COUNSELLOR ATTITUDES TOWARD AND
PRACTICES IN CAREER EDUCATION

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PRACTICES IN CAREER EDUCATION

by

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ABSTRACT

The purpose of the study was to examine attitudes toward and practices in career education of school counsellors in the Province of Newfoundland and Labrador, and to investigate their relationship to selected personal counsellor characteristics.

The sample population was 56 counsellors, or 43 percent of the total school counsellor population working in the public schools of Newfoundland and Labrador. They completed a questionnaire designed to solicit personal and professional information, goals/beliefs and practices considered important in the delivery of a career education program, and who was deemed responsible for the delivery of these practices.

The data was computer analyzed using SPSS subprogram crosstabs with a further Q-factor analysis procedure to determine whether counsellor subgroups existed in the population surveyed.

The results indicated that the majority of counsellors subscribed mainly to an eclectic model of career education, that is, one that takes elements from both the traditional and current models of career education. For many of the practices, however, a clear consensus could not be reached as to who should assume responsibility for its delivery. Three subgroups of counsellors seemed to emerge, each responded differently to many of the items on the questionnaire.

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No differences among subgroups could be found as to who should assume responsibility for the delivery of various practices contained in the questionnaire, and the groups did not seem to differ on any personal or professional characteristics.

Each of the three bipolar subgroups of counsellors were divided into six groups. Group 1, consisting of eleven members, tended to subscribe to a very broad conceptualization of career education; Group 2, largest of the six groups with sixteen members, tended to subscribe to a developmental model. Members of this group contended that counsellors should concern themselves mainly with the development of self-concept and personal growth. Groups 3 and 6 believed, as well, that the emphasis of career education should be on the development of one's self-concept; Group 5 placed most of its emphasis on the occupational aspects of career counselling. Finally, Group 4 subscribed to probably the narrowest conceptualization of career education, equating it with vocational training. Proponents of this model believed that those responsible for the delivery of career education should be concerned with providing students with saleable work skills.

Emerging from the study was the observation that pro-vincial school counsellors did not hold a clear consensus as to what goals/beliefs and practices constitute an effective career education program. As well, there seemed

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to be lack of agreement as to who should assume responsi-
bility for the delivery of various activities related to
career education. The report concluded with a number of
recommendations for action based on these findings and for
further research.

An analysis of the results of this study suggested
that some action be taken by the School Counsellors'
Association of Newfoundland and Labrador and the Department
of Education to formulate a suitable working definition
of career education. As well, both groups should work
together toward defining the role of school counsellors in
career education in this province.

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CHAPTER I

INTRODUCTION

Since Sidney P. Marland, then United Stated Commissioner of Education, brought career education to the center stage in 1971, a number of opposing conceptualizations as to what career education is have emerged (Hansen, 1977; Hoffman, 1978). At present, there seems to be a lack of agreement among those involved in career education as to what constitutes a suitable working definition (Hassard, 1981). This lack of agreement lead Whitfield (1980) to believe that some counsellors will become involved in the career education program because such activity fits their perceptions of their ideal role, and others will avoid participation because involvement in career education does not fit their counselling model.

In addition to the divergence in opinion as to what career education is, there grew also a lack of consensus among counsellors regarding the goals/beliefs and practices of an effective career education program (Hansen and Tennyson, 1975; Sankey, 1981). A review of the related literature indicated that these goals/beliefs and practices varied quite extensively in focus, some almost ignored the counselling/career development emphasis while others made it the core of their approaches.

Probably the narrowest conceptualization of career education is one that equates it with occupational training

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(Dallefield; 1974; Woodsworth, 1974). Those who take this position argue that all students should graduate from high school with at least one saleable work skill (e.g., welding, typing, drafting, etc.). Practitioners of this model believe that schools should be concerned with preparing students for career "marketability" by fostering systematic, sequential training in work skills. Dallefield (1974), a proponent of this view, quite bluntly stated "we can theorize (career education) to death, or we can get down to the business of giving people job skills" (p. 11).

Still there are those who challenge the narrow view that the school counsellor is someone working on behalf of the state to provide "marketable graduates for the economic market" (Agne and Nash, 1973). They stated that "... counsellors must begin to use their special humanistic talents and interests to reform curriculum development at all grade levels toward each student's self and social enhancement" (p. 91).

As well there are those who believe that the focus of career education is on matching students with specific jobs (Holland, 1973; Hoppock, 1976; Parsons, 1909). Primary emphasis is placed on imparting occupational information with the use of testing as primary tools. Essentially, counsellors would be concerned with administering aptitude tests and interest inventories, and interpreting results to the student by matching his/her profile with particular sets of job requirements. Such activities as discussing

various occupations, films, resource persons and field trips are also widely practiced by those who share this perspective.

Still there are those who challenge the view of fitting students to specific jobs. Ivey and Merrill (1968) contend that too many counsellors still "test and tell". Their belief is that career education has more to do with counselling and with work generally, than with specific jobs. Counsellors who subscribe to this much broader perspective would be concerned with the career development of students. Career development is viewed as a life-long process with discernable stages each having a particular set of develop-mental factors which could influence career decisions at any particular stage. A counsellor operating within this framework would attempt to appraise the life stage of the student in order to determine relevant counselling goals (Ginzberg, 1972; Hansen, 1977; Hoyt, 1975; Ivey and Merrill, 1968; Super, 1957).

Still there is the position of those who see career education as a way of looking at total education, as education for life and living (Campbell, 1978; Canadian School Trustees' Association, 1980; Gysbers, 1982; Gysbers and Moore, 1975; Herr and Cramer, 1979; Marland, 1974). This career education concept is seen as not only including the role of occupations and the development of the self-concept but all aspects of a person's life. Proponents of this model said that it is important to help students develop skills that can be applied to any career or life goal they choose.

Marland (1974) pointed out that learning how to live is
everyone's primary vocation and career development is the
process of moving and growing not only within one's actual
job but also within a series of jobs that comprise a pro-
ductive life.

The need for career education in our public school
system has been well documented (Canadian School Trustees'
Association; 1980; Hoyt et al., 1972; Marland, 1971;
Prediger, Roth and Noeth, 1974; Slocum, 1967). However,
the quality and comprehensiveness of career education
services offered to students varies extensively and does,
to a large extent, depend on the attitudes and practices
of school counsellors and other school personnel.

Counsellors have for many years been criticized for
failing to recognize their responsibility to provide career
education (Ahrens and Saint-Onge, 1977; Canadian School
Trustees' Association, 1980; Hoyt, 1977; Marland, 1974;
McTavish, 1974). Much of the negative criticism expressed
by educators and community spokesmen might be based on
experiences with counsellors who were doing little or nothing
as participants in career education (Hoyt, 1977; Marland,
1974). In an article by Hohenshell (1979) vocational educators
presented their view of counsellor participation in career
education. According to Hohenshell, school counsellors were
neither well prepared nor had the interest to make career
development a priority in the guidance program. A conclusion
can be made that counsellors' personal attitude toward career

education is of significant importance in determining the type and quality of services offered to students.

There are those who would argue that the future of school guidance lies in the area of career development. Sankey (1978), for example, predicted that vocational coun- selling may well be the greatest growth area, in fact, the survival of the profession, he claimed, may well rest on this aspect of guidance. Bedal (1979) studied the future of guidance in Canada through structured interviews with the Director of Guidance for each province. According to most of the respondents career development programs offered the greatest promise for future growth in guidance. Hassard (1981) examined some of the practices in graduate programs for the preparation of counsellors in Canadian universities. One of the themes that emerged from the interviews with coordinators was an increased emphasis on graduate courses dealing with career development and vocational theories.

Historically, counselling and guidance professionals have been charged with the career guidance of youth (Newlon and Haase, 1982). However, counsellors can no longer be expected to assume sole responsibility for its implementation and delivery (Hoyt, 1973; Mitchell, 1975). In addition to the counsellor, many others play a prominent role in influencing the students' career development - teachers, parents, peers, celebrities, relatives and job incumbants (Campbell, 1974). However, there appeared to be no clear consensus as to who should be responsible for the delivery

of the various activities related to career education.

In some of the more recent literature the term "guidance team" was more widely used to encompass all who should be involved in a comprehensive career education program. Stein (1979) believed that a comprehensive career guidance program inferred that all members of school/agency (teachers, students, counsellors and other professional support staff) should be involved as well as parents, community resource people and representatives from business and industry. Norman Gysbers (1979), recent vice-president of the American Vocational Association's Guidance Division, concurred that the career guidance team was not complete without parents and personnel from business/industry/labor.

Statement of the Purpose

The major purpose of this study was to examine attitudes toward and practices in career education of school counsellors in the Province of Newfoundland and Labrador.

A secondary purpose was to investigate the relationship between school counsellors' attitudes toward and practices in career education and selected personal characteristics of the counsellor. Questions this study sought to answer were:

1. What are the attitudes (goals/beliefs) of school counsellors regarding career education?

2. What activities do school counsellors see as being important in the delivery of career education?

3. Who do school counsellors believe should
   be responsible for the delivery of various
   activities relating to career education?

Significance of the Study

A combination of factors gave rise to the need for studying the attitudes and practices of school counsellors concerning career education.

First, there appeared to be a lack of consensus as to what constituted an effective career education program. Therefore, a survey of what school counsellors believed to be important goals/beliefs and practices regarding career education was necessary before the implementation of a comprehensive career education program.

Second, a review of the related literature revealed a paucity of information dealing specifically with who should be responsible for the delivery of various activities related to career education. However, since counsellors were often recognized as playing an important role in career education, a study of who counsellors believed should be responsible for the delivery of these activities was important.

Third, many guidance counsellors have been criticized for failing to recognize their responsibilities in providing career education services. Therefore, a study of the counsellors' viewpoints would provide a great deal of information as to the effectiveness of the career guidance he/she provided (Prediger, 1974).

Finally, the career education movement has focused more attention on the guidance functions in the nation's public schools.

Specifically, the study should prove significant in the following ways:

1. It should provide counsellor educators with insights into the need for preservice and inservice programs for school counsellors.

2. The study should prove helpful in developing counsellor professional consciousness by enabling a comparison of attitudes to those of other counsellors in similar situations throughout the Province.

Limitations of the Study

The present study was limited by the following:

1. The study was limited to school counsellors in Newfoundland and Labrador who were working, at least part-time, in this capacity.

2. The instrument used to collect the data was a self-devised questionnaire which was pre-tested for content validity only.

3. Data collected through self-report instruments could suffer from distortion, subject inter-pretation and "facade effect".

Summary

Included in the introduction was a discussion of various conceptualizations of career education. As well, an acknow-ledgement of the lack of consensus among writers as to what goals/beliefs and practices constituted an effective career

education program was presented. This lack of consensus could conceivably have a detrimental effect on students at all levels of our public school system.

Evidence was presented for the need of a study on counsellor attitudes toward and practices in career education. The significance of the study centered around four factors: (1) Seemingly lack of consensus as to what constitutes an effective career education program; (2) lack of specific information as to who should be responsible for the delivery of various career education activities; (3) criticism directed toward school counsellors for failing to recognize their responsibilities in providing career related services; and (4) recent attention emphasizing guidance functions regarding career education in the nation's public schools.

CHAPTER II

A REVIEW OF RELATED LITERATURE

In the discussion of the related literature, as reviewed in this chapter, the following structure was used:

The chapter begins with an overview of theoretical models relating to career education and a study of attitude conception. Theoretical models have been divided into three general categories: (1) Occupational Choice Focus; (2) Developmental Focus; and (3) Life Career Model. Following the discussion on theories and attitude conception other research studies are discussed in terms of their focus; counsellor attitudes to vocational education, counsellor role perceptions by counsellors and other educators, and student perceptions of career counselling. A comprehensive summary of the literature as reviewed concludes the chapter.

Occupational Choice Focus

This model of career education has as a major focus occupational selection and placement. Choosing a career is treated as an event in the life of the young adult. Theorists and practitioners of this model focused most of their attention on the occupational aspects of the transition

from school to work. Parsons (1909), an early leader in the field, saw career guidance as a means whereby individuals would come to a better understanding of themselves and the world of work; individuals would choose appropriate occupations and then prepare for progress in them.

One of the early attempts to formulate a theory of occupational choice was that of Robert Hoppock (1976). He capsulized his theory as follows:

> Counselling implies a belief that decisions
> are influenced by what the counsellor says or
> does, or by what happens to the client in the
> counselling relationship. The use of vocational
> aptitude tests and interest inventories implies
> a belief that decisions are influenced by the
> information which these instruments may contri-
> bute to the client's knowledge of himself. The
> provision of occupational information implies a
> belief that decisions are influenced by what
> the client knows about occupations. (p. 84)

Hoppock analyzed different theories of occupational choice and concluded that there could be some truth in all of them. He, therefore, proposed a composite theory and drew his ten postulates freely from different theories of occupational choice and career development. The ten postulates are as follows:

1. Occupations are chosen to meet needs.

2. The occupation that we choose is the one
    that we believe will best meet the needs
    that most concern us.

3. Needs may be intellectually perceived, or
    they may be only vaguely felt as attrac-
    tions which draw us in certain directions
    - in either case, they may influence choices.

