264
B	357	000	357
C	000	600	600
D	180	171	351
E	87	86	173
F	199	168	367
Total	1087	1025	2112

#### Method of Selecting the Subjects

In each school, fifteen to twenty percent of the male and female grade eleven students were randomly selected. Table 3 shows the number of subjects selected from each school. It was necessary to use two different procedures in selecting these subjects. Table of random

numbers reprinted in Roscoe (1969) was used in the process of selecting the subjects enrolled in all schools with the exception of one. In the latter, because of its large student population, the most feasible means of selecting subjects was by randomly selecting one class taking an honours academic program, two classes taking a general academic program, and one class taking a general program. The "Student's Questionnaire" was administered to all students in each of the randomly selected classes. Table 4 shows the number of students, who completed the questionnaire, from each of the above categories.

TABLE 3

Total Sample Population Selected from Senior High Schools within the St. John's Roman Catholic School District and the Avalon Consolidated School District

School	Boys	Girls	Total
A	38	0	38
B	55	0	55
C	00	128	128
D	31	27	58
E	17	13	30
F	30	26	56
Total	171	194	365



TABLE 4

## Subdivision of Population of School C

Program	Total Student Population	Sample Population Selected
Honours Academic	160	29
General Academic	340	71
General	100	28
Total	600	128

The Mechanics of Collecting Data

In the spring of 1974, letters were sent to the District Superintendent of the Roman Catholic School Board and to the Assistant Superintendent of the Avalon Consolidated School Board requesting permission to allow the investigator to contact principals and counselors for the purpose of administering a questionnaire to selected grade eleven students in their respective schools. Copies of these letters are shown in Appendix A. Authorization was granted to conduct the research. During May 1974, with the kind assistance of the principals, counselors, and teachers of five of the schools involved in this study, the "Student's Questionnaire" was administered to all the selected subjects with the exception of forty. These latter participants were contacted by phone for the purpose of discussing the study with them and obtaining permission to mail them a questionnaire. Of the forty questionnaires mailed to these subjects, thirty-eight were satisfactorily completed and returned.

The counselors in all the schools involved in this study completed and returned the "Counselor's Check List". In the school where there was no counselor on the staff, the principal kindly completed and returned it.

#### Methods Used in Analyzing Data

In analyzing the bulk of the information, descriptive statistics were used. All the information collected by means of the "Counselor's Check List" was tabulated and presented in tabular form. All the data obtained from the "Student's Questionnaire" were collated and arranged in frequency distributions. The range, mean, and standard deviation were determined as follows:

1. the frequency with which subjects used the individual and group, counseling service and the reading centre for occupational literature, consulted a teacher, vice-principal and/or principal with regards to a career, and participated in field trips to places of work, career conferences, presentations of occupational audio-visual material and Career Days.
2. the frequency with which the boys and the girls used the above services.
3. the frequency of the use of the reading centre for occupational literature and of the participation in career conferences and field trips by those respondents who gave their evaluation of these services

4. the frequency with which subjects, who did and did not have a counselor in junior high school, used the career individual counseling service
5. the frequency with which boys and girls, who did and did not have a counselor in junior high school, used the career individual counseling service
6. the frequency with which various groups of career-oriented students used the career individual counseling service
7. the frequency of use of the occupational informational service
8. the frequency of use of the career individual and group counseling service and the reading centre for occupational literature, of consultations with a teacher, vice-principal and/or principal with respect to careers, and of participation in field trips, career conferences, Career Days and presentations of audio-visual materials by those subjects who had and those who had not made a career decision.

The information presented in percentage form is as follows:

1. the number of subjects, who, during high school, used the career individual and group counseling service, the testing service, and the reading centre for occupational literature; consulted a teacher, vice-principal and/or principal with regards to careers; and participated in field trips to places of work, career conferences, Career Days, presentations of occupational audio-visual material and units of work on occupations
2. the number of students who used the above services at selected frequencies between one and ten

3. the number of boys and girls who used the above services at selected frequencies between one and ten
4. the number of subjects who took an interest and/or an aptitude test and had an interpretation of their test results
5. the number of subjects who used films, film strips, slides and tape-recordings to help them choose a career
6. the number of subjects who responded positively to questions regarding the value in helping them choose a career of the testing service, reading centre for occupational literature, field trips to places of work, Career Days and career conferences
7. the number of subjects who found the occupational literature available in their school interesting, comprehensible, and accurate
8. the number of boys and girls, who had and those who had not a counselor in junior high school, who used the career individual counseling service at selected frequencies between one and ten
9. the number of subjects who had and those who had not made a career decision
10. the number of subjects in various career-oriented groups who received career individual counseling.

Chi Square method of statistical analysis was used as follows:

1. to determine whether there was a significant relationship between students using the reading centre for occupational literature four or more times and those having positive feelings with regard to the value of this service in helping



them choose a career:

2. to determine whether there was a significant relationship between the students' participation in five or more career conferences and their having positive feelings regarding the value of this experience in helping them choose a career
3. to determine whether there was a significant relationship between students having had an interpretation of their test results and their having positive feelings regarding the value of the test in helping them choose a career
4. to determine whether there was a significant relationship between students' use of the career individual counseling service three or more times and their having made a career decision
5. to determine whether there was a significant relationship between students' use of the reading centre for occupational literature three or more times and their having made a career decision
6. to determine whether there was a significant relationship between students using the occupational informational service nine or more times and those having made a career decision

## CHAPTER IV

### ANALYSIS OF DATA

Results of the "Counselor's Check List" indicated the types of career guidance services offered students enrolled in senior high schools within the St. John's Roman Catholic School District and the Avalon Consolidated School District for the academic year 1973-74. Table 5 reports these findings. In all these schools provisions were made for students to obtain occupational literature and to attend career conferences. Career individual and group counseling as well as testing services were offered in every school, with the exception of one. In the school which did not offer these services, students were encouraged to consult their teachers, vice-principal and/or principal with regards to careers. In five of the schools, opportunities to participate in field trips to places of work and in presentations of occupational audio-visual materials were made available to the students. A Career Day was held in only four of the schools. None of the schools offered a course or units of work on occupations. A counselor in one of the schools made arrangements for interested students to participate occasionally in classes given at post-secondary institutions in St. John's, Newfoundland, for the purpose of increasing their knowledge of occupations. The number of career guidance services offered in each of the schools ranged from five to eight.

Analysis of the results of the "Counselor's Check List" indicated the types of standardized tests counselors most frequently used to help students choose a career. These results are shown in Table 6. Tests measuring interest were mentioned most frequently. The Safron Interest

Inventory was most favored. In only two of the schools, aptitude tests were used frequently while only one school made frequent use of value inventories. Results indicate that personality inventories were not used frequently to help students choose a career. Only in two of the schools was frequent use made of both interest and aptitude tests.

TABLE 5

Career Guidance Services Offered in Senior High Schools  
in St. John's, Newfoundland.