4. Vocational development begins when we first become aware that an occupation can help to meet our needs.

5. Vocational development progresses and occupational choice improves as we become better able to anticipate how well a prospective occupation will meet our needs. Our capacity thus to anticipate depends upon our knowledge of ourselves, our knowledge of occupations, and our ability to think clearly.

6. Information about ourselves affects occupational choice by helping us to recognize what we want and by helping us to anticipate whether or not we will be successful in collecting what the contemplated occupation offers to us.

7. Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs and by helping us to anticipate how well satisfied we may hope to be in one occupation as compared with another.

8. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.

9. Satisfaction can result from a job which meets our needs today or from a job which promises to meet them in the future.

10. Occupational choice is always subject to change when we believe that a change will better meet our needs. (pp. 91-92)

Hoppock's theory of occupational choice was based mainly on the use of occupational information built upon personal needs. The rationale stemmed from the assumption that occupational activities were related to basic needs and that the adequacy of occupational choice improved as people were better able to identify their own needs and the potential need

satisfaction offered by a particular occupation (Osipow, 1973).

The research concerning the needs satisfaction hypothesis of career choice generally substantiated the hypothesis that different kinds of needs satisfaction potential are perceived in occupations (Osipow, 1973). Osipow continued to say that because the research leaned very heavily on paper-and-pencil personality and interest inventories, some serious limitations were introduced into the degree of confidence with which the hypothesis could be viewed.

A counsellor who subscribed to Hoppock's need theory would emphasize the role of work in an attempt to satisfy the individual's needs when choosing a job. The counsellor would attempt to help the client clarify his/her needs and find out what occupations were available that might meet such needs. There would be an emphasis upon such activities as interest inventories, aptitude tests, needs assessments, and information gathering. Hoppock has been the most articulate member of the profession on the importance of occupational information to help a person make a satisfactory vocational choice (Tolbert, 1980).

There were, in addition to Hoppock, a number of other writers who viewed matching people with jobs as the primary focus of career education. One such writer was John Holland. He developed a theory of vocational behavior based on the hypothesis that career choice represented an extension of personality. Holland (1973) believed that people project

their views of themselves and the world of work onto occupa-
tional titles. His theory focused on the personality of the
individual and his/her interaction with the environment. He
summarized his theory into four assumptions:

1. In our culture, most persons can be cate-
gorized as one of six types: realistic,
investigative, artistic, social, enter-
prising or conventional. The description
of each type is both a summary of what we
know about people in a given occupational
group and a special way of comprehending
this information. It is a theoretical or
ideal type. A type is a model against
which we can measure the real person.

2. There are six kinds of environments:
realistic, investigative, artistic, social,
enterprising and conventional. Each
environment is dominated by a given type
of personality, and each environment is
typified by physical settings posing special
problems and stresses. For example, realis-
tic environments are "dominated" by realistic
types of people - that is, the largest per-
centage of the population in the realistic
environment resembles the realistic type.

3. People search for environments that will let
them exercise their skills and abilities,
express their attitudes and values, and take
on agreeable problems and roles. Realistic
types seek realistic environments, social
types seek social environments and so forth.

4. A person's behavior is determined by an inter-
action between his personality and the
characteristics of his environment. If we
know a person's personality pattern and the
pattern of his environment, we can, in
principle, use our knowledge of personlity
types and environmental models to forecast
some of the outcomes of such a pairing. Such
outcomes include choice of vocation, job
changes, vocational achievement, personal
competence and educational and social behavior.
(pp. 2-5).

Holland's theory of vocational behavior was based mainly upon matching a person's environment with his/her personality pattern. In order for someone to have a satisfactory career it was important to choose the kind of environment that corresponds with a particular personality pattern. Holland stated that the adequacy of occupational choice was largely a function of the adequacy of self-knowledge and occupational knowledge. The greater the amount and adequacy of information the individual had about each, the more adequate would be his choice (cited in Osipow, 1973).

Holland (1973) summarized the evidence for the usefulness of his theory and its classification scheme. The review included all relevant information for the period 1959 through 1971. In contrast to the earlier reports on his theory, this account focused on direct evidence (experimental tests of hypothesis) rather than indirect evidence. The evidence for the usefulness of the theory and its classification scheme was extensive and typically positive:

> The review of the evidence supports the main
> hypothesis of the theory. The types appear
> to grow up, perceive occupations, search for
> occupations, move among occupations, and
> behave according to theoretical expectations.
> The environmental models appear useful to
> characterize educational and occupational
> environments .... Finally, the classifica-
> tion receives strong support: (1) It has
> been extended to all occupations in the
> D.O.T.; (2) it has substantial long-term
> validity for representative and unrepresenta-
> tive samples of adolescents and adults; and

(3) the hexagonal arrangement of the classi-
fication has been found to be a useful model
for structuring interest inventories, self-
ratings, competencies and activities. (p. 82)

Osipow (1973) made a review of the research that was

pertinent to Holland's theory of vocational behavior. He

found that the evidence in support of the theory was

impressive:

> With respect to the research testing it, etc.
> record of Holland's theory is extremely good.
> The research program has been broad, varied,
> and comprehensive. Early shortcomings in the
> breadth of samples studied have been overcome.
> (p. 77)

A counsellor who subscribed to this theory would view

matching men/women and jobs as being the goal of career

education. The objective was to help people find jobs that

they could do well and that were fulfilling. Activities

would be planned to improve the quality of a person's

decision making and knowledge of self and the occupational

world (Holland, 1973). Practitioners would rely very heavily

upon interest inventories, like the Self-Directed Search,

in an attempt to help the individual become aware of himself

and his/her abilities. Also, activities designed to expose

students to real and meaningful occupational experience

(e.g., work-study) would be emphasized.

Developmental Focus

There were a number of authors who emphasized a develop-

mental view of career education (Ginzberg et al., 1951; Hoyt

et al., 1972; Marland, 1971; Super, 1957). They defined
career development as an ongoing process extending from
infancy through adulthood. Therefore, programs implemented
to facilitate career education should begin in early child-
hood and extend throughout the elementary schools, the
junior and senior high schools, the community college and
the adult continuing education programs. Career development,
then, was not to be treated merely as an event occurring
largely at the high school level but as a process extending
over the entire life of individuals.

One of the early attempts to formulate a developmental
theory of vocational choice was that of Ginzberg and his
associates (1951). Vocational choice was seen as a process
which was systematic and predictable, and that "an individual
would reach his ultimate decision, not at any single moment
in time, but through a series of decisions over a period of
many years; the cumulative impact was the determining factor"
(p. 107).

The career development process proceeded through a
number of discernable stages. These included: fantasy
(before 11), tentative (between 11-17), and realistic
(between 17 and young adulthood when a person finally
determines his choice).

Super, like Ginzberg, considered career choice as a
process rather than an event. His theory of vocational
development was perhaps the broadest of all theories related
to occupational choice (cited in Osipow, 1973).

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Super, after surveying the various elements of theories of vocational development, organized these elements into a summary statement of a comprehensive theory. Super (1957) stated his theory in a series of ten propositions:

1. People differ in their abilities, interests and personalities.

2. They are qualified by virtue of these characteristics, each for a number of occupations.

3. Each of these occupations requires a characteristic pattern of abilities, interests and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.

4. Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts, change with time and experience (although self-concepts are generally fairly stable from late adolescence until late maturity), making choice and adjustment a continuous process.

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

6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socioeconomic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.

7. Development through the life stages can be
   guided, partly by facilitating the process
   of maturation of abilities and interests
   and partly by aiding in reality testing and
   in the development of the self-concept.

8. The process of vocational development is
   essentially that of developing and imple-
   menting a self-concept; it is a compromise
   process in which the self-concept is a pro-
   duct of the interaction of inherited
   aptitudes, neural and endocrine make-up,
   opportunity to play various roles and
   evaluations of the extent to which the
   results of role playing meet with the
   approval of superiors and fellows.

9. The process of compromise between individual
   and social factors, between self-concept and
   reality, is one of role playing, whether the
   role is played in fantasy, in the counselling
   interview, or in real life activities such
   as school classes, clubs, part-time work, and
   entry jobs.

10. Work satisfactions and life satisfactions
    depend upon the extent to which the indivi-
    dual finds adequate outlets for his abilities,
    interests, personality traits, and values;
    they depend upon his establishment in a type
    of work, a work situation, and a way of life
    in which he can play the kind of role which
    his growth and exploratory experiences have
    led him to consider congenial and appropriate.
    (p. 190)

Super specified further the process of vocational

development by extending his analysis of life stages with

reference to vocational behavior. Both the Growth and

Exploration Stages were of particular importance to this

author in his work with school counsellors. Super (1957)

outlined the characteristics of these vocational life

stages:

1. Growth Stage (birth to age 14). Self-
   concept develops through identification with
   key figures in family and school. Needs and

1. fantasies are dominant early in this stage. Interests and capacities become more important with increasing social participation and reality testing. Substages of the growth stage are:

   A. Fantasy (4-10). Needs are dominant. Role playing in fantasy is important.

   B. Interest (11 & 12). Likes are the major determinants of goals and activities.

   C. Capacity (13 & 14). Abilities are given more weight. Job training requirements are considered.

2. Exploration Stage (age 15-24). Self-examination role tryouts and occupational exploration take place in school, leisure activities, and part-time work. Substages of the exploration stage are:

   A. Tentative (15-17). Needs, interests, capacities, values and opportunities are all considered. Tentative choices are made and tried out in fantasy, discussion, courses, work, etc.

   B. Transition (18-21). Reality considerations are given more weight as the youth enters labor market or professional training and attempts to implement a self-concept.

   C. Trial (22-24). A seemingly appropriate field having been located, a beginning job in it is found and is tried out as a life work. (p. 146)

Super's theory of vocational behavior presented some guidelines for the practice of career counselling. A counsellor operating within this framework would try to appraise the life stage of the student in order to define relevant counselling goals. The counsellor would also attempt to help the student clarify his/her self-concept, and within the context of the particular life stage, expose

him/her to events which would permit him/her to move toward
implementation of that concept. Counsellors have access to
youngsters during the years of greatest development of the
self-concept. Counsellors must specifically work on the
student's understanding of the relevant factors in vocational
choice and develop an understanding of the occupational field
which most interested the student (cited in Osipow, 1973).

Super's theory, particularly the developmental com-
ponent and also the self-concept idea, seemed to be especially
compatible with introducing career education into the school
curriculum. The basic career education principles that were
emphasized would provide opportunities for students to
explore their self-concepts as well as the world of work at
various points in the curriculum. Career education allowed
students to gather information on themselves and their
educational-vocational world so that they would be better
able to make sound decisions based on accurate information.

Osipow (1973) conducted an extensive review of the
research related to Super's theory and concluded:

> The research and data relevant to the concept
> of vocational development seem to indicate a
> steady and reasonably predictable increase in
> both the amount of attention and the sophisti-
> cation of that attention given to vocational
> choice tasks through the adolescent years.
> The attention culminates, for well-oriented
> people, in commitment to a position which is
> then carried on throughout life, though in
> varying degrees ....
>
> Most of the findings of research support the
> idea that occupational choice represents the

implementation of the self-concept. The
results of the research provide an impres-
sive amount of empirical support for the
general aspects of the theory proposed by
Super. (p. 163)

Life Career Model

During the decade of the seventies the life career
model appeared in the literature on career education. This
model was based on the assumption that an individual's work
roles, settings, and events were inseparable from other roles,
settings, and events in people's lives. Gysbers and Moore
(1975), therefore, proposed that the meaning of career be
expanded to encompass individual's total lives. Focus was
not on work only but on all aspects of the individual's life.

According to this model the concept of career was
closely related to the term lifestyle. Blocker (1973)
defined lifestyle as the unique combination of values,
choices and strategies, and behavior patterns through which
a person establishes personal goals and learns to cope with
the stress of living (p. 69). In this model the coping
skills were life skills.

Herr and Cramer (1979) in an effort to determine what
constituted a lifestyle identified ten elements:

1. Knowledge of personal strengths and weak-
   nesses.

2. Ability to use informational resources.

3. Knowledge of educational, occupational
   and social lifestyle options.

4. The ability to choose.

5. Skill in interpersonal relations.

6. Employability skills.

7. Understanding of personal roles.

8. Understanding the interdependence/
   occupational and educational structures.

9. Time management.

10. The ability to see oneself as someone of
    worth and dignity. (p. 33)

In order for practitioners to "teach" these skills,
career education programs are pertinent. What, then, is a
career education program? The Canadian School Trustees'
Association (1980) defined the career education concept as:

A systematic program of activities and
experiences designed to increase knowledge
of self, occupations; training paths, life-
styles, job search skills, and decision-making
strategies. (p. 1)

Manual (1982) in an article entitled, "Do Parents Expect
Schools to Provide Career Education?" defined career
education as:

A comprehensive curriculum that is designed
to help young people organize the knowledge,
attitudes and skills needed to understand
themselves and others in relation to the
world of work in order to lead a personally
satisfying and socially productive life.
(p. 12)

The idea of helping people develop competencies was also
emphasized by Herr and Cramer (1979) in their definition:

> Career education and, in a somewhat narrower
> perspective, career guidance are deliberate
> instructional, counselling, and direct exper-
> iential interventions in the career development
> of youth and adults. As such, they represent
> hypotheses that, if certain types of career
> education or career guidance processes are
> implemented, particular student or client
> behaviors will result that will collectively
> benefit the total society. (p. 352)

In the life career model, the individual was conceived
as moving along one of a number of pathways leading to a
lifestyle centered on work. The success of that movement was
related to the extent of a person's competency in life skills.
The process was a developmental one whereby an individual
moved through a series of developmental tasks.