(N = 6)

Services	A	B	C	D	E	F	No. of Schools Offering Service
Individual Counseling	1	1	1	1	0	1	5
Group Counseling	1	1	1	1	0	1	5
Testing	1	1	1	1	0	1	5
Reading Centre for Occupational Literature	1	1	1	1	1	1	6
Presentations of Audio-visual Material	1	0	1	1	1	1	5
Career Day	0	1	1	1	1	0	4
Career Conferences	1	1	1	1	1	1	6
Field Trips	0	1	1	1	1	1	5
Units of Work on Occupations	0	0	0	0	0	0	0
Total Services Offered in Each School	6	7	8	8	5	7	

TABLE 6

## Types of Tests Most Frequently Administered to Senior High Students

Name of Test	A	B	C	D	E	F	No. of Schools Using Test
<b>Interest Inventories</b>							
Strong Vocational Interest Blank	1	0	1	0	0	0	2
Kuder Preference Record	0	0	0	1	0	0	1
Safran Interest Inventory	0	1	1	1	0	1	4
Others	0	0	0	0	0	1	1
<b>Aptitude Tests</b>							
Differential Aptitude Battery Test	0	0	0	1	0	0	1
Multiple Aptitude Test	0	0	0	0	0	0	0
General Aptitude Test Battery	0	0	0	0	0	0	0
Others	0	0	0	0	0	1	1
<b>Personality Inventories</b>							
Junior-Senior High School Personality Questionnaire	0	0	0	0	0	0	0
The Minnesota Counseling Inventory	0	0	0	0	0	0	0
Others	0	0	0	0	0	0	0
<b>Value Inventories</b>							
Allport Veron Scale of Values	0	0	0	0	0	0	0
Edwards Personal Preference Schedule	0	0	1	0	0	0	1
Others	0	0	0	0	0	0	0

Results of the "Counselor's Check List" indicated the types of occupational audio-visual material presented to senior high school students as shown in Table 7. In all schools, with the exception of one, audio-visual materials were used to help students develop vocationally. Films and film strips were mentioned most frequently. Educational television programs were not used for the diffusion of occupational information in any of the schools.

TABLE 7

Types of Occupational Audio-visual Materials Available to Senior High School Students

Types	A	B	C	D	E	F	No. of Schools Using Material
Films	0	0	1	1	1	1	4
Film Strip	1	0	1	1	1	0	4
Slides	0	0	0	1	1	0	2
Tape-recordings	0	0	1	1	0	1	3
Educational T.V.	0	0	0	0	0	0	0
No. of Types Used in Each School	1	0	3	4	3	2	13

Analysis of the results of the "Student's Questionnaire" indicated the number of subjects who, during high school, used the individual and group counseling service, the testing service and the reading centre for occupational literature; consulted a teacher, vice-principal and/or



principal with regards to a career; and participated in field trips to places of work, in career conferences, in presentations of occupational audio-visual materials and units of work on occupations. Table 8 reports these findings. Slightly more than seventy-five percent of the subjects consulted a counselor with regards to careers; almost eighty-five percent of the subjects used the reading centre for occupational literature; about seventy-seven percent of them participated in career conferences and a little over sixty-eight percent had taken either or both an interest or an aptitude test to help them choose a career. Approximately fifty percent of the subjects consulted a teacher, vice-principal and/or principal with regard to careers. Less than one half of the students used the group counseling service, participated in field trips to places of work and/or in the presentations of occupational audio-visual material. The rank order of the career guidance services with respect to the number of subjects who used them is shown in Table 9.

Table 8 shows about the same percentage of the boys as the girls used the career individual counseling service, the testing service and the reading centre and participated in the presentations of occupational audio-visual materials. It shows also that more girls than boys consult their teachers, vice-principal and/or principal with regards to career and participate in career conferences and Career Days. However, more boys than girls go on field-trips to places of work.

Subjects were asked to indicate the frequency with which they used the individual and group counseling service and the reading centre for occupational literature; consulted a teacher, vice-principal and/or principal with regard to careers; and participated in field trips to

places of work, career conferences, presentations of occupational audio-visual material and Career Days. The range, mean and standard deviation of the frequency with which subjects took advantage of these services are reported in Table 10.

TABLE 8

Percentage of Subjects Who, During High School, Used the Career Guidance Services

Career Guidance Services	Percentage of Boys (N=171)	Percentage of Girls (N=194)	Percentage of Total (N=365)
Individual Counseling	78.4	72.7	75.6
Consultation with a Teacher, Vice-principal or Principal	42.1	59.8	51.5
Group Counseling	42.1	43.7	43.0
Reading Centre for Occupational Literature	86.5	82.9	84.7
Field Trips	43.3	27.8	35.0
Career Days	63.2	78.4	71.2
Career Conferences	71.3	81.4	76.9
Occupational Audio-visual Presentations	43.8	39.7	41.6
Testing	69.6	62.9	68.2
Units of Work on Occupations	16.9	20.6	18.9

TABLE 9

Rank Order of Services According to the Number of Subjects Who Used Service

Reading Centre for Occupational Literature	1
Career Conferences	2
Career Individual Counseling	3
Career Days	4
Testing	5
Consultation with a Teacher, Vice-principal and/or Principal	6
Career Group Counseling	7
Occupational Audio-visual Presentations	8
Field Trips to Places of Work	9
Units of Work on Occupations	10

The frequency with which students used the services ranged from one to ten times for all services except career group counseling, field trips to places of work, and Career Days. The range for group counseling was one to five times, for field trips one to eight and for Career Days one to three. The majority of subjects who used the services used the career individual counseling service 1-5.6 times, the group counseling service 1-2.8 times, and the reading centre 1.4-6.5 times. The majority of those students who used the service consulted a teacher, vice-principal and/or principal with regards to a career 1-5.2 times; participated in field trips 0.6-3.2 times; in career conferences about 1-4 times; in presentations of occupational audio-visual materials about 1-8 times and in Career Days about 1-3 times.

TABLE 10

## Frequency of Use of Career Guidance Services By Those Who Used Service

Career Guidance Services	No. Who Used Service	Range	Mean	S.D.
Individual Counseling	275	1-10	3.2	2.4
Consultation with a Teacher Vice-principal or Principal	188	1-10	2.6	2.6
Group Counseling	157	1-5	1.5	1.3
Reading Centre for Occupational Literature	309	1-10	4.0	2.6
Field Trips	128	1-8	1.9	1.3
Career Day	256	1-3	1.7	1.9
Career Conferences	281	1-10	2.9	2.0
Occupational Audio-visual Presentations	157	1-10	4.0	3.9

Table 11 gives a more indepth view of the frequency with which subjects used the career individual and group counseling service and the reading centre for occupational literature; consulted a teacher, vice-principal and/or principal with regards to careers; and participated in field trips to places of work, career conferences, occupational audio-visual presentations and Career Days. It shows about fifty-three percent of those who used the career individual counseling service used it less than three times. Of those subjects who consulted a teacher, vice-principal and/or principal, approximately sixty percent of them consulted these people less than three times. A little over eighty percent of the students, who participated in group counseling, had less than three sessions of counselings and approximately sixty percent of these parti-

TABLE 11

Percentage of Students Who Used the Career Guidance Services at Selected Frequencies

Frequency	Individual Counseling (N=275)	Teacher Consultation (N=188)	Group Counseling (N=157)	Reading Centre (N=309)	Field Trips (N=128)	Career Day (N=260)	Career Conferences (N=281)	Occupational Audio-visual Material (N=157)
10	6.2%	4.2%	0.0%	11.0%	0.0%	0.0%	3.2%	20.4%
9	1.5	0.0	0.0	1.0	0.0	0.0	0.0	1.3
8	1.8	0.5	0.0	3.9	1.6	0.0	1.4	0.7
7	1.5	2.1	0.0	1.6	0.0	0.0	0.4	1.3
6	3.3	1.0	0.0	4.2	2.3	0.0	7.1	5.3
5	5.5	5.3	2.5	11.0	0.0	0.0	8.5	9.2
4	12.0	9.0	8.3	12.9	4.7	0.0	10.0	5.3
3	15.3	12.2	7.6	16.8	13.3	7.3	14.2	9.9
2	25.8	26.6	21.0	17.2	25.0	55.0	28.4	15.1
1	27.3	32.9	60.5	21.4	53.9	36.2	27.4	31.6



cipants had only one session of group counseling. About eighty percent of those students who participated in field trips went on less than three field trips and about fifty-four percent of these participants went on only one trip. Almost sixty percent of the students who participated in career conferences attended less than three times. About fifty percent of the students, who participated in occupational audio-visual presentations, did so less than four times.