> The developmental learning process moves from
> a beginning level of awareness and differentiation
> (perceptualization), to the next level of concep-
> tualizing relationships and meanings (conceptuali-
> zation), to the highest level of behavioral
> consistency and effectiveness by both internal
> and external evaluation (generalization).
> (Gysbers, 1981, p. 73)

Career development is a decision-making process which
helps a student narrow down the range of possibilities and
then strengthen the possibilities which remain. Drum and
Figler (1976) believed that students need to rate each of the
possible alternatives open to them in some or all of the
following life theme areas:

1. Occupational (an individual's job, current
   activities in the job, future aspirations).

2. Personal-functional (self-development).

3. Financial-acquisitive (accumulation of
   wealth, material possessions).

4. Locale-residential (choosing a place of residence).

5. Marital-familial (family connected affairs related to marriage).

6. Parental-familial (matters that relate to parents, siblings, parental relatives).

7. Recreational-social (free-time pursuits).

8. Religious-humanism (activities of an ethical or humanistic nature).

9. Service (community services, volunteer work). (p. 155)

Practitioners of this model believed that all (students, parents, teachers, community, etc.) should be involved in career education. The counsellor, however, was identified as playing a significant role in the model. The Canadian School Trustees' Association (1980) believed that in addition to assessing needs, initiating plans, coordinating activities and evaluating the program, the counsellor should provide additional services to students, parents, staff and community agencies. These activities included:

1. Group and individual counselling of a personal/social, educational and occupational nature.

2. Group and individual testing of interests, aptitudes, abilities and achievement.

3. Consulting with parents, teachers and community agencies.

4. Liaisoning with feeder schools and post-secondary training institutions.

5. Securing, maintaining and distributing current information of an educational, occupational, personal and social nature.

6. Sharing professional expertise with staff,
    parents and community.

7. Engaging in research and follow-up
    activities relevant to the school program.   (p. 5)

Wolfe and Kolb (1980) summed up the life view of career
development when they defined career development as involving
one's whole life:

> Career development involves one's whole life,
> not just occupation. As such, it concerns
> the whole person, needs and wants, capacities
> and potentials, excitements and anxieties,
> insights and blindspots, warts and all. More
> than that, it concerns him/her in the ever-
> changing contexts of his/her life. The
> environmental pressures and constraints, the
> bonds that tie him/her to significant others,
> responsibilities to children and aging
> parents; the total structure of one's circum-
> stances are also factors that must be understood
> and reckoned with. In these terms, career
> development and personal development converge.
> self and circumstance - evolving, changing,
> unfolding in mutual interaction - constitute
> the focus and the drama of career development.
> (pp. 1-2)

Attitudes

Within the construct of attitudinal psychology there
are a diverse number of definitions and theoretical basis
on which attitudes are studied. Perhaps the most widespread
of the various definitions was that which intended to divide
the concept of attitude into three components: (1) Affects
(or emotions); (2) cognition (or beliefs, or opinions); and
(3) action tendencies. Kretch et al. (1962) proposed that:

> ... attitudes are enduring systems of positive
> or negative evaluations, emotional feelings,
> and pro or con action tendencies with respect
> for social objects. (p. 139)

Kretch et al. (1962) believed that the actions of
individuals were governed, to a large extent, by their
attitudes. Thus the component parts of one's attitudes
could play a significant role in determining one's actions.
Further study of these components revealed two modifiers
which could effect a given attitude. Those were valence and
multiplexity. Valence, as applied to the three components,
referred to the favorability or unfavorability to the object
of the attitude (Kretch et al., p. 142). Multiplexity
referred to the number and variety of separate elements which
make up the cognitive, feeling, or action tendency components
of an attitude (Kretch et al., p. 178). The formation of
an individual's attitudes then took place over a period of
time, in varying places at different levels of understanding,
and were subject to reformulation.

The enduring component of attitude was emphasized by
Freeman (1963) when he described an attitude as a disposi-
tional readiness to respond to certain situations, persons
or objects in a consistent manner which had been learned
and had become one's typical mode of response.

For a brief indication of theory behind attitude
measurement, Sherif and Cantril (1947) stated:

... attitudes are inferred from the reactions
(verbal or non-verbal) of man. When an
individual reacts repeatedly in a characteris-
tic way (positive or negative) in relation to
a certain stimulus objective, we infer that he
has an established attitude toward that stimulus.
(p. 29.)

All definitions of attitude, reviewed by the writer,
specified that behavior was taken as an indication of
attitude. Therefore, a conclusion could be reached that
counsellor attitudes play a significant role in determining
the type and quality of services offered to students.

Counsellor Attitudes to Vocational Education

A study by Carlotta (1980) concerning the attitudes
held by middle and junior high school counsellors toward
vocational education found favorable feelings expressed
by 80 percent of the counsellors surveyed. Characteristics
which influenced attitudes were courses completed in
vocational and practical arts, education; age of counsellor,
length of time in counselling, regional school membership,
and length of time employed as teachers.

Ricadela (1981) studied "the relationship between
counsellor attitude toward vocational education and occupa-
tional experiences on the vocational level" (p. 2644). He
surveyed 200 high school counsellors and received 120
responses which showed no significant relationship between
counsellors' vocational level, educational and occupational

experiences and their attitudes toward vocational education programs. Ricadela concluded that counsellor attitudes toward vocational education programs were somewhat positive and that vocational educators did not accurately perceive the counselling role. Ricadela further stated that vocational educators were not aware of the true counsellor attitudes toward vocational education and what influences these attitudes. He, therefore, recommended studies to gather data as to whether attitudes really influence counsellor behavior in the process.

Counsellor Role Perceptions by Counsellors and Other Educators

Counsellor perceptions have been the focus of studies which compared comprehensive high school counsellor role and tasks to vocational high school counsellor role and tasks. Schreiner (1973) found no significant difference in perceptions between vocational and regular counsellors on twenty statements regarding counsellor role in present job. He found some differences in guidance activities, follow-up, community visitation, placement and material organization. Schreiner concluded that there was general agreement between vocational and regular counsellors in performance of actual counsellor role and ideal counsellor role and that any of the significant different activities identified were due to

specialty duties in role as performed by the vocational counsellor. Kriner (1977) surveyed Ohio counsellors from joint vocational schools and comprehensive high schools. He found similar perceptions of appropriate guidance tasks and a close matching of role expectation and role performance. However, joint vocational and comprehensive school counsellors differed on their perception of appropriate counsellor role on tasks more specific to the educational setting.

To further confuse the area of similarities or differences in the counsellor role at comprehensive as opposed to vocational high schools, Leone (1982) compared career development skills of eleventh grade students in a comprehensive high school and those of students attending an area vocational-technical school (AVTS) as a means of measuring counsellor effectiveness. Using the standardized "assessment of Career Development Subscores" for each major aspect of career development, he tested four groups of students enrolled in the gifted, academic, business and general curriculum of the comprehensive high school and one group of students at the AVTS. He concluded there were significant differences among the groups regarding occupational awareness, career planning and decision-making, with the gifted and academic group scoring higher on awareness and the gifted scoring higher on planning and decision-making. Attendance at the AVTS did not enhance the student's career development and there were few differences among the group's

preferences regarding job values and working conditions.

Studies have also focused on perceptions of other educators and students regarding counsellor role and effectiveness. Lewis (1979) surveyed senior students, teachers, administrators and high school counsellors concerning role and performance of high school counsellors in thirteen public senior high schools in Pennsylvania which only serviced eleventh and twelfth graders. Counsellors and students disagreed significantly on the importance of the predetermined role and counsellor performance, with counsellors seeing themselves in a more positive light. Counsellors and teachers also disagreed significantly in the same way, but counsellors and administrators did not differ significantly in role and performance except that counsellors viewed more positively their performance in helping non-college-bound students. In general, all four groups viewed role and performance favorably but were more positive when responding to importance of what counsellors do than how well they do it. The recommendations focused on improving working relationships between counsellors and students and counsellors and teachers.

Even at the thirteenth and fourteenth year there are questions about counsellor role in vocational counselling. Metcalf (1978) found that although vocational counselling is essential to meet the needs of community college students, there was a lack of consensus among Deans of students, vocational directors and counsellors in Washington State

as to the counsellor role in relation to the scope of coun-
selling and vocational counselling. Also, counsellors tended
to be more interested in social, personal counselling and
lack training, background and inservice opportunities to help
them in vocational counselling. Students reported unmet
vocational counselling needs, although vocational faculty
also provided counselling. Metcalf noted that student
opinions came secondhand through their deans, and some data
were based on a review of the literature rather than research.

Student Perceptions of
Career Counselling

Counsellors' perceptions of their role can be compared
to students' perceptions of the effectiveness of vocational
guidance, counselling and career planning. Patton (1973)
found differences in perceptions of overall quality of
vocational guidance and counselling services for high school
graduate respondents from different academic levels. Females,
more than males, perceived a higher overall quality of services.
The socioeconomic classes and size of graduating classes were
not significant factors affecting services. Counselling
climate and educational information provided by high schools
were seen as less desirable by respondents enrolled in
community colleges than in universities. Finally, respondents
who had conferred with counsellors about vocational plans
expressed higher satisfaction with quality of vocational
information services.

Ftizgerald (1973) surveyed students in Tennessee to
rank order ways local guidance programs were most helpful.
Out of ten areas, development of career choices was ranked
seventh and making post-high school plans with counsellors
was ranked ninth. The guidance services which were described
as needing addition to present programs were, in order of
importance, field trips to industry, how to interview for a
job, volunteer activities in social agencies, employment
opportunities and part-time employment. The author recom-
mended that counsellors make more use of computerized
occupational information, use community resources to allow
for work exploration, give career learning activities and
set up career guidance centers.

A 1977 study by Leaverton found that students in
Colorado public high schools perceived they were getting
little career counselling while counsellors perceived they
were providing substantial counselling service. According to
Leaverton, counsellors considered career planning services to
be what students perceived as making a choice of college.

In a study by Willet (1982) of 494 secondary students
(from six schools in Idaho and Washington) who were involved
in either vocational education or career education programs,
experience-based programs were not decisively significant
factors in helping acquire and develop vocational maturity
needed for entry and success in the world of work. Variables
identified as measuring vocational maturity were the fre-
quency of seeking occupational information, attitudes

toward adults, employers and teachers, and attitudes in
seeking occupational information. Also, responsibility was
measured by school attendance and punctuality. Although no
significant differences were found between the experience-
based group and the control groups, students in the former
were more active in seeking information from counsellors,
teachers and people employed in the field.

Summary

A review of the literature related to this study was
presented. The literature was classified according to a
number of categories. Included in the literature were:
theoretical models of career education, conceptual definitions
of attitudes, counsellor attitudes to vocational education,
counsellor role perception by counsellors and other educators,
and student perceptions of career counselling.

Within the realm of career education there were a number
of theoretical models on which a practitioner could build a
program. Each model offered a number of distinct goals/
beliefs and practices. These models differed greatly in focus,
some, for example, emphasized student choice of an occupation
as a primary goal while others emphasized all aspects of a
person's life. To illustrate, subscribers of Holland's need
theory would emphasize the use of interest inventories as an
aid in matching men/women and jobs. Herr and Cramer (1979),
who realized the importance of occupational choice, believed

that the primary aim of career education was much broader in focus. They argued that practitioners should concentrate their attention on the teaching of life skills. Ten life skills were listed in the review of the related literature.

Counsellor attitude toward career education was reported as being positive. Counsellors viewed their performance in vocational counselling more positively than did students. However, some studies with students found counselling to be both satisfactory and unsatisfactory depending on program content and student-counsellor contact. Contrary to criticism by vocational educators, counsellors held favorable feelings about vocational education, especially if they completed vocational courses and had experience.

Although studies have reported that counsellors viewed career education as being important they have still been the focus of much criticism. This criticism has been directed toward counsellors for failing to provide career education services to students. It is in this area then, that one has seen a need to survey what counsellors believed to be the important goals/beliefs and practices related to an effective career education program.

CHAPTER III

METHODOLOGY

This study dealt with counsellor attitudes toward and
practices in career education in the Province of Newfoundland
and Labrador.

Included in this chapter are an explanation of the sample
selection process, and a description of the procedures by
which the questionnaire was developed and the data collected.

Sample Selection

The sample for this study was drawn from a list of
school counsellors and other specialists employed in the
schools of Newfoundland and Labrador for 1982-83, as
recorded by the Special Services Division of the Department
of Education. Thus, this list was the most comprehensive
available. From the original list, the 131 counsellors and
other school personnel performing at least some counselling
duties at the primary, elementary and secondary levels of
education were chosen as final subjects.