Tables 12 and 13 show the comparison of the frequency of use of services by boys and girls. For those who used the career individual counseling service, almost sixty percent of the boys consulted a counselor three or more times while only about thirty-seven percent of the girls consulted a counselor three or more times. Boys tend to consult teachers, vice-principal and/or principal with regards to careers and use the reading centre for occupational literature more frequently than girls. However, about fifty-two percent of the girls, who participated in career conferences, attended conferences three or more times while only about thirty-five percent of the boys attended three or more times. Girls tend to participate in occupational audio-visual presentations more frequently than boys.

Subjects were asked to indicate whether they had taken an interest or an aptitude test to help them choose a career and had an interpretation of their test results by a qualified person. Tables 14 and 15 show the number of subjects who had taken these tests and who have had an interpretation of their test results. Fifty-two percent of the subjects had taken an interest test and thirty-five percent of them had taken an aptitude test. More boys than girls tend to take

interest tests but the reverse is true with the taking of aptitude tests. Of those who had taken an interest and/or aptitude test, a little over seventy-two percent of the boys have had an interpretation of their results and only around twenty-six percent of the girls have had an interpretation done.

TABLE 12

Comparison of Frequency of Use of Career Guidance Services by Boys and Girls Who Used Services

Career Guidance Services	Boys		Girls	
	Mean	S.D.	Mean	S.D.
Individual Counseling	3.5	2.3	2.9	2.5
Consultation with a Teacher Vice-principal or Principal	3.4	2.6	2.0	2.0
Group Counseling	1.8	1.5	1.7	1.1
Reading Centre for Occupational Literature	4.4	3.1	3.6	2.5
Field Trips	1.9	1.5	1.9	0.3
Career Day	1.5	0.4	1.9	0.1
Career Conferences	2.5	1.7	3.3	2.2
Occupational Audio-visual Presentations	3.4	3.2	4.8	3.5

Results of the "Student's Questionnaire" indicated the number of subjects who had been exposed to various types of occupational audio-visual materials. Table 16 reports these findings. Of these, films were the most frequently mentioned by the participants while tape-recordings were the least.

TABLE 13

Comparison of Percentage of Frequency of Use of the Services by Boys and Girls

Frequency of Use	Individual Boys (N=134)	Counseling Girls (N=141)	Teacher Boys (N=72)	Consultation Girls (N=116)	Group Counseling Boys (N=721)	Counseling Girls (N=85)	Reading Centre Boys (N=148)	Girls (N=161)
10	5.9%	6.4%	0.0%	0.9%	0.0%	0.0%	14.9%	7.4%
9	1.5	1.4	0.0	0.0	0.0	0.0	1.4	0.6
8	1.5	2.2	0.0	0.9	0.0	0.0	4.7	3.1
7	0.7	2.2	0.0	3.4	0.0	0.0	0.7	2.5
6	4.5	2.2	4.0	0.0	0.0	0.0	4.0	4.3
5	6.7	4.3	6.9	4.2	0.0	4.8	11.5	10.6
4	14.2	9.2	9.7	8.6	1.3	4.8	15.5	10.6
3	22.4	8.5	20.8	15.5	6.9	8.2	12.8	20.5
2	23.9	27.7	22.2	29.3	23.6	18.8	16.9	17.4
1	18.7	35.5	26.5	37.0	56.9	63.5	18.2	24.2

TABLE 13 (Cont'd.)

Comparison of Percentage of Frequency of the Use of the Services by Boys and Girls

Field Trips		Career Day		Career Conferences		Audio-visual Presentations	
Boys (N=75)	Girls (N=54)	Boys (N=104)	Girls (N=152)	Boys (N=125)	Girls (N=158)	Boys (N=80)	Girls (N=77)
0.0%	0.0%	0.0%	0.0%	1.6%	4.4%	15.0%	24.7%
0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.6
2.7	0.0	0.0	0.0	0.0	2.5	1.3	0.0
0.0	0.0	0.0	0.0	0.0	0.6	1.3	0.0
4.0	0.0	0.0	0.0	5.6	8.2	6.3	3.9
0.0	0.0	0.0	0.0	5.6	10.8	3.8	14.3
2.7	7.4	0.0	0.0	9.6	10.1	6.3	3.9
13.3	12.9	4.8	9.2	12.0	15.8	7.5	11.7
18.7	33.3	45.2	63.2	32.0	25.3	12.5	16.9
58.7	46.3	50.0	27.6	33.6	22.2	46.3	20.8

TABLE 14

Percentage of Subjects Who Had Taken Interest and Aptitude Tests

Type of Test	Boys (N=171)	Girls (N=194)	Total Sample (N=365)
Interest Inventory	57.9%	46.9%	52.0%
Aptitude Test	23.4%	45.4%	35.0%

TABLE 15

Percentage of Testees Who Had an Interpretation of Their Test Results

Boys (N=119)	72.3%
Girls (N=124)	26.6%
Total Sample	48.9%

TABLE 16

Percentage of Subjects Who Used Various Types of Occupational Audio-visual Materials

(N = 152)

Types of Material	No. Who Used These Materials	Percentage Who Used These Materials
Films	107	70.3%
Film Strips	76	50.0%
Slides	82	53.9%
Tape-recordings	41	26.9%



Table 17 shows participants' responses to questions regarding the interest, comprehensibility, and accuracy of the occupational literature available in the high schools in St. John's. The majority of the respondents appear to be satisfied with the occupational literature; over eighty percent of them found this literature interesting, accurate, and at their level of comprehension.

TABLE 17

Respondents' Opinion of the Occupational Literature  
(N=296)

Questions	Percentage Responding "Yes"	Percentage Responding "No"
Did you find this literature interesting?	85.8%	14.2%
Did you have difficulty in understanding this literature?	11.5%	88.5%
Do you think the information given in this literature was accurate?	81.0%	19.0%

Subjects were requested to indicate whether their use of the testing service and reading centre for occupational literature, and their participation in field trips to places of work, career conferences and Career Days helped them to choose a career. Table 18 shows the number of students who found these services of value in this respect. Approximately thirty percent of the respondents felt their participation in field trips and career conferences and their taking interest and/or

TABLE 18

## Respondents' Opinion of the Value of Career Guidance Services

Questions	Boys		Girls		Total Respondents	
	Number Responding	Percentage of Positive Responses	Number Responding	Percentage of Positive Responses	Number Responding	Percentage of Positive Responses
Did the above tests help you to choose a career?	111	36.9%	120	22.5%	231	30.9%
Did these field trips help you to choose a career?	75	22.7%	64	42.2%	139	31.7%
Did your participation in a Career Day help you to choose a career?	104	42.3%	151	47.0%	255	45.1%
Did these discussions with workers help you to choose a career?	120	30.0%	154	48.0%	274	36.2%
Did this literature help you choose a career?	145	40.0%	159	43.4%	304	41.8%

aptitude tests helped them choose a career. Over forty percent of those subjects who used the reading centre for occupational literature and participated in Career Days found these experiences had helped them make a career decision. A greater percentage of the girls than the boys found the field trips and the career conferences helpful in choosing a career while a greater percentage of the boys found the testing service helpful.