A cover letter (Appendix A), a self-addressed, stamped
envelope, and a three-part data collection instrument
(Appendix B) was sent to each participant. Part A of the
questionnaire was used to collect personal demographic data,

part B was used to collect data on the goals/beliefs relating
to career education and part C yielded data on the importance
of various activities as well as who counsellors believed
should be responsible for the delivery of each activity.
Two weeks after the initial mailing to 131 subjects, a follow-
up letter was sent to the non-respondents in order to elicit
a greater return (Appendix C). Four weeks after the initial
mailing closure was put on the receipt of returns. These
two mailings resulted in a return of 60 forms, 56 useable,
which represented a 43 percent useable return rate. Four
returns were discarded because the respondents did not per-
form any counselling duties.

Data Collection Instrument

The questionnaire was developed by the investigator from
authoritative resources available in the literature on the
goals/beliefs and practices related to career education.
No particular methods, procedures, or items were adopted from
any single study or researcher for the questionnaire. Speci-
fically, the sources for the questionnaire were as follows:

1. Previous research studies, surveys and
   articles on the goals/beliefs and practices
   relating to career education.

2. Textbooks on theories related to career
   education.

3. The investigator's own training in coun-
sellor education at the master's level
from July, 1982 to April, 1983.

4. Interviews and consultations with coun-
sellor educators and fellow graduate
students at Memorial University while the
questionnaire was being devised.

The questionnaire was checked for content validity only.
Validators consisted of two graduate students who were
studying in the area of guidance and counselling, two
assistant professors working at Memorial University who
were familiar with the concepts and practices related to
career education, one counsellor working at the junior/
senior high school level, and the Director of Special
Services with the Department of Education. The validators
were asked to do the following: (1) Determine if each item
fitted the appropriate category of goal/belief or practice;
(2) include any other goal/belief and/or practice that they
believed should be added to the list; and (3) check each item
for lack of clarity or ambiguity. If ambiguous, they were
asked to indicate why they thought so.

The comments received from each of the validators were
analyzed and, where necessary, appropriate changes made.
On the basis of these comments, statements were reconstructed
and others added to the list. The final instrument consisted
of 52 items related to the goals/beliefs category and 39
related to the practices category.

The questionnaire consisted of three major parts. Part
A was a Personal Information Section used to collect the

necessary personal demographic data about each respondent.
The eight questions contained in this section were designed
in such a way that the respondent needed only to check the
appropriate block at the right of the page.

Part B of the instrument consisted of goals/beliefs
that counsellors held toward career education. Respondents
were asked to indicate, on a five-point Likert Scale, the
degree of agreement for each item. The five choices provided
were as follows:

1. Strongly Agree

2. Agree

3. Undecided

4. Disagree

5. Strongly Disagree

Part C of the instrument was designed to solicit coun-
sellor responses toward two categories: (1) The importance
given to each activity; and (2) whom they believed should be
responsible for the delivery of each activity. First,
counsellors were asked, on a five-point scale, to rate the
importance given to each activity. The five choices provided
were as follows:

1	2	3	4	5
Least Important	Moderately Important	Important	Very Important	Most Important

As well, counsellors were asked to circle a letter
representing who they believed should be responsible for the

delivery of each activity. Respondents were asked to choose among teacher (T), counsellor (C), or other (O) as being responsible.

The instrument used in this study was a questionnaire which falls into the category of self-report instruments. Such instruments have inherent limitations (Anastasi, 1961; Cronbach, 1960). One such limitation was the openness of the instrument to subject interpretation. Difficulties arise in this area when items are ambiguous or represent hypothetical situations instead of well defined situations. The writer attempted to reduce the effect of subject interpretation of items by asking the validators to comment on items that appeared to be ambiguous.

Self-report instruments do provide useful data and have the advantage of providing more observations than one observer could record. However, data collected through self-report instruments should be interpreted in light of their inherent limitations.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this chapter is to present a comprehensive analysis of the data gathered from a self-devised questionnaire on counsellor attitudes toward and practices in career education. To accomplish this end the chapter was divided into three sections: (1) A description of the demographic characteristics of the counsellors sampled; (2) an item-by-item analysis of the goals/beliefs and practices related to career education as well as who counsellors believed should be responsible for the delivery of each practice; and (3) a report on three subgroups of counsellors who differed significantly on a number of items contained in the questionnaire.

Demographic Characteristics of Counsellors

Part A of the counsellor's questionnaire was treated first in the study (Appendix B). Data such as sex, age, professional training and experience, and counsellor-student ratio were discussed and presented in tabular form. Such data was reported to provide a thorough understanding of the background characteristics of the population sampled.

Sex - Table 1 presents a distribution of respondents

according to sex. Of the fifty-six counsellors considered
in this study, forty-five, or 80.4 percent, of the respon-
dents were male. This was a large majority when compared to
the number of female respondents who comprised only 19.6
percent of the total population.

The higher percentage of male counsellors in this study
indicated that a larger proportion of counsellors in
Newfoundland and Labrador were male. A study conducted by
Bishop (1975), on the utilization of counsellor time in the
schools of Newfoundland and Labrador, yielded similar
findings. According to the results of Bishop's study, 81.6
percent of the counsellors employed in the schools of
Newfoundland and Labrador were male and only 19.4 percent
were female.

TABLE 1

Distribution of Respondents by Sex.

Sex	Respondents	
	Number	%
Male	45	80.4
Female	11	19.6
TOTAL	56	100%

Age - Table 2 presents the distribution of respondents
according to age. The ages ranged from less than twenty-five

years to over forty-five years, with a mean age of approxi-
mately thirty-three years. Combining the first four age
categories, contained in the table, resulted in a total of
82.3 percent of counsellors being less than forty years of
age. As well, when collapsing age ranges thirty-one to
forty years it was found that more than one half (59 per-
cent) of the counsellors surveyed fell into this new
category. This total indicated that the Province of
Newfoundland and Labrador had a relatively young school
counsellor population.

TABLE 2

Distribution of Respondents by Age

Age	Respondents	
	Number	%
25 years and under	3	5.4
Age 26-30 years	10	17.9
Age 31-35 years	17	30.4
Age 36-40 years	16	28.6
Age 41-45 years	4	7.1
Age over 45 years	6	10.7
Mean Age: Approximately 33		
TOTAL	56	100%

Professional Training - Table 3 presents the type of professional training attained by all fifty-six respondents. In this study, 64.3 percent of the practicing counsellors held a Master's degree in guidance and counselling. This percentage showed an increase in the number of counsellors with Master's degrees in guidance and counselling over a previous study conducted by Bishop (1975). In the Bishop study, approximately 50 percent of the population sampled held Master's degrees in counsellor education.

TABLE 3

Professional Training of Respondents

Type of Professional Training	Respondents	
	Number	%
Baccalaureate Degree	4	7.1
Graduate Work in Counselling	12	21.4
M.Ed.--Guidance and Counselling	36	64.3
Other	4	7.1
TOTAL	56	100%

Professional Experience - Table 4 presents the professional experience of the respondents. The maximum counselling experience reported in this study was between eleven and fifteen years. The largest number of counsellors, totalling 86 percent, had between one and ten years of

counselling experience. The amount of teaching experience, however, was more varied than that of counselling. Seven counsellors, or 13 percent, had no teaching experience and two, or 4 percent, had between sixteen and twenty years of teaching experience. Twenty percent of the respondents had other work experiences, including administrative duties and coordinating special services at the school board level.

TABLE 4

Professional Experience of Respondents

Professional Experience	Number of Years					
	<1	1-5	6-10	11-15	16-20	20
Counselling		31	17	8		
Teaching	7	23	15	9	2	
Other	45	11				

Vocational or Technical Training - Table 5 presents the distribution of counsellors according to whether or not they completed a program in the vocational or technical area of post-secondary training. A clear majority of 85.7 percent had no training in this area.

Type of School Level - Table 6 presents the school levels at which the respondents were employed. The majority of counsellors surveyed in this study worked at various school levels, 55.4 percent were employed at the Kindergarten-Senior

TABLE 5

Completion of a Program in the Vocational/ Technical Area of Post-Secondary Training

Response of Counsellor	Counsellors	
	Number	%
Yes	8	14.3
No	48	85.7
TOTAL	56	100%

TABLE 6

The Number of Respondents Working at Various Newfoundland School Levels

Type of School Level	Respondents	
	Number	%
Elementary	3	5.4
Junior High	3	5.4
Senior High	5	8.9
K - Senior High	31	55.4
Elementary - Junior High	3	5.4
Junior High - Senior High	11	19.6
TOTAL	56	100%

High levels.   Three reasons could be attributed to this
finding: (1) Included in this study were resource personnel
who worked at the school board or district level and conse-
quently saw themselves as having responsibility for all
students under the board's jurisdiction; (2) a large
proportion of counsellors were directly working with students
in all grades (K to 12); and (3) some counsellors who were
assigned to secondary schools were also given some respon-
sibility for providing consultating services to the feeder
schools.   Only five counsellors, or 8.9 percent, worked
exclusively at the senior high school level.   A comparison
with Bishop's study in 1975 indicated that counsellors were
spending more time at all grade levels than they did almost
a decade ago.

Counsellor-Student Ratio - Table 7 presents the distri-
bution of the respondents according to their counsellor-
student ratios.   The ratios ranged from 1-250 to more than
1-1,750 with a mean counsellor-student ratio of 1 to
approximately 750.   Of the respondents, 12.5 percent had a
student ratio greater than 1-1,750; all of these counsellors
were employed at the school board level.   A review of the
literature indicated that a commonly agreed upon optimum
counselling load was one full-time counsellor to every 250
to 300 students (Warren, 1967; Wrenn, 1962).   In the present
study only seventeen, or 30.3 percent, of the respondents
approximated the optimum counsellor-student ratio as
advocated in the literature.

TABLE 7

Counsellor-Student Ratio for Respondents

Ratio*	Respondents	
	Number	%
1-250	4	7.1
251-500	13	23.2
501-750	11	19.6
751-1,000	10	17.9
1,001-1,250	4	7.1
1,251-1,500	2	3.6
1,501-1,750	5	8.9
More than 1,750	7	12.5
TOTAL	56	100%

*Mean student ratio: 1 to approximately 750.

Time Spent on Career Education - Table 8 reveals the
percentage of time counsellors devoted to career education
relative to other counselling duties. The amount of time
ranged from a low of less than 10 percent to a high of more
than 50 percent. Practically one half of the counsellors
surveyed spent less than 20 percent of their counselling
time on career education. There was evidence then that some
counsellors made career development a priority while others
devoted very little time to such activities.

TABLE 8

Relative Percentage of Counselling Time
Devoted to Career Education

Percentage of Time	Counsellors	
	Number	%
Less than 10%	12	21.4
11-20%	17	30.4
21-30%	8	14.3
31-40%	4	7.1
41-50%	4	7.1
More than 50%	4	7.1
TOTAL	49*	87.5%

*The remaining seven counsellors, comprising
12.5% of the total sampled population, con-
sisted of program coordinators, most of them
did not respond to this particular item.

Summary

The purpose of this section was to present a comprehen-
sive overview of the data gathered from Part A of the
counsellor's questionnaire. A total of fifty-six counsellors
were studied. The findings in the descriptive analysis of
the personal and professional characteristics of the
respondents pointed to several conclusions:

1. There has been an increase in the number of coun-
    sellors with a Master's degree in counsellor
    education in provincial schools since 1969-70.
    The present study revealed that 64.3 percent of
    the counsellors had completed the Master's degree
    in counsellor education and 21.4 percent had
    completed courses in the same area.

2. The majority of counsellors sampled in this study
    have both teaching and counselling experience.
    The years of teaching experience were more varied
    than that of counselling. Analysis showed that
    the professional experience of the counsellors
    ranged from one year to fifteen years of coun-
    selling experience (mean approximately five years)
    and from none to twenty years of teaching
    experience (mean approximately six years).

3. Of the total respondents, 85.7 percent had not
    completed any program in the vocational/technical
    area of post-secondary training.

4. The majority of counsellor respondents were found
    at the kindergarten through senior high school
    levels of education. The study showed that of
    the fifty-six respondents, thirty-one, or 55.4
    percent, counsellors performed guidance functions
    at the kindergarten through senior high school
    levels.

5. Approximately one-third of the counsellor
    respondents, 30.3 percent, approximated the
    optimum counsellor-student ratio of one full-time
    counsellor to 250-300 students. The present
    study showed a mean counsellor-student ratio of
    1 to approximately 750.

6. The amount of counselling time devoted to career
    related matters varied quite extensively among
    counsellors. The relative percentage of time
    varied from a low of less than 10 percent to a
    high of more than 50 percent. Such a variation
    seemed to indicate a wide range of interest in
    career education among school counsellors.

Analysis of Goals/Beliefs and Practices
Relating to Career Education

As stated in Chapter 1, the major purpose of this study was to examine attitudes toward and practices in career education held by school counsellors in the Province of Newfoundland and Labrador (p. 7). To accomplish this end, three research questions were generated and analyzed by means of the Statistical Package for the Social Sciences (SPSS) (Nie et al., 1975). This gave the median and variance scores for all counsellors across all items.

Research Question #1

What are the attitudes (goals/beliefs) of school counsellors regarding career education?

Part B of the questionnaire was designed to solicit those goals/beliefs deemed important by school counsellors. Table 9A delineates each goal/belief in order of importance assigned to it by the majority of respondents. The median score was selected as the criterion for ranking the items. The median score was chosen instead of the mean because, unlike the mean, the median is less affected by extreme scores. As well, the corresponding variance score was included to show the range of agreement among counsellors. For all items in Tables 9A and 9B a low median score indicated that counsellors, as a group, rated the item in the range of "agree" to "strongly agree". A high median

TABLE 9A

Counsellors' Ratings of Goals/Beliefs
Relating to Career Education
Ranked by Level of Agreement

Item	Median	Variance
24. Career choice is a process rather than an event.	1.224	.218
12. An essential prerequisite to a satisfactory career choice is self-awareness.	1.257	.228
2. Develop in each student a personally suitable combination of work and lifestyle values.	1.324	.322
20. Help each student develop rational career decision-making skills.	1.348	.286
32. Help students develop a realistic perception of their abilities, skills and values.	1.348	.361
3. Help each student develop a positive self-image.	1.375	.543
1. Enhance each student's personal development.	1.375	.362
33. Career development is a developmental process.	1.403	.327
23. Help students become aware of the many occupational options open to them.	1.403	.257
28. Increase students knowledge about the world of work.	1.433	.253
27. Help students match career choice to their interests, abilities and value systems.	1.500	.255
4. Promote in students an appreciation for all work that people perform.	1.537	.395

Item	Median	Variance
11. Knowledge of the types of job opportunities will help students make more realistic occupational choices.	1.583	.652
21. Students' level of self-esteem is a crucial factor in influencing career choice.	1.648	.410
16. Help students gain an understanding of the sources and value of educational information relating to post-secondary institutions.	1.789	.265
52. Help students make effective use of personal strengths and weaknesses.	1.755	.361
29. Provide career education for students from elementary through grade twelve and beyond.	1.750	.779
34. Help students develop decision-making strategies.	1.773	.409
35. Help students understand the relationship between educational opportunities and career requirements.	1.794	.375
10. Prepare students for a world of unprecedented change.	1.813	.574
40. People are qualified by virtue of interests, abilities, personalities and educational qualifications for a number of different occupations.	1.814	.390
38. Appropriate occupational choice is largely a function of the adequacy of self-knowledge and occupational knowledge.	1.814	.390
9. Assist students in the development of interpersonal skills (e.g., communication and listening skills).	1.833	.795
42. Career development is part of human self-development, involving different developmental tasks at various life stages.	1.864	.440

Item	Median	Variance
6. Teach students how to locate a job vacancy.	1.914	.597
19. Children prior to adolescence base career choice primarily on interests and familiarity with certain occupations.	1.936	.358
49. Place less emphasis on specific work skills and more emphasis on helping young people assess the potential of any career for the development of the total self.	1.946	.667
7. Teach students how to make effective use of leisure time.	1.952	.672
46. All teachers have a responsibility for introducing students, through the subjects which they teach, to the world of work.	1.957	.600
51. Career education should be concerned with removing any sex, racial or cultural biases that exist with respect to various occupations.	1.967	.726
30. Help students prepare personal descriptions (personal resume) of themselves.	2.000	.802
37. Career choice represents an extension of personality.	2.000	.911
36. The major focus of career education should not be on work but on all aspects of an individual's life.	2.000	.934
26. Help students develop time management skills.	2.088	.488
39. Career development and career choice is best facilitated by assisting each student in the development and implementation of a positive self-concept.	2.097	.681

	Median	Variance
15. Help students develop an under-standing and an awareness of others.	2.155	.790
48. Teach students at the junior or senior high school about unions, collective bargaining and rights of workers.	2.156	.724
41. Introduce students to the "work ethic" and to an appre-ciation for productivity in the free enterprise system.	2.204	1.083
47. The acquisition of occupational skills and information must be subordinate to the goal of per-sonal growth and the development of skills for living.	2.348	1.347
18. Help students develop behaviors and lifestyles that are health enhancing (e.g., exercise, stress management, etc.)	2.417	.970
8. Facilitate students' understanding of the free enterprise system.	2.650	.879
5. Help students develop effective study skills and study habits.	2.857	1.010
43. Teach students how to build economically secure futures.	2.912	.970
45. Every student should graduate from high school with at least one saleable skill that he/she can use on a job.	3.150	.961

TABLE 9B

Counsellors' Ratings of Goals/Beliefs
Relating to Career Education Ranked by
Level of Disagreement

Item	Median	Variance
50. Career education should be offered primarily during secondary school years.	3.500	1.652
22. The best form of career education is the preparation of literate, articulate and academically well-educated students.	3.553	1.503
25. It is important to channel students into careers where manpower needs exist.	3.580	1.153
14. It is reasonable to expect students at the end of grade nine to make course selections based on their career interests.	3.786	1.088
31. Career education and vocational education are synonymous.	3.875	1.210
44. The process of a student choosing an occupation evolves naturally.	3.967	.816
17. With more vocational schools and a closer liaison between them and high schools, career education would not be needed in the typical secondary school curriculum.	4.652	.436

score demonstrated that counsellors rated the items in the range of "disagree" to "strongly disagree". To illustrate, item number twenty-four (median score = 1.224) indicated that the majority of respondents strongly agreed that this goal/belief should be contained in an effective career education program. Item number seventeen (median score = 4.652) was rated as strongly disagreed by the majority of respondents and should not be part of a career education program.

An analysis of the items having the lowest median scores revealed that the majority of counsellors surveyed in this study subscribed to what might be described as an eclectic model of career education. This means that the counsellors surveyed tended to draw their goals/beliefs concerning career education from many models instead of just one. This suggested that counsellors selected from models those elements that best fitted their perception of the ideal counsellor role in career guidance.

After examining the goals/beliefs a number of underlying themes appeared to emerge - these included: (1) Consensus among counsellors that career education should be concerned with the development of self. Items dealing with such concepts as self-awareness, self-image, self-esteem, personal development, an understanding of strengths, weaknesses, and interests were strongly endorsed by the majority of respondents. These items and others were indicative of a developmental model as outlined in the review of the related

literature; (2) agreement among respondents that the acquisition of occupational and educational information be a necessary part of the career education program. The majority of counsellors agreed very strongly with such items as students gaining knowledge about the world of work, awareness of the many occupational options open to them, understanding the value of educational information, ability to match career choice to interests, aptitude, and values, and a knowledge of job opportunities; and (3) consensus among counsellors that the development of specific generic skills be a necessary component of an effective career education program. Items dealing with the development of decision-making skills, skills to help students prepare for a world of unprecedented change, interpersonal skills, skills helpful for writing personal resumes, and techniques for helping students locate a job vacancy were all strongly agreed upon by the majority of respondents.

Included in Table 9A are a number of goals/beliefs relating to career education that were deemed moderately important by the majority of counsellors surveyed in this study. An analysis of the variance score corresponding to each item demonstrated some disagreement among counsellors as to the relative importance of each item. A common theme underlying this category was student acquisition of general knowledge about the work force. Items dealing with the elimination of biases in the work force, understanding of unions and collective bargaining, work ethic, free

enterprise system, and skills necessary to help students build economically secure futures were moderately agreed upon by the majority of respondents.

There were, as well, a number of goals/beliefs that the majority of counsellors surveyed in this study believed should not be contained in an effective career education program. Table 9B delineated each of these goals/beliefs with its corresponding median and variance scores. The majority of counsellors, for example, did not see themselves working on behalf of the state to channel students into areas where manpower needs exist. The recognized, as well, that career education and vocational education were not synonymous. The low variance score corresponding to item number seventeen confirmed the belief that counsellors as a group strongly rejected the notion that career education and vocational education were one and the same.

Research Question #2

What activities do school counsellors see as being important in the delivery of career education?

Part C of the questionnaire was designed to serve two purposes: (1) Determine those practices deemed important by school counsellors; and (2) ascertain who counsellors believe should be responsible for the delivery of each of these practices. Tables 10A and 10B delineate each practice in order of importance assigned to it by the majority of

TABLE 10A

Counsellors' Ratings of Practices Relating to Career Education Ranked by Level of Importance

Item	Median	Variance
33. Conduct individual counselling sessions with students concerning their educational decisions.	4.346	.440
39. Arrange activities that would allow each student to see him/herself as someone of worth and dignity.	4.333	.756
1. Provide and manage an up-to-date occupational and educational information system.	3.917	.577
29. Implement programs designed for dropouts and students who appear alienated from school.	3.804	.809
38. Provide opportunities for students to relate personal strengths and weaknesses to various occupations.	3.783	.832
32. Utilize career assessment instruments to assess students' interests, aptitudes, personal needs and values.	3.780	.745
30. Offer outreach programs designed for dropouts and students who appear alienated from school.	3.735	1.018
24. Teach a separate course in career education to students at the high school level.	3.676	1.143
16. Encourage parents, employers and other community members to actively participate in the career education program.	3.595	.711
23. Invite community resource people to discuss careers.	3.563	.840

Item	Median	Variance
26. Invite representatives from post-secondary institutions to discuss academic programs.	3.531	1.141
22. Teach skills that are useful in interpersonal interaction (e.g., communication and listening skills).	3.432	1.106
21. Locate suitable work experience placements for students selected for work study programs.	3.375	1.017
37. Provide instruction to students on how to prepare a personal resume.	3.350	1.288
25. Teach the skills necessary to assist students to seek, acquire and maintain employment.	3.350	1.270
11. Initiate and deliver values clarification programs.	3.341	1.018
7. Conduct small group discussions with students having similar career interests.	3.324	1.179
3. Incorporate career education into the existing subjects (e.g., math, science).	3.310	.956
14. Allocate specific blocks of time to inform students about careers.	3.308	.784
6. Deliver a program to help educate students about the abuse of drugs.	3.300	1.144
4. Administer aptitude tests as an aid in helping students select a career.	3.206	1.179
27. Offer courses or units in occupational information to students at the junior and senior high school levels.	3.167	1.033
20. Provide opportunities for students to learn and practice interview skills.	3.140	.899

Item	Median	Variance
8. Provide instructions on how to fill out job application forms.	3.136	1.252
34. Offer programs designed to help students become aware of the changing role of men and women in the work force.	3.132	1.158
13. Organize field trips to various places of work.	3.115	1.335
10. Provide activities designed to help students see the difference between behaviors that enhance health (e.g., exercise stress management, etc.) and those that endanger it (e.g., abuse of drugs, etc.).	3.111	1.325
17. Implement a study skills program for students in need of this service.	3.105	1.444
28. Teach students, through small group process, assertive skills.	3.021	1.127

TABLE 10B

Counsellors' Ratings of Practices Relating
to Career Education Ranked Least in
Importance

Item	Median	Variance
12. Provide instructions on how to fill out post-secondary education application forms.	2.955	1.377
9. Encourage the use of simulated work experience activities as an aid in career and self-awareness.	2.950	1.145
5. Teach specific skills (e.g., industrial arts, bookkeeping) at the senior high school level.	2.881	1.143
36. Design and implement a program that would help students develop time management skills.	2.800	1.168
31. Implement a program designed to decrease sex bias in the work force.	2.719	1.490
35. Provide instruction that would enhance students understanding of the free enterprise system.	2.579	1.240
19. Design and implement a peer counselling program.	2.556	1.480
2. Arrange, through Canada Manpower, for the use of the C.H.O.I.C.E.S. Program.	2.556	1.197
15. Familiarize students with different occupations through the use of occupational role playing.	2.553	1.046
18. Provide job placement services for students during their school years.	1.921	1.210

respondents. Again, as in Table 9, both median and variance scores were chosen as the statistics for reporting the findings. For the purpose of discussion; Table 10 has been divided into two sections: (1) Practices considered most and very important by the majority of counsellors (Table 10A); and (2) practices deemed least and moderately important by the majority of counsellors (Table 10B).

Highest on the list in Table 10A were those practices commonly associated with personal and social counselling. The majority of counsellors, for example, viewed individual counselling sessions as having top priority in the career education program. As well, activities designed to help each student see him/herself as someone of worth and dignity were rated as most important.

The majority of counsellors surveyed in this study believed that some of the more traditional practices of career counselling still have value today. Providing students with educational and occupational information, inviting guest speakers to discuss careers, locating work experience placements, use of career assessment instruments and other related activities were rated as a very important part of a career education program.

Practices relating to the development of general employability skills were also rated as very important. Skill development in interpersonal interaction, resume writing, job seeking, conducting an interview and others were listed among those general employability skills

considered very important by the majority of counsellors.
An analysis of the corresponding variance scores, however,
indicated that there was disagreement within the group surveyed.

Counsellors also saw the need to reach those students
who appeared alienated and who had dropped out of school.
According to the majority of respondents career related
programs should be provided for such students.

Counsellors also believed that specific blocks of time
should be allocated to inform students about career related
matters. Item number twenty-four, for example, dealing with
teaching a separate course in career education was rated as
very important. It should be noted, however, that the
corresponding variance score (1.143) indicated that there
was a significant range of disagreement within the group.
As well, item number fourteen dealing with allocating units
of time to inform students about careers was rated as very
important by the majority of respondents.