Table 19 shows a comparison of the frequency of use of the reading centre and of participation in career conferences and field trips to places of work by those students who responded positively to the service and by those who responded negatively. The range of frequency of use of these services does not differ much for the two groups. However, on the average, those students who found the occupational literature helpful used the reading centre 4.8 times while the other students, on the average, used it only 3.4 times. The majority of those students, who found this service of value, used it from 1.5 - 7.1 times while the majority of the others used it 0.5 - 6.3 times. Those students who found the career conferences helpful in choosing a career, on the average, attended 3.7 conferences while the others, on the average, attended only 2.6 conferences. The majority of those students, who found this service of value, attended 1.3 - 6.1 conferences while the others attended only 0.8 - 4.4 conferences. On the average, those students who found the field trips helpful in choosing a career went on 2.4 field trips while the others went on 2.0 field trips. The majority of the students, who found the field trips helpful, went on 0.6 - 4.2 field trips while the others went on 0.5 - 3.5 field trips.

TABLE 19

## Frequency of Use of Services by Subjects Who Evaluated Services

Response	<u>Reading Centre</u>			<u>Career Conferences</u>			<u>Field Trips</u>		
	Range	Mean	S.D.	Range	Mean	S.D.	Range	Mean	S.D.
Negative	1-10	3.4	2.9	1-10	2.6	1.8	1-9	2.0	1.5
Positive	1-10	4.8	2.3	1-10	3.7	2.4	1-10	2.4	1.8

The chi-square test of independence was used to determine whether there was a significant relationship between students using the reading centre for occupational literature four or more times and those having positive feelings with regard to the value of this service in helping them choose a career. The test of the hypothesis is outlined below. Frequency of use of the reading centre for occupational literature is the independent variable and having positive feelings regarding the value of this service is the dependent variable.

- (1) H: Use of the reading centre four or more times and having positive feelings regarding the value of this service are independent.

A: Having positive feelings regarding the value of using the reading centre is dependent upon using the reading centre four or more times.

- (2) Chi-square test of independence,  $N = 304$ ,  $2 \times 2$  table

- (3) .005 level,  $df = 1$

$$R: X^2 \geq 7.88$$

- (4) The calculation of the chi-square was 29.65

- (5) Reject the null hypothesis. There is a significant relationship between having positive feelings regarding the value of using the reading centre for occupational literature and using the reading centre four or more times.

The chi-square test of independence also was used to determine whether there was a significant relationship between the students' participation in five or more career conferences and their having positive feelings regarding the value of this experience in helping them choose a career. The test of the hypothesis is outlined below. Frequency of participation in career conferences is the independent variable and having positive feelings with regard to the value of this experience in helping to choose a career is the dependent variable.

- (1) H: Students' participation in career conferences five or more times and these same students having positive feelings regarding the value of this experience in helping them choose a career are independent.

A: Students having positive feelings regarding the value of participation in career conferences is dependent on them participating in five or more conferences.

- (2) Chi-square test of independence,  $N = 274$ ,  $2 \times 2$  table  
(3) .005 level,  $df = 1$

$$R: \chi^2 \geq 7.88$$

- (4) The calculation of the chi-square was 22.75



- (5) Reject the null hypothesis. There is a significant relationship between students having positive feelings regarding the value of participation in career conferences and those having participated in five or more conferences.

A comparison was made between those students who found the testing service of value and who had an interpretation of their test results and those students who did not find this service of value and who did not have an interpretation of their test results. Table 20 shows this comparison. Of those students who found that the taking of tests did not help them choose a career, approximately eighty percent did not have an interpretation of their test results. On the other hand, those students who found the taking of tests helpful in choosing a career, seventy-four percent of them had an interpretation of their test results.

TABLE 20

Relationship between Perceived Value of Testing Service and Test Interpretation

Response	No. Responded	Percentage with Interpretation	Percentage with "No" Interpretation
Negative	93	19.3%	80.7%
Positive	27	74.0%	26.0%

The chi-square test of independence was used to determine whether there was a significant relationship between students having an interpretation of their test results and those having positive feelings

regarding the value of the test in helping them choose a career. The test of the hypothesis is outlined below. An interpretation of test results is the independent variable and having positive feelings regarding the value of the test in helping to choose a career is the dependent variable.

(1) H: Students having an interpretation of their test results and those having positive feelings regarding the value of the test in helping them choose a career are independent.

A: Students having positive feelings regarding the value of a test in helping them choose a career is dependent on their having an interpretation of their test results.

(2) Chi-square test of independence,  $N = 231$ ,  $2 \times 2$  table

(3) .005 level,  $df = 1$

R:  $\chi^2 \geq 7.88$

(4) The calculation of the chi-square was 26.16

(5) Reject the null hypothesis. There is a significant relationship between students having positive feelings regarding the value of a test in helping them choose a career and those having an interpretation of their test results.

Tabulation of the data indicated that over one-half of the participants had no counselor in their junior high school. It was felt that not having a counselor in junior high school may have some effect on the frequency with which respondents consulted a counselor with regards to careers. Tables 21 and 22 show these two groups of

students differ with regards to the frequency of consultations with a counselor regarding careers. While the range of frequency of use of this service is the same for those who did and did not have a counselor in junior high school, the subjects, who had a counselor in junior high, on the average, consulted a counselor 3.2 times; those who had no counselor, on the average, consulted the counselor only 1.8 times. The majority of those subjects who had a counselor had 0.1-6.3 sessions with a counselor while the majority of those who had no counselor had 1.0-4.4 sessions. While the majority of both boys and girls who had a counselor in junior high school consulted a counselor about the same number of times, the majority of the girls who had no counselor in junior high consulted a counselor considerably less frequently than the boys who had no counselor, and much less frequently than did the majority of boys and girls who had a counselor in junior high school. Table 23 shows that about fourteen percent of the girls who did not have a counselor in their junior high school consulted a counselor regarding careers three or more times. In comparison, approximately forty-five percent of the students, who had the services of a counselor in their junior high school, had three or more sessions of career individual counseling.

TABLE 21

Comparison with Respect to Frequency of Career Individual Counseling of Subjects Who Did and Did Not Have a Counselor in Junior High

Category	Total Sample	Range	Mean	S.D.
A Counselor	158	1-10	3.2	3.1
No Counselor	182	1-10	1.8	2.6

TABLE 22

Comparison with Respect to Frequency of Career Individual Counseling of Boys and Girls Who Did and Did Not Have a Counselor in Junior High School

Category	Range		Mean		S.D.	
	Boys	Girls	Boys	Girls	Boys	Girls
A Counselor	1-10	1-10	3.0	3.3	3.0	3.2
No Counselor	1-10	1-9	2.3	1.4	1.8	1.5

TABLE 23

Percentage Comparison with Respect to Frequency of Career Individual Counseling of Boys and Girls Who Did and Did Not Have a Counselor in Junior High School

Frequency	A Counselor		No Counselor	
	Boys (N=70)	Girls (N=88)	Boys (N=88)	Girls (N=94)
0	21.4%	19.3%	25.0%	26.6%
1	20.0	19.3	9.0	33.0
2	15.7	15.9	22.7	26.6
3	10.1	7.9	21.6	6.4
4	10.1	10.2	10.2	4.3
5	2.9	5.7	7.9	1.0
6	5.7	3.4	2.3	0.0
7	1.4	2.3	0.0	1.0
8	2.9	3.4	0.0	0.0
9	1.4	1.1	0.0	1.0
10	8.5	11.4	1.1	0.0

One of the aims of this study was to determine whether college-oriented students used the career individual counseling service more than other students. Table 24 shows that approximately seventy-four percent of the students who plan to enter a career which requires further education at a technical college, school of nursing, or university consulted a counselor with regards to careers while eighty percent of the students who chose a career which requires further education at a vocational school or no formal education beyond high school consulted a counselor. Table 25 reports the range, mean, and standard deviation of the frequency of use of the career individual counseling service by these two career-oriented groups. The majority of those students who chose a career which requires further education at a university or a school of nursing consulted a counselor with regards to careers 1.0-6.0 times and, on the average, 2.9-3.0 times. Those students who chose a career which requires further education at a technical college, on the average received career counseling 2.2 times; the majority of them had 0.4-4.0 sessions of counseling. Those students who chose a career which requires on the job or vocational school training, on the average, had 2.5 sessions of career counseling; the majority of the former consulted a counselor 1.0-5.7 times while the latter consulted a counselor 0.1-4.9 times.



TABLE 24

Percentage of Students in Various Career-Oriented Groups Who Consulted a Counselor

Plans Regarding Education	Total	No. Who Consulted A Counselor	Percentage Who Consulted a Counselor
University, School of Nursing or Technical College	198	147	74.3%
Vocational School or High School	85	68	80.0%

TABLE 25

Frequency of Use of the Career Individual Counseling Service by Various Career-Oriented Groups

(N=341)

Planned Educational Level	Number	Range	Mean	S.D.
University	110	1-10	2.9	2.9
School of Nursing	87	1-10	3.0	3.0
Technical College	59	1-10	2.2	1.8
Vocational School	55	1-8	2.5	2.4
High School	30	1-10	2.5	3.2

Students were requested to indicate whether they had chosen a career they intended to enter. Table 26 shows the number of students

who had and those who had not chosen a career. Approximately eighty-three percent of the subjects had chosen the career which they intended to enter. A greater percentage of the boys had made a career decision than did the girls.

TABLE 26

Percentage of Subjects Who Had or Had Not Made a Career Decision

Classification	Male (N=171)	Female (N=194)	Total Population (N=365)
Decided	85.4%	82.0%	83.6%
Undecided	14.6%	18.0%	16.4%

One of the major aims of this study was to determine whether there was a significant relationship between the use of the career guidance services available in high schools and the choosing of a career before completion of grade eleven. Table 27 reports the range, mean, and standard deviation of the frequency of use of the career individual and group counseling service and the reading centre for occupational literature; consultation with a teacher, vice-principal, and/or principal with regards to careers; and the participation in field trips to places of work, career conferences, occupational audio-visual presentations, and Career Days by subjects who had and had not chosen a career they intended to enter. Data given in this table indicated those students who had not made a career decision, on the average, used all the above services, with the exception of career individual counseling and the reading centre for occupational literature, approximately the same number of times as

TABLE 27

Range, Mean and Standard Deviation of Frequency of Use of Services by Those Who  
Had and Had Not Made A Career Decision

Career Guidance Services	<u>Number</u>		<u>Range</u>		<u>Mean</u>		<u>S.D.</u>	
	Decided	Undecided	Decided	Undecided	Decided	Undecided	Decided	Undecided
Individual Counseling	305	60	1-10	1-10	2.5	1.7	2.7	2.3
Consultation with A Teacher, Vice-principal or Principal	305	60	1-10	1-10	1.4	1.6	2.0	2.3
Group Counseling	305	60	1-10	1-10	0.8	0.9	1.2	1.5
Reading Centre for Occupational Literature	305	60	1-10	1-10	3.6	2.5	4.2	2.5
Field Trips	305	60	1-10	1-3	0.7	0.4	1.2	0.2
Career Days	305	60	1-3	1-3	1.2	1.2	0.1	0.3
Career Conferences	305	60	1-10	1-7	2.4	2.0	2.2	1.8
Occupational Audio-visual Presentations	305	60	1-10	1-10	1.7	1.8	2.9	3.2

those who had chosen a career. The majority of the students who had not made a career choice used these services approximately the same number of times as those that had. However, the information given in this table suggests that there is a significant relationship between the students' frequent use of the career individual counseling service and the reading centre for occupational literature and their having made a career decision.

The Chi-square test of independence was used to determine whether there was a significant relationship between the students' use of the career individual counseling service three or more times and their having made a career decision. The frequency of three or more was used because those students who used the service used it approximately three times on the average. The test of this hypothesis is outlined below. Frequency of use of the career individual counseling service is the independent variable and career decision is the dependent variable.

- (1) H: Students' use of the career individual counseling service three or more times and their having made a career decision are independent.

A: Having made a career decision is dependent upon the students' use of the career individual counseling service three or more times.

- (2) Chi-square test of independence,  $N = 365$ ,  $2 \times 2$  table

- (3) 0.25 level,  $df = 1$

$$R: X^2 \geq 5.02$$

- (4) The calculation of the chi-square was 5.80

- (5) Reject the null hypothesis. There is a significant relationship between students' use of the career

individual counseling service three or more times and their having made a career choice.

The Chi-square test of independence was also used to determine whether there was a significant relationship between students' use of the reading centre for occupational literature three or more times and their having made a career decision. The frequency of three or more was used because, on the average, all subjects used this service 3.4 times. The test of this hypothesis is outlined below. Frequency of use of the reading centre for occupational literature is the independent variable and having made a career choice is the dependent variable.

(1) H: Students' use of the reading centre for occupational literature three or more times and their having made a career decision are independent.

A: Having made a career decision is dependent upon the use of the reading centre for occupational literature three or more times.

(2) Chi-square test of independence,  $N = 365$ ,  $2 \times 2$  table

(3) .025 level,  $df = 1$

R:  $\chi^2 \geq 5.02$

(4) The calculation of the chi-square was 6.212

(5) Reject the null hypothesis. There is a significant relationship between the students' use of the reading centre for occupational literature three or more times and their having made a career decision.



TABLE 28

Mean of Frequency of Use of All Occupational Informational Services  
(N=365)

Classification	Mean
Total Population	9.5
Decided	9.9
Undecided	7.6

Table 28 shows that, on the average, subjects who had chosen a career they intended to enter used the occupational informational services more frequently than those who were undecided regarding the career they intended to enter. The Chi-square test of independence was used to determine whether there was a significant relationship between students using the occupational informational services nine or more times and those having made a career choice. The test of the hypothesis is outlined below. Frequency of use of the occupational services is the independent variable and having made a career decision is the dependent variable.

- (1) H: Students' use of the occupational informational services nine or more times and those having made a career choice are independent.

A: Students having made a career choice is dependent upon their using the occupational informational services nine or more times.

- (2) Chi-square test of independence,  $N = 365$ ,  $2 \times 2$  table

- (3) .005 level,  $df = 1$
- (4) The calculation of the chi-square was 11.88
- (5) Reject the null hypothesis. There is a significant relationship between those students who made a career choice and those who used the occupational informational services nine or more times.

## CHAPTER V

### SUMMARY

In a secondary school, one of the major functions of a career guidance program is to facilitate the vocational development of the students so they are able to cope with the task of choosing a career. Explanations of adolescent vocational behaviour given by Ginzberg (1951, 1952), Super (1957, 1963) and Tiedeman (1963) reflect the aims of a program designed to help the students in this respect. These aims formulated by the investigator for the purpose of this study are: to provide opportunities for students to increase their knowledge of themselves; to provide opportunities for students to acquire more knowledge of the work environment; and, to provide opportunities for students to internalize and integrate these two forms of knowledge. Baer, Max & Rober (1969), Ginzberg (1971), Hoppock (1968) and Super (1957) suggest, the following services could be used to achieve these aims: individual counseling service; group counseling service; vacation and part-time employment service; testing service; reading centre for occupational literature; Career Days; work study program; career conferences; field trips to numerous places of work; presentations of occupational audio-visual materials; formal course or units of work on occupations and self-analysis; career club; and student conducted job survey of the community.