According to the findings of this study it was found
that in addition to the traditional type of career education
model and the teaching of general employability skills
career education also had a much broader perspective. Coun-
sellors' ratings of such practices as value clarification
programs, study skills, health programs and drug related
programs indicated that career education should also be aimed
at helping students prepare for life and living. The
variance scores associated with each of these items indicated,
however, that there was a significant range of disagreement

within the group.

There were, as well, a number of practices that the majority of counsellors surveyed in this study rated as moderately and least important in terms of its applicability in a career education program. Table 10B delineated each practice with its corresponding median and variance score. Items dealing with such activities as simulated work experience, occupational role playing, filling out post-secondary education application forms, teaching specific work skills, peer counselling, and arranging the C.H.O.I.C.E.S. program were among those listed as moderately important by the majority of respondents. The corresponding variance score for each item indicated lack of unity among counsellors as to the relative importance of these activities.

Research Question #3

> Who do school counsellors see as being responsible
> for the delivery of various activities relating to
> career education?

The second purpose of Part C of the questionnaire was to solicit information as to who school counsellors believed should be responsible for the delivery of various career education activities. For many of these activities a clear consensus was reached among the respondents, for others an agreement could not be reached. A greater than seventy percent agreement among respondents was selected as the criteria for associating a particular practice to a certain

individual or group of individuals. For Tables 11A, 11B
and 11C the following symbols apply: T represents teacher,
C represents counsellor and O represents other. In this
study the O (other) category included the administrator,
public health nurse, representatives from the community and
representatives from government manpower offices.

An analysis of Table 11A shows those practices considered
by most respondents to be the primary responsibility of the
school counsellor. The percentage of agreement ranged from
a low of 73.2 percent to a high of 94.6 percent.

The majority of respondents surveyed believed that
counsellors should be responsible for providing students
with occupational and educational information. To accomplish
this end counsellors should provide such activities as:
(1) Arrange for the use of the C.H.O.I.C.E.S. program; (2)
arrange specific blocks of time to inform students about
careers; and (3) invite representatives from post-secondary
institutions to the school. Individual and small group
discussion were considered the responsibility of the
counsellor. Assessment of student interests, aptitudes, and
values was considered the responsibility of the counsellor.
Counsellors agreed that it was their responsibility to help
those who were alienated and/or had dropped out of school. As
well, the majority of respondents considered such programs as
peer counselling, career decision-making and assertive
training to be the sole responsibility of the counsellor.

Table 11B identifies those practices considered to be

TABLE 11A

Practices Deemed to be the Responsibility
of the Counsellor

Item	Percent of Respondents						
	T	C	O	T/C	T/O	C/O	T/C/O
1. Provide and manage an up-to-date educational and occupational information system.	1.8	94.6	1.8	11.8			
2. Arrange through Canada Manpower for the use of C.H.O.I.C.E.S. program.	5.4	83.9	5.4	5.4			
4. Administer aptitude tests as an aid in helping students select a career.	3.6	89.3	1.8	5.4			
7. Conduct small group discussions with students having similar career interests.		87.5		10.7		1.7	1.7
14. Allocate specific blocks of time to inform students about careers.	5.4	80.4	7.1	7.1			
16. Encourage parents, employers and other community members to actively participate in the career education program.	5.4	73.2		21.4			

Item	Percent of Respondents						
	T	C	O	T/C	T/O	C/O	T/C/O
19. Design and implement a peer counselling program.		92.9	3.6			3.6	
23. Invite community resource people to discuss careers.	14.3	72.3		12.5			
26. Invite representatives from post-secondary institutions to discuss academic programs.	8.9	76.8	1.8	10.7		1.8	
28. Teach students, through small group process, assertive skills.	3.6	91.1		5.4			
29. Implement programs designed to facilitate career decision-making skills.	3.6	87.5	1.8	1.8			1.8
30. Offer outreach programs designed for dropouts and students who appear alienated from school.	3.6	73.2	8.9	10.7		1.8	1.8
32. Utilize career assessment instruments to assess students' interests, aptitudes, personal needs and values.	1.8	94.6	1.8	1.8			

Item	Percent of Respondents						
	T	C	O	T/C	T/O	C/O	T/C/O
33. Conduct individual counselling sessions with students concerning their educational decisions.	1.8	87.5		7.1	1.8	1.8	
38. Provide opportunities for students to relate personal strengths and weaknesses to various occupations.	5.4	85.7		8.9			

TABLE 11B

Practices Deemed to be the Responsibility
of the Teacher

Item	Percent of Respondents						
	T	C	O	T/C	T/O	C/O	T/C/O
3. Incorporate career education into the existing subjects.	91.1		1.8	5.4			1.8
5. Teach specific skills (e.g., industrial arts, bookkeeping) at the senior high school level.	92.9		1.8	3.6		1.8	

TABLE 11C

Practices in ███ ch Counsellors Demonstrated a
Lack of Consensus as to Who Should
be Responsible

Item	Percent of Respondents						
	T	C	O	T/C	T/O	C/O	T/C/O
6. Deliver a program to help educate students about the abuse of drugs.	23.2	42.9	3.6	17.9		3.6	8.9
8. Provide instruction on how to fill out job application forms.	33.9	33.9	1.8	26.8		1.8	1.8
9. Encourage the use of simulated work experience activities as an aid in career and self-awareness.	12.5	58.9	5.4	21.4		1.8	
10. Provide activities designed to help students see the difference between behaviors that enhance health (e.g., exercise, stress management, etc.) and those that endanger it (e.g., abuse of drugs, etc.).	32.1	32.1	8.9	23.2		1.8	1.8
11. Initiate and deliver values clarification programs.	19.6	62.5	1.8	14.3			1.8

72.

Item	Percent of Respondents						
	T	C	O	T/C	T/O	C/O	T/C/O
12. Provide instructions on how to fill out post-secondary education application forms.	17.9	55.4		23.2		1.8	1.8
13. Organize field trips to various places of work.	28.6	46.4		25.0			
15. Familiarize students with different occupations through the use of occupational role playing.	14.3	66.1	1.8	16.1			1.8
17. Implement a study skills program for students in need of this service.	33.9	46.4		16.1			3.6
18. Provide job placement services for students during their school years.	5.4	57.1	26.8	5.4		3.6	1.8
20. Provide opportunities for students to learn and practice interview skills.	25.0	53.6		17.9		1.8	1.8
21. Locate suitable work experience placements for students selected for work study programs.	35.7	39.3	5.4	16.1			3.6

Item	Percent of Respondents						
	T	C	O	T/C	T/O	C/O	T/C/O
22. Teach skills that are useful in interpersonal interaction (e.g., communication and listening skills).	30.4	50.0		19.6			
24. Teach a separate course in career education to students at the high school level.	26.8	48.2		23.2			1.8
25. Teach the skills necessary to assist students to seek, acquire and maintain employment.	19.6	58.9	3.6	12.5	3.6	1.8	
27. Offer courses or units in occupational information to students at the junior and senior high school levels.	19.6	60.7		17.9	1.8		
31. Implement a program designed to decrease sex bias in the work force.	16.1	55.4	7.1	10.7	5.4		5.4
34. Offer programs designed to help students become aware of the changing role of men and women in the work force.	21.4	48.2	7.1	19.6	1.8		1.8
35. Provide instruction that would enhance students' understanding of the free enterprise system.	66.1	12.5	7.1	12.5			1.8

74.

Item	Percent of Respondents						
	T	C	O	T/C	T/O	C/O	T/C/O
36. Design and implement a program that would help students develop time management skills	39.3	33.9	3.6	16.1	3.6	1.8	3.6
37. Provide instruction to students on how to prepare a personal resume.	44.6	30.4		19.6	1.8		3.6
39. Arrange activities that would allow each student to see him/herself as someone of worth and dignity.	14.3	51.8	3.6	26.8			3.6

the primary responsibility of the teacher. Only two prac-
tices were agreed upon by the majority of respondents to
be the sole responsibility of the teacher. A total of 91.1
percent agreed that teachers should incorporate career
related information into existing subjects. As well,
teachers should partake in the actual teaching of specific
work skills.

On many of the practices, totalling 56.4 percent,
counsellors were unable to reach a clear consensus as to
who should be responsible for its delivery. These prac-
tices, with its corresponding percentage of respondents,
are included in Table 11C.

Summary

In this section answers to three research questions
were presented. The research questions were stated as
follows:

1. What are the attitudes (goals/beliefs) of
   school counsellors regarding career education?

2. What activities do school counsellors see as
   being important in the delivery of career
   education?

3. Who do school counsellors see as being re-
   sponsible for the delivery of various
   activities relating to career education?

The analysis of items relating to research question
number one revealed that counsellors subscribed to an
eclectic model of career education. Having priority in

this model were: (1) Issues relating to a developmental model of career education; (2) the dissemination of occupational and educational information; and (3) the development of general employability skills. Other goals/beliefs were discussed but were not as strongly agreed upon as those listed above.

The responses to items relating to research question number two showed that counsellors, as a group, believed that a wide variety of practices should be contained in an effective career education program. Each of these practices were categorized according to elements of commonality with other items. Those categories that received highest priority were as follows: (1) Practices relating to personal and social counselling; (2) items dealing with a more traditional type of career counselling program; (3) activities focusing on the development of skills relating to all aspects of life; (4) outreach programs for dropouts and those alienated from school; and (5) activities dealing with life and living. Other practices were also discussed but were rated as moderately and least important by the majority of respondents.

To answer the third research question, items that received more than seventy percent counsellor agreement were placed into one out of two categories. These categories were: (1) Practices deemed to be the responsibility of the counsellor; and (2) practices believed to be the responsibility of the teacher. A third category was formed

to include those practices in which the majority of respondents demonstrated a lack of consensus. High on the list of practices deemed to be the responsibility of the counsellor were those related to counselling in general. Items dealing with such activities as individual and group counselling, assessment of student interests and aptitudes were all strongly endorsed by the majority of counsellors. Only two practices were considered to be the sole responsibility of the teacher; these were, teaching specific work skills and introducing career education into existing subjects. For more than one half of the practices, 56.4 percent, respondents could not reach a clear consensus as to who should be responsible for its delivery. Item number twenty-five, because of its current introduction into the high school curriculum, was given special consideration. According to the results of this study about one half (48.2 percent) of the counsellors surveyed believed that counsellors should teach a separate course in career education. To further emphasize the lack of consensus approximately one quarter (26.8 percent) believed that teachers should assume the sole responsibility and one quarter (23.2 percent) agreed that both teacher and counsellor should act as co-workers in the delivery of this service.

Subgroups of Counsellors

To determine if any subgroups of counsellors existed

within the population surveyed a Q-factor analysis procedure
was applied to the data. All counsellor responses were first
of all, standardized by converting them to Z-scores. To
identify clusters of counsellors a Q-factor analysis procedure
was applied to the Z-scores using items as the independent
variable. The groups of counsellors formed were then recoded
and a one-way analysis of variance procedure was applied to
obtain group mean scores for each individual item. The
F-value produced by this procedure, shown to be significant
at the .05 level of confidence, was chosen to indicate
differences in the profiles of mean rankings. When a post
hoc comparison of group means was required, the Scheffé
method, significant at the .10 level of confidence, was
applied. To determine if any of the demographic variables
(Part A of the questionnaire) could be used to describe the
subgroups formed SPSS subprogram crosstabs was applied to
the data. The chi-square value, significant at the .05
level of confidence, was chosen to indicate differences in
any of the variables.

   After analyzing various subgroups of counsellors three
subgroups were found to differ in what they believed about
career education. The factor matric pattern produced,
graph numbers 1, 2 and 3, delineated the existence of three
distinct subgroups. Counsellor loadings on factors were
plotted on the three graphs provided. The symbols used
indicate counsellors who tend to cluster together according
to what they believed about career education. In addition,

FACTOR MATRIX

Counsellor Loading on Factors 1 and 2
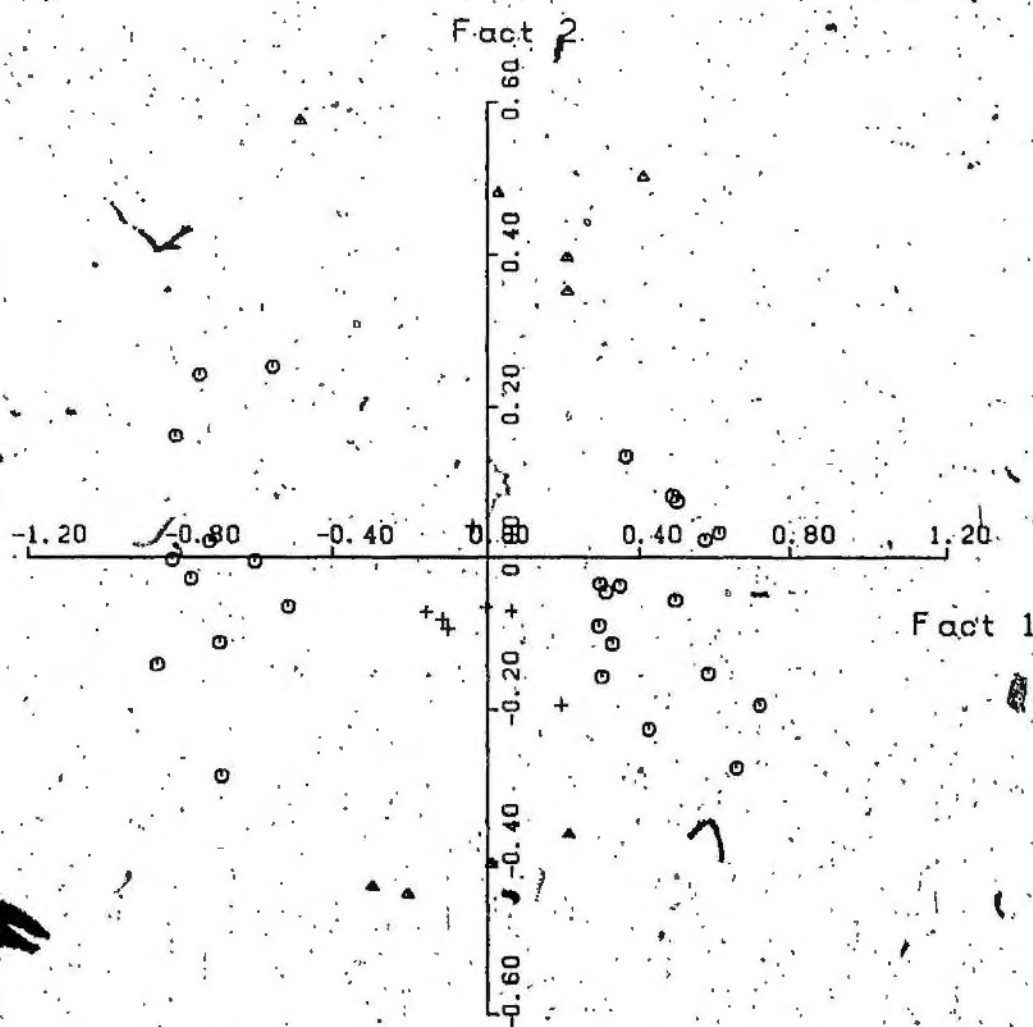
GRAPH 1:   Counsellor Loading on Factors 1 and 2

81.