Although in Newfoundland and Labrador career guidance is considered a vital part of the guidance program, there is little documented information on the nature of the career guidance offered in high schools throughout this province. No information was found on the kinds of

opportunities made available to students for the purpose of helping them develop vocationally, nor, on the response of students to these opportunities. Furthermore, no studies were found on the effectiveness of these opportunities in helping students choose a career. This information would be of great value in promoting, implementing, modifying, and researching high school career guidance programs in this province. Thus, the major aims of this study were: firstly, to determine the types of career guidance services offered in the senior high schools within the St. John's Roman Catholic School District and the Avalon Consolidated School district in the city of St. John's, Newfoundland; secondly, to examine these services with respect to helping students develop vocationally; thirdly, to determine the extent to which the grade eleven students enrolled in schools in the above two school districts used, during high school, the career guidance services available in their respective schools and these students' opinion with regard to the value of these services in helping them choose a career; and finally, to determine whether there was a significant relationship between students' frequency of use of career guidance services and their having made a career decision before completing grade eleven.

The data for this study were collected by means of a "Counselor's Check List" designed to obtain information on the types of career guidance services offered in senior high schools and a "Student's Questionnaire" designed to determine grade eleven students' response to the career guidance services available in their respective schools. During the spring of 1974, the "Student's Questionnaire" was administered to approximately sixteen percent of the male and the female grade eleven

population in each of the schools within the above named school districts. Three Hundred and sixty-five randomly selected grade eleven students satisfactorily completed this questionnaire. Descriptive statistics were used in analyzing the bulk of the information collected. To determine whether there was a significant relationship between students' frequency of use of career guidance services and their having made a career choice before completing grade eleven, the chi-square statistic was used.

Findings of this study showed all the schools investigated provided a variety of opportunities designed to help students become more knowledgeable of the work environment. All of the schools had a place where students could obtain current occupational literature. Career conferences were organized for students in all the schools. Also, in all of the schools, with the exception of one, students were given the opportunities of participating in field trips and in presentations of occupational audio-visual material. Students in four of the schools had an opportunity of attending a Career Day. To enable students to gain more knowledge of the self and to internalize and integrate this knowledge with knowledge of the work environment individual, group counseling, and testing services were offered in all schools except one.

Those students who participated in this study made fairly extensive use of the career guidance services available in their respective high schools. All of the students used some of these services and, in many cases, these services were used by the majority of the students. For example: approximately eighty-five percent of them used the reading centre for occupational literature; about seventy-five percent took an



interest and/or an aptitude test. Those students who took advantage of these services, on the whole, used them considerably. For example, on the average, they used the career individual counseling service 3.2 times and the occupational informational service 9.5 times:

A fairly large percentage of the students who used the reading centre, participated in career conferences, field trips to places of work, or Career Days, or took an interest and/or an aptitude test reported that these experiences had not helped them choose a career. Approximately eighty percent of the students who had used the reading centre responded favourably to questions regarding the interest, comprehensibility and accuracy of the occupational literature. Thus, these factors do not account for the negative attitudes concerning the use of the reading centre. The frequency with which students used this service appears to be related to their views with regard to the value of it. For example, a significant relationship at .005 level was found between use of the reading centre four or more times and having positive feelings concerning the value of this service. This same relationship was found between student participation in five or more conferences and their having positive opinions with regard to the value of this experience. Because of insufficient data, it was not possible to establish a significant relationship between frequency of participation in field trips and Career Days and positive feelings with regard to the value of these services in helping students choose a career. A significant relationship at .005 level was found between having positive feelings with regard to the value of taking an interest and/or aptitude test and having had an interpretation of the test results by a qualified person.

It was concluded from the analysis of the data collected that all the career guidance programs studied, with the exception of one, provided adequate opportunities for students to acquire the vocational competence necessary to choose a career. Students' extensive use of the career guidance services available in their respective schools indicated that there was a need for these services. A significant relationship was found at .005 level between students having made a career choice and those having used the occupational informational service nine or more times. A significant relationship also was found at .025 level between students having made a career decision and those having used the career individual counseling service three or more times. These findings suggest the career guidance services offered in high schools in St. John's had an impact on helping students choose a career.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

One of the major purposes of this study was to examine the career guidance programs investigated with respect to the types of services that were being offered for the purpose of helping students expand, clarify and accept the concept of the self, increase their knowledge of the world of work and integrate this knowledge with the knowledge of the self. Findings of this study indicated the career guidance programs in senior high schools within the St. John's Roman Catholic School District and the Avalon Consolidated School District did provide a fairly large variety of opportunities which would facilitate the vocational development of the students. Opportunities to use career individual, and group counseling services, testing service and reading centre for occupational literature and to participate in career conferences, field trips to places of work, presentations of occupational audio-visual material and Career Days were made available to the students in most of the schools involved in the study. Other means suggested by authorities in the field of vocational psychology, such as, formal courses or units of work on the work environment and self-analysis, work study programs, exploratory vacation and part-time employment service, career clubs and student conducted job surveys were not offered in any of these schools. There may be a good reason for not incorporating these means in the career guidance programs investigated. It was concluded that all the career guidance programs examined appear to be providing adequate opportunities for students to achieve the vocational competence necessary to cope with the task of choosing a career they intend to enter.

Analysis of the results of the "Student's Questionnaire" indicated that all the students had used some of the career guidance services available in their respective high schools. Approximately eighty-seven percent of the students had asked school personnel for help in choosing a career; 75.6 percent of them consulted a counselor and 51.5 percent of them consulted a teacher, vice-principal and/or principal with regards to a career. All of the students used the occupational informational services; 84.7 percent of them used the reading centre for occupational literature; 76.9 percent of them attended career conferences; 71.2 percent of them participated in Career Days and less than one-half of the students participated in field trips to places of work and in presentations of occupational audio-visual materials. The majority of the students used the testing service. The frequency with which students used the career guidance services varied with the particular service. Those students who used the career individual counseling service used it considerably. On the average, they had 3.2 interviews with the counselor and approximately fifty percent of them had three or more interviews. Those students who used the reading centre for occupational literature used it frequently; on the average, they used it four times and around fifty percent of them used it four or more times. Although less than one-half of the students participated in presentations of occupational audio-visual material, those who did, on the average, attended four or more presentations; twenty percent of them attended ten or more presentations. Students did not use some of the other service to the same extent. In fact, when the nature of the service is considered, it is doubtful whether

the frequency of students' use of them had much impact on their career planning. Approximately sixty percent of those students, who had participated in career group counseling, had only one session of counseling and about twenty percent had only two sessions. Of those students who had participated in field trips to places of work, about eighty percent of them went on only one or two field trips. Similarly, with career conferences, only about thirty percent of those students who had participated in career conferences had attended more than three conferences. However, when all occupational informational services are considered, students did make fairly extensive use of this service. For example, all students used some of these services and, on the average, used them 9.5 times. Thus, it was concluded that students enrolled in high schools within St. John's made fairly extensive use of the career guidance services available in their respective schools.

This study indicated that there was a difference between the boys and the girls studied with respect to the percentage who used the various career guidance services and the frequency with which they used these services. A greater percentage of the boys used the career individual counseling service and the reading centre for occupational literature; on the average, they used these services more frequently than did the girls. Although a smaller percentage of the boys than the girls consulted a teacher, vice-principal and/or principal with regards to careers, those boys who did, on the average, consulted these people more frequently. A greater percentage of the boys participated in field trips to places of work; no difference in the frequency of participation was found between girls and boys. Girls did tend to participate more frequently than boys



in career conferences and presentations of occupational audio-visual material. More girls than boys attended career conferences. No difference was found between the percentage of girls and boys who attended audio-visual presentations. These findings suggest that boys are more actively involved than girls in the process of choosing a career.