FACTOR MATRIX

Counsellor Loading on Factors 1 and 3

Fact 3

Fact 1
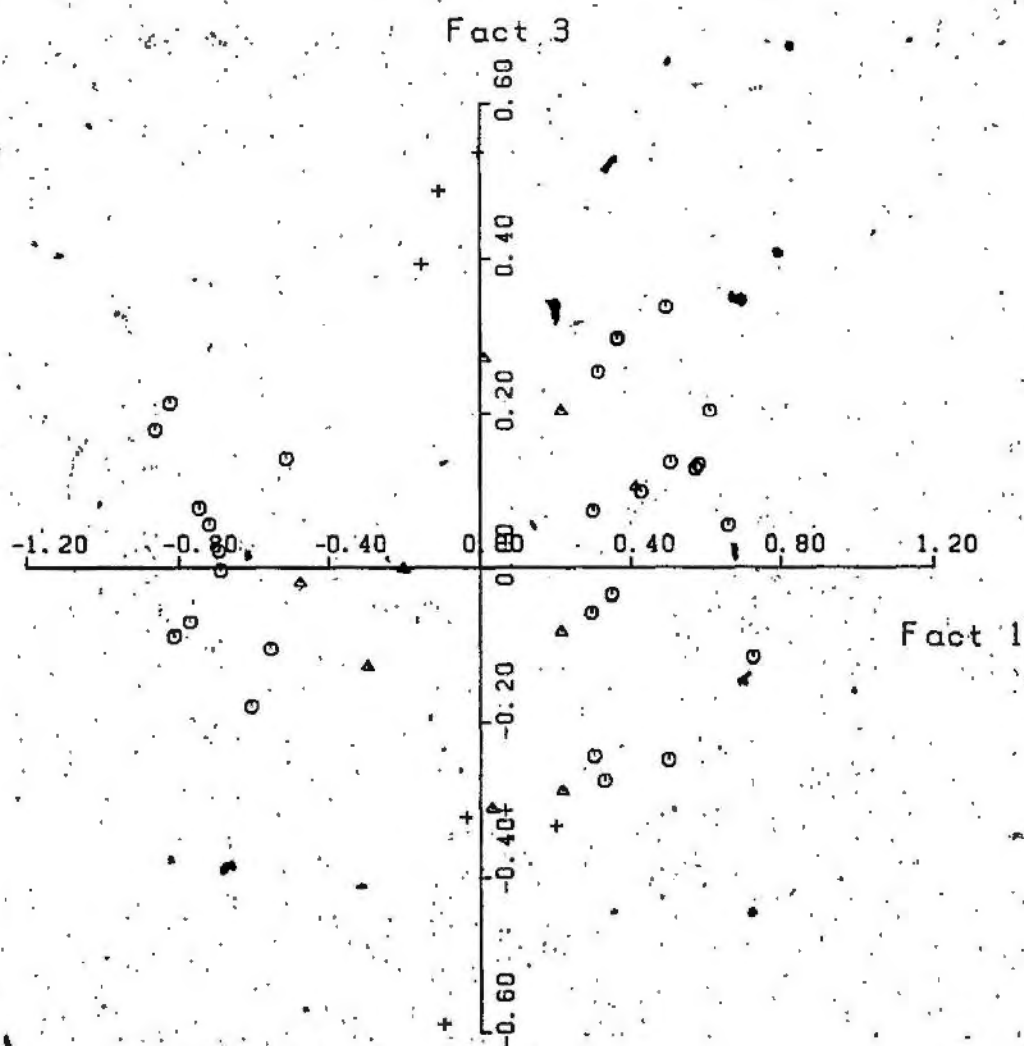
GRAPH 2: Counselling Loading on Factors 1 and 3

FACTOR MATRIX

Counsellor Loading on Factors 2 and 3

Fact 3
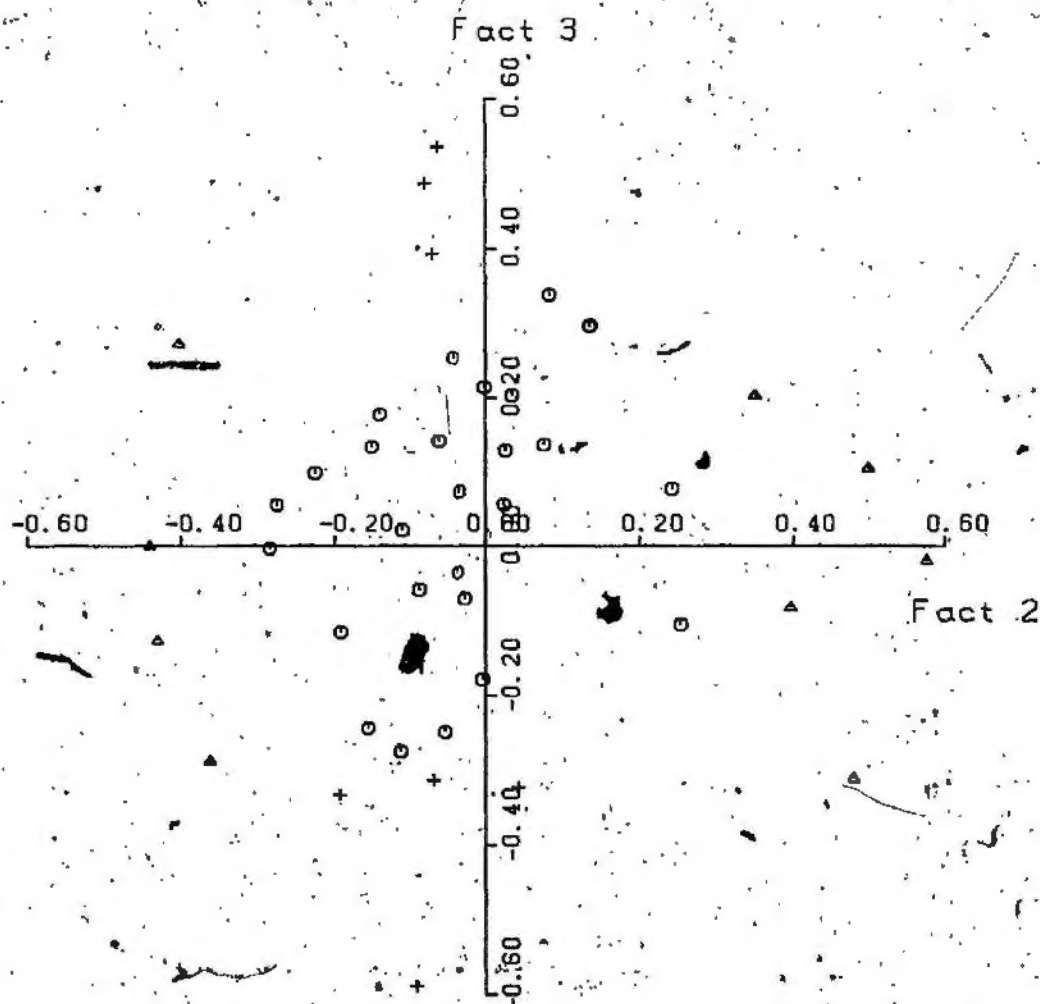
GRAPH 5:   Counsellor Loading on Factors 2 and 3.

graph number 4, plotting three factors or three subgroups
of counsellors against the F-value, further emphasized
the existence of three factors.

An analysis of graphs 1, 2 and 3 indicated that within
each of the three factors polar opposites existed. The nature
of the items, some positively stated and others more
negatively stated, accounted for this bipolar pattern.
These polar opposites resulted in a further division of
each group into two separate groups. As a consequence, the
original three groups were further recoded as six individual
groups. The new arrangement was as follows: Group A was
reclassified as subgroups 1 and 2; group B was reclassified
as subgroups 3 and 4; and group 3 was further divided to
become subgroups 5 and 6. The largest subgroups were numbers
1 and 2 with eleven and sixteen counsellors respectively.
The remaining four groups were much smaller in size with
four counsellors in groups 3 and 5, and five and three
counsellors in groups 4 and 6 respectively. The remaining
thirteen out of fifty-six counsellors surveyed did not
correlate at or above .30 with any of the three factors and,
therefore, were not included in the subgroups.

In an attempt to describe the subgroups of counsellors,
personal and professional information was used in a SPSS
crosstabs analysis. The chi-square value produced indicated
that none of the demographic variables were significant.
It is possible to conclude, therefore, that counsellor
attitudes and practices as determined by this study seemed to

3 FACTORS (i.e. Counsellor Groups)
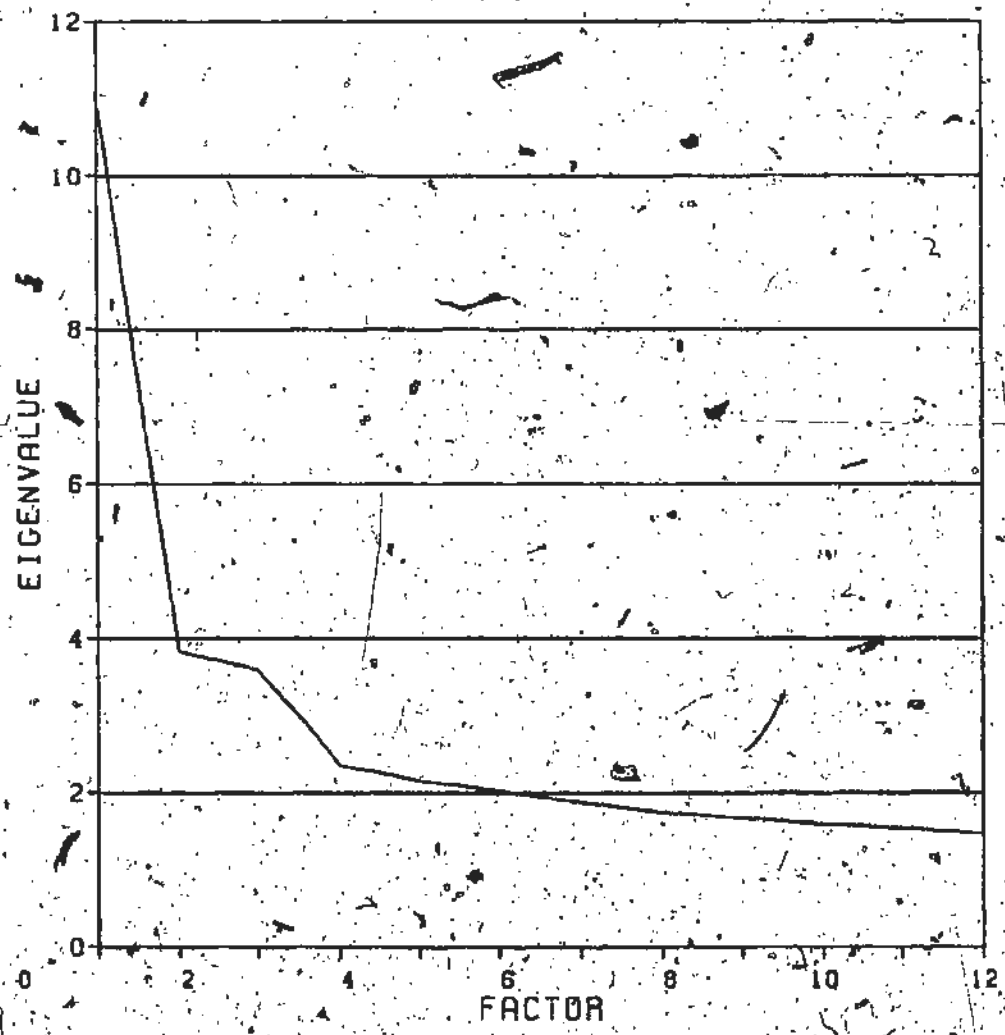
GRAPH 4: Counsellor Loading on Factors 1, 2 and 3

be unrelated to such variables as sex, age, professional training and experience, counsellor-student ratio and other personal and professional information included in part A of the questionnaire.

Although it was not possible to describe any of the groups in terms of personal and professional data it was possible, however, to compare the mean scores obtained on individual items by each group. The one-way analysis of variance procedure applied calculated and rank ordered the mean scores obtained for all six groups across all items. The F-value produced, and found to be significant at the .05 level of confidence, indicated differences in the profiles of mean rankings. For a post hoc comparison of group means the Scheffé method, significant at the .10 level of confidence, was applied.

An analysis of Table 12 shows a comparison of the mean scores obtained by group 1 with the mean scores obtained by groups 2, 3, 4, 5 and 6 on certain items contained in the questionnaire. Group 1 differed significantly from other groups on approximately 52 percent of the items contained in the goals/beliefs category and approximately 75 percent of the items included in the practices category. There were, however, no significant differences between group 1 and any of the other five groups in terms of who they believed should be responsible for the delivery of various career education activities.

Significant differences in mean scores on particular

TABLE 12

Items on Which the Mean Score Obtained by Group 1 Differed Significantly from the Mean Scores Obtained by Groups 2, 3, 4, 5 and 6

Item #1	Mean Score for Group 1	Mean Scores of Other Groups		
		Group #/ Mean	Group #/ Mean	Group #/ Mean
PART B: Goals/Beliefs				
1	1.09	4/2.00		
2	1.00	4/1.80	2/1.81	
5	1.90	2/3.12		
6	1.18	2/2.50		
7	1.18	2/2.12	3/2.50	4/2.60
9	1.36	5/3.00		
10	1.09	2/2.18		
12	1.00	4/1.80		
15	1.45	5/3.00		
16	1.09	4/1.80	2/1.93	5/2.00
17	4.72	4/3.60		
23	1.00	6/2.00		
24	1.00	4/2.00		
26	1.54	2/2.37	5/3.00	
27	1.09	4/2.00	6/2.00	
28	1.00	4/2.00	6/2.00	
29	1.72	4/3.20		
30	1.45	2/2.75		
32	1.00	4/2.00		

Item #	Mean Score for Group 1	Mean Scores of Other Groups		
		Group #/ Mean	Group #/ Mean	Group #/ Mean
33	1.09	4/2.20		
34	1.18	2/2.06	5/2.25	4/2.40
36	1.54	4/3.20	5/3.75	
38	1.27	2/2.18		
40	1.45	2/2.12		
41	1.72	2/3.06		
42	1.36	2/2.12		
43	2.18	2/3.43	3/3.75	

PART C: Practices

Item #				
1	4.63	2/3.50		
2	3.72	5/1.25	2/2.37	
3	4.27	2/2.87		
4	4.09	2/2.25		
5	3.54	2/2.00		
6	4.27	2/1.62	3/2.25	
7	4.54	5/2.25	3/2.75	2/2.93
8	4.09	2/2.06		
9	4.18	5/1.75	2/2.43	
10	4.09	2/2.25	5/2.25	
12	4.09	2/1.93	3/2.25	
13	4.27	2/2.50		
15	3.63	2/1.93		
16	4.45	2/3.12		

Item #	Mean Score for Group 1	Mean Scores of Other Groups		
		Group #/ Mean	Group #/ Mean	Group #/ Mean
17	4.09	2/2.13		
18	3.45	2/1.37	3/1.50	5/1.75
19	3.45	2/1.87		
23	4.63	3/3.00	2/3.37	
25	4.45	2/2.31		
26	4.54	3/2.50	2/2.68	
27	4.09	2/2.56		
29	4.45	2/3.37		
31	3.72	2/2.13		
32	4.54	———	2/3.31	
34	4.27	5/2.25	2/2.31	3/2.75
35	3.90	3/1.75	2/1.80	
36	4.27	2/2.06	3/2.25	5/2.25
37	4.54	3/2.00	2/2.43	
38	4.72	6/3.00	2/3.25	

F-value significant at the .05 level of confidence.

items were found between group 1 and group 2. An analysis of these items indicated that group 1 believed more strongly that career education should be more than helping students choose occupations. They believed that career education should also help students prepare for other aspects of life. Included in this model were such assumptions as helping students make effective use of leisure time, prepare for a world of unprecedented change, develop work and lifestyle values, prepare for an economically secure future and develop skills in decision-making and time management.

In terms of practices relating to career education, group 1 supported a much wider use of activities than did group 2. Generally, counsellors categorized in group 1 rated activities dealing with exploration of careers, assessment of aptitudes and interests, acquisition of occupational and educational information, and filling out application forms higher than did group 2. As well, activities designed to help students prepare for other areas of life such as health enhancing behaviors were also rated higher. One can infer then that both group 1 and group 2 subscribed to a developmental model of career education. They differed, however, with respect to their focus on the more traditional aspects of career counselling. Group 1, more so than group 2, recognized that such traditional practices as testing and disseminating occupational information should be very important components of a career education program.

Group 1 and group 3 differed on only one item contained in the goals/beliefs category. Group 1 rated helping students prepare for economically secure futures much higher than did group 3.

The differences between mean scores on items dealing with practices were more varied than that obtained on goals/beliefs for group 1 and group 3. Group 1 rated such activities as information about drugs, small group discussions, invitation of community resource people, time management skills and resume writing as more important than did group 3.

Differences in mean scores obtained by group 1 and group 4 indicated that group 1 subscribed more strongly to a developmental model of career education. As well, mean scores on items showed that both groups differed in their recognition of career education as an integral part of life and living. Mean ratings given to such activities as making effective use of leisure time and the development of work and lifestyle values were much higher than that given by group 4. Items dealing with providing students with information about themselves and the world of work were also rated higher by group 1.

An analysis of mean scores obtained on various goals/beliefs revealed that group 1 rated items dealing with awareness of others and effective communication with others much higher than did group 5. Time management skills and decision-making skills were also rated higher by group 1.

Group 1 and group 5 also differed significantly on a number of practices related to career education. The mean scores obtained by group 1 on such activities as exploring various occupations, small group discussions, and programs that enhance health were higher than those obtained by group 5.

Group 1 and group 6 differed only on items contained in the goals/beliefs section. The overall theme encompassing these items was student knowledge of oneself and the world of work. Group 1 rated such an orientation higher than did group 6.

Table 13 outlines those items on which the mean scores obtained by group 2 were significantly different than those obtained by groups 3, 4, 5 and 6. Only items included in the goals/beliefs category were found to be significantly different.

An analysis of Table 13 indicated that groups 2 and 3 differed in their belief on items dealing with such concepts as self-awareness, knowledge of oneself, occupational knowledge and decision-making skills where group 3 rated those items as more important.

An analysis of the mean scores obtained by group 2 and group 4 revealed that both groups differed in their conceptualization of what career education is. Group 4 viewed career education as training students in particular occupations whereas group 2 believed that the focus of career education should be on the development of self. Rated higher by

TABLE 13

Items on Which the Mean Score Obtained by
Group 2 Differed Significantly from the
Mean Scores Obtained by Groups
3, 4, 5 and 6

Item #	Mean Score for Group 2	Mean Scores of Other Groups	
		Group #/ Mean	Group #/ Mean
PART B: Goals/Beliefs			
12	1.62	3/1.00	
17	4.56	4/3.60	
24	1.43	4/2.00	
27	1.68	3/1.00	
31	4.25	4/2.20	
34	2.06	3/1.00	
36	2.12	5/3.75	
38	2.18	3/1.25	
40	2.12	3/1.00	
43	3.43	4/2.00	
PART C: Practices			
6	1.62	4/3.60	
8	2.06	5/3.75	4/4.00
12	1.93	4/3.60	
13	2.50	5/4.50	
25	2.31	4/3.80	
26	2.68	4/4.20	
37	2.43	5/4.25	

F-value significant at the .05 level of confidence.

group 4 were items dealing with the development of skills in helping students seek and maintain employment. An analysis of Table 13 also showed that group 4 subscribed to a much narrower conceptualization of career education, that is, one that is synonymous to vocational education.

Table 13 also outlines significant differences between the mean scores obtained between groups 2 and 5. Unlike that of group 2, group 5 believed that career education should not focus on all aspects of a person's life. They contend that those responsible for the delivery of career education should, in addition to other activities, focus on helping students learn how to successfully complete job and post-secondary application forms, write personal resumes and visit places of work. Group 5 believed that career education should focus mainly on the occupational aspects of a student's life.

Table 14 provides a comparison of the mean scores obtained by group 3 and that obtained by groups 4, 5 and 6 on some of the commonly held goals/beliefs related to career education. No significant differences between means were found in terms of the relative importance given to practices or who should be responsible for its delivery.

An analysis of Table 14 showed that significant differences existed between group 3 and group 4. Group 3 more strongly rejected the notion that career education and vocational education are one and the same. Instead, group 3 viewed career education as a developmental process extending

from early childhood through senior high school and beyond.
As well, group 3 differed from other groups recorded in the
table, in the importance given to knowledge of the world of
work and career education being part of all aspects of an
individual's life.

TABLE 14

Items on Which the Mean Score Obtained by
Group 3 Differed Significantly from the
Mean Scores Obtained by Groups
4, 5 and 6

| Item # | Mean Score for Group 3 | Mean Scores of Other Groups | |
		Group #/ Mean	Group #/ Mean
PART B: Goals/Beliefs			
17	5.00	4/3.60	
24	1.00	4/2.00	
28	1.00	4/2.00	6/2.00
29	1.00	4/3.20	
33	1.00	4/2.20	
34	1.00	5/2.25	4/2.40
36	1.25	4/3.20	5/3.75
43	3.75	4/2.00	
49	1.25	4/3.00	

F-value significant at the .05 level of confidence.

The data contained in Table 15 provided a comparison of the mean scores obtained by group 4 and the mean scores obtained by groups 5 and 6 on items related to the goals/ beliefs category. No significant differences between means were found in terms of the activities related to career education and who should be responsible for its delivery.

An analysis of Table 15 showed that group 4 believed more strongly than did either group 5 or group 6 that career education and vocational education were synonymous. In comparison to group 4, group 6 strongly supported the notion that career education programs should be much broader in focus and emphasize all aspects of a person's life.

TABLE 15

Items on Which the Median Score Obtained by Group 4 Differed Significantly from the Mean Scores Obtained by Groups 5 and 6

Item #	Mean Score for Group 4	Mean Scores of Other Groups	
		Group #/ Mean	Group #/ Mean
PART B: Goals/Beliefs			
24	2.00	5/1.00	6/1.00
28	2.00	5/1.00	
29	3.20	6/1.00	5/1.25
31	-2.20	6/4.33	
33	2.20	5/1.00	
36	3.20	6/1.33	

F-value significant at the .05 level of confidence.

Summary

The final section in the analysis of the data dealt with an examination of subgroups of counsellors. A Q-factor analysis procedure was applied to the data to discern the exact number of distinct factors. Two, three, four, five and six different factor analysis procedures were executed resulting in a three-way factor analysis yielding discrete factors for breakdown. The three groups were identified in terms of the way in which counsellors responded to items contained in the questionnaire.

Each of the three groups identified was bipolar in nature. This resulted in a further division of each group into two separate groups. The six groups formed were recoded and a one-way analysis of variance procedure was applied to obtain the mean scores for all six groups across all items contained in the questionnaire. The Scheffé method was used in the calculation of significant differences between group means. As well, SPSS subprogram crosstabs and the resultant chi-square value yielded no significant differences among groups in terms of the personal and professional information obtained.

The mean scores obtained by the six groups on each item were compared and significant differences reported. No groups differed as to who they believed should be responsible for the delivery of various career education activities. As well, groups 5 and 6 did not differ

significantly on any of the items contained in the questionnaire.

An analysis of the subgroups of counsellors revealed that a number of opposing conceptualizations as to what career education was emerged. Although for all groups there were overlapping views, an analysis of the mean scores indicated that many of the goals/beliefs and practices, commonly held by counsellors, varied quite extensively among the subgroups.

According to the results of this study, group 1 consisted of eleven counsellors. They tended to subscribe to what probably was the broadest conceptualization of career education. Members of this group viewed career education as not only including the role of occupational information and the development of the self-concept but all aspects of a person's life. Proponents of this model believed that counsellors should be concerned with such aspects as personal development of the individual, providing students with information about themselves and the world of work and the development of specific life skills, such as decision-making skills and time management skills. As well, group 1 believed that career education was closely related to counselling in general.

The results of this study also revealed that group 2 was the largest of the six groups and consisted of sixteen counsellors. They tended to subscribe to a developmental model of career education. This group believed very strongly that counsellors should emphasize the development of the

self-concept and provide opportunities for every student's personal development. As well, groups