Although approximately sixty-eight percent of the students enrolled in schools in St. John's had taken an interest and/or aptitude test to help them choose a career, only one-half of these students had an interpretation of their test results by a qualified person. About seventy percent of the students who took these tests felt these tests did not help them choose a career. Over eighty percent of those students who had these negative feelings did not have an interpretation of their test results by a qualified person. A significant relationship at .005 level was found between positive feelings with regard to the value of taking these tests and having an interpretation of the test results. Thus, findings of this study suggest that there is a greater probability of students having positive feelings with regard to the value of taking interest and/or aptitude tests if they had received an interpretation of their test results by a qualified person.

The results of this study indicated more than one-half of the students who had used the reading centre for occupational literature felt this experience had not helped them choose a career. These negative responses towards the value of the reading centre is not because the students found the occupational literature uninteresting, incomprehensible or presenting inaccurate information. On the contrary, over eighty percent of the students who had used the reading centre responded positively to questions regarding these factors. The frequency of use of the reading

centre appears to be related to students negative attitudes concerning the value of this service in helping them choose a career. A significant relationship at .005 level was found between students use of the reading centre four or more times and those judging the service favourably.

It was found also that over fifty percent of the students responded negatively to questions concerning the career conferences and the field trips to places of work as a means of choosing a career. It is possible that these negative opinions were related to the frequency with which these services were used. A significant relationship at .005 level was found between students participation in five or more conferences and those having positive views with regard to the value of this experience. A similar relationship could not be established for the other service. It was concluded that insufficient data were collected to identify all the reasons for students having negative attitudes concerning the value of using the reading centre for occupational literature or of participating in career conferences and field trips to places of work.

Findings of this study suggest junior high school students enrolled in schools within St. John's are consulting counselors with regard to careers. On the average, one hundred and fifty-eight students, who indicated they had a counselor in junior high, had 3.2 interviews with a counselor concerning careers while the hundred and eighty-two students, who had no counselor in junior high, on the average, had only 1.8 interviews. These results point out, also, that the junior high school girls more so than the boys tend to consult a counselor regarding careers; those girls who had a counselor in junior high, consulted a

counselor, on the average, 3.3 times while the others did so only 1.4 times. Thus, these findings indicate that junior high school students in St. John's, especially the girls, are sufficiently concerned about their future career to request the help of a counselor.

Flanagan and associates (1964), in a study on the status of guidance in high schools in the United States, found counselors tend to devote more time to students college-bound than others. Results of this study suggest this is not the case with high school counselors in St. John's, Newfoundland. Eighty percent of those students, who planned on attending a vocational school or on working after high school, consulted a counselor with regard to careers while only seventy-four percent of those students planning on attending a university, school of nursing, or technical college did so. There was little difference between college-oriented students and others with regard to the frequency of these consultations. It is evident that the counselors in high schools within St. John's devote approximately the same amount of time career counseling students planning on attending a vocational school or on working after high school as those planning on attending a university, school of nursing, or a technical college.

Findings of this study indicate that the career guidance programs operating in high schools in St. John's have an impact on students career planning. A significant relationship at the .005 level was found between students having made a career choice and those having used the occupational informational service nine or more times. Also, there was a significant relationship at the .025 level between students having made a career choice and those having used the career individual counseling service

three or more times. This study reveals that the variety of career guidance services offered in high schools in St. John's exceeds those offered in many schools across Canada. Brenton, McDonald & Richer (1972), in their study of career decisions of Canadian youth, found that eighty-six percent of the secondary schools in Canada did not have a full time counselor; one-fourth of them had no counselor. Only about forty-seven percent of these schools organized activities for the diffusion of occupational information. In St. John's, eighty-three percent of the high schools had a full time counselor and all of the schools offered a variety of activities to help students gain more knowledge of the work environment. These differences in the variety of career guidance services available to students enrolled in schools in St. John's and those enrolled in schools in other parts of Canada may contribute to the differences found in the percentage of the students who had chosen a career before completing grade eleven. Brenton, McDonald & Richer (1972) found approximately thirty percent of the students in their last two years of high school (The last two years referred to grades eleven and twelve in all provinces except Quebec and Newfoundland where it referred to grades ten and eleven.) did not have an occupational preference. This study showed only 16.4 percent of grade eleven students enrolled in schools within St. John's did not have a career choice. From this information it could be assumed that the variety of career guidance services available to students enrolled in high schools in St. John's facilitated the vocational development of the students so they were able to cope with the task of choosing a career they intended to enter.

Results of this exploratory study indicated that the career guidance services offered in high schools in the city of St. John's should be continued. It was found that further investigation should be done to determine whether a modification and expansion of existing services would be more effective in helping students acquire the vocational competence necessary to cope with the task of choosing a career they intend to enter. The following recommendations were offered:

1. Further investigation should be undertaken to determine the feasibility of implementing a work-study program for students in both junior and senior high schools in St. John's.
2. High school counselors should explore the possibilities of establishing a vacation and part-time employment service which aims at helping students obtain work which has exploratory value for them; work which provides students with opportunities to test their perceived interests and capacities and which enables them to learn about some of the kinds of situations in which this type of work is carried on and some of the kinds of people, equipment, activities and problems associated with this type of work.
3. High school counselors should investigate the practicability of offering students a formal course or units of work on the work environment and self-analysis.
4. Because students studied made little use of the career group counseling service offered in their respective schools, further study should be done to determine whether there is a need for modification of the approaches used in group



counseling in high schools in St. John's.

5. Because the students studied did not take full advantage of the opportunities to participate in school organized field trips to places of work and career conferences, further study should be done to determine whether there is a need for modification of the procedures used in the organization of these services.
6. Because of the nature of this study, it was not possible to identify all the reasons a fairly large number of the students studied responded negatively to questions concerning the value of the reading centre for occupational literature, field trips to places of work and career conferences. Further research should be done to establish these reasons.
7. Many students are consulting teachers, vice-principals, and principals with regard to careers. Those teachers who are involved with helping students in this respect should be encouraged to attend local workshops on career counseling and/or take courses in this field.

May 15, 1974

Bro. G.R. Bellows  
District Superintendent  
Roman Catholic School Board for St. John's  
Belvedere  
Bonaventure Avenue  
St. John's, Newfoundland

Dear Sir:

I am a graduate student in Educational Psychology, Guidance and Counseling at Memorial University. To complete my master's program, I am conducting, under the auspices of the Department of Educational Psychology, Guidance and Counseling, a study involving fifteen percent of the grade eleven students enrolled in schools in the St. John's Roman Catholic School District and the Avalon Consolidated School District. A copy of the proposal for this study is enclosed.

I respectfully request your permission to allow me to contact principals and counselors for the purpose of administering a questionnaire to selected grade eleven students in their respective schools.

Please accept my thanks in advance for your time and consideration.

Yours truly,

\_\_\_\_\_  
Graduate Student

\_\_\_\_\_  
Supervisor of Thesis

\_\_\_\_\_  
Head of Department

Enclosure: Copy of questionnaire

May 15, 1974

Mr. N. Kelland  
Assistant Superintendent  
Avalon Consolidated School Board  
P.O. Box 1980  
St. John's, Newfoundland

Dear Sir:

I am a graduate student in Educational Psychology, Guidance and Counseling at Memorial University. To complete my master's program, I am conducting, under the auspices of the Department of Educational Psychology, Guidance and Counseling, a study involving fifteen percent of the grade eleven students enrolled in schools in the St. John's Avalon Consolidated School District and the Roman Catholic School District. A copy of the proposal for this study is enclosed.

I respectfully request your permission to allow me to contact principals and counselors for the purpose of administering a questionnaire to selected grade eleven students in their respective schools.

Please accept my thanks in advance for your time and consideration.

Yours truly,

\_\_\_\_\_  
Graduate Student

\_\_\_\_\_  
Supervisor of Thesis

\_\_\_\_\_  
Head of Department

Enclosure: Copy of questionnaire

## COUNSELOR'S CHECK LIST

The name of the school \_\_\_\_\_

Please indicate by putting a check mark in the appropriate squares the vocational counseling and guidance services your school offers the students.

A. Individual counseling service Yes ☐ No ☐

B. Group counseling service Yes ☐ No ☐

C. Testing service Yes ☐ No ☐

(Indicate by putting a check mark in the appropriate squares the names of the tests you most frequently give students)

1. Interest:

a. Strong Vocational Interest Blank Yes ☐ No ☐

b. Kuder Preference Record Yes ☐ No ☐

c. Safran Interest Inventory Yes ☐ No ☐

d. Others Yes ☐ No ☐

2. Personality:

a. Junior-Senior High School Personality Questionnaire Yes ☐ No ☐

b. The Minnesota Counseling Inventory Yes ☐ No ☐

c. Others Yes ☐ No ☐

3. Value:

a. Allport Veron Scale of Values Yes ☒ No ☐

b. Edwards Personal Preference Schedule Yes ☐ No ☐

c. Others Yes ☐ No ☐

4. Attitude:

a. Differential Aptitude Battery Test Yes ☐ No ☐

b. Multiple Aptitude Test Yes ☐ No ☐

c. General Aptitude Test Battery Yes ☐ No ☐

d. Others Yes ☐ No ☐

D. Occupational informational services Yes ☐ No ☐

(Indicate by putting a check mark in the appropriate squares the type of occupational information offered in your school)

1. Literature:

a. Monographs: Yes ☐ No ☐

- from local professional associations Yes ☐ No ☐

- from local business associations Yes ☐ No ☐
- from local technical associations Yes ☐ No ☐
- from local labour associations Yes ☐ No ☐
- G.C. Occupational Information Monographs Yes ☐ No ☐
- Canadian Occupational Bulletin Yes ☐ No ☐
- Others Yes ☐ No ☐

## b. Books:

- Encyclopedia of Careers and Vocational Guidance Yes ☐ No ☐
- Occupational bibliographies Yes ☐ No ☐
- Others Yes ☐ No ☐

## 2. Audio-visual materials:

- Films Yes ☐ No ☐
- Film strips Yes ☐ No ☐
- Slides Yes ☐ No ☐
- Tape recordings Yes ☐ No ☐
- Educational T.V. Yes ☐ No ☐

## 3. Career Days

Yes ☐ No ☐

## 4. Career Conferences

Yes ☐ No ☐

## 5. Field trips to places of work

Yes ☐ No ☐

## 6. Units of work on occupations

Yes ☐ No ☐

E. Please list other services designed to help students choose a career which are offered in your school.

## STUDENT'S QUESTIONNAIRE

The purpose of this questionnaire is to learn (1) how you used the vocational counseling services in your school and (2) if you have made a career choice. PLEASE ANSWER THE QUESTIONS BELOW TO THE BEST OF YOUR KNOWLEDGE.

Give the name of your present senior high school.....

Give the name of your junior high school.....

Indicate sex

Male ☐

Female ☐

Put a check mark opposite the program of studies you are taking in grade eleven.

General Program ☐

Academic Program ☐

Business Ed. Program ☐

- 
1. Is there a counselor in your school? Yes ☐ No ☐
  2. Was there a counselor in your junior high school? (If your answers are "No" for questions 1 and 2, omit the next two questions.) Yes ☐ No ☐
  3. How many times have you talked to a school counselor about jobs you could do when you are through school? (Circle the appropriate number to indicate your response.) 0 1 2 3 4 5 6 7 8 9 10 or more
  4. How many times have you participated in a small group discussion which was organized by a school counselor for the purpose of helping you choose a career? (Circle the appropriate number to indicate your response.) 0 1 2 3 4 5 6 7 8 9 10 or more
  5. Since entering high school, how many times have you discussed with your teacher, vice-principal and/or principal jobs you could do when you are through school? (Circle the appropriate number to indicate your response.) 0 1 2 3 4 5 6 7 8 9 10 or more
  6. Have you chosen a career or an occupation you intend to enter when you are through school, vocational school, college or university? (If your answer is "No" omit the next question.) Yes ☐ No ☐



7. What career or occupation are you planning on entering? (Put your answer in the block.)

8. Have you ever taken tests, such as, interest, or aptitude tests to help you decide which careers were most suitable for you? (If your answer is "No" omit next three questions.)

Yes ☐ No ☐

9. Please put a check mark in the block opposite the type of test you have taken.

Interest test..... ☐  
 Personality test..... ☐  
 Value test..... ☐  
 Aptitude test..... ☐

10. Did your counselor discuss the results of these tests with you?

Yes ☐ No ☐

11. Did your teacher, vice-principal or principal discuss the results of these tests with you?

Yes ☐ No ☐

12. Did the above tests help you to choose a career?

Yes ☐ No ☐

13. Is there a place in your school where a student can find pamphlets, books, and magazines about numerous occupations? (If your answer is "No" omit the next five questions.)

Yes ☐ No ☐

14. How often have you gone there to read some of these books, pamphlets, and magazines? (Circle the appropriate number to indicate your response.)

0 1 2 3 4 5 6 7 8 9 10 or more

15. Did you find this literature interesting?

Yes ☐ No ☐

16. Did you have difficulty in understanding this literature?

Yes ☐ No ☐

17. Do you think the information given in this literature was accurate?

Yes ☐ No ☐

18. Did this literature help you choose a career?

Yes ☐ No ☐

19. Since entering high school, how many times have you gone on a school organized field trip to places of work; for example, computer centre, law firm, plywood plant? (Circle the appropriate number to indicate response.)

0 1 2 3 4 5 6 7 8 9 10 or more

20. Did these field trips help you to choose a career? Yes ☐ No ☐
21. How many times have you participated in a "Career Day"? (Circle the appropriate number to indicate your response.) 0 1 2 3 4 5 6 7 8 9 10 or more
22. Did your participation in a "Career Day" help you to choose a career? Yes ☐ No ☐
23. Since entering high school, how many times have workers in various occupations visited your school to discuss with you and other students their specific field of work? (Circle the appropriate number to indicate your response.) 0 1 2 3 4 5 6 7 8 9 10 or more
24. Did these discussions with workers help you to choose a career? Yes ☐ No ☐
25. Since entering high school, how many times have you used audio-visual material (eg. films, slides) which were designed to help you choose a career? (Circle the appropriate number to indicate your response.) 0 1 2 3 4 5 6 7 8 9 10 or more
26. Put a check mark in the block opposite the type of audio-visual material you used.
- |                      |                          |
|----------------------|--------------------------|
| Films-----           | <input type="checkbox"/> |
| Film strips-----     | <input type="checkbox"/> |
| Slides-----          | <input type="checkbox"/> |
| Tape-recordings----- | <input type="checkbox"/> |
| T.V. programs-----   | <input type="checkbox"/> |
| Other-----           | <input type="checkbox"/> |
27. Has your counselor teacher ever told you how to go about choosing a suitable career? Yes ☐ No ☐
28. Since entering high school, have you taken units of work designed to help you choose a career? Yes ☐ No ☐

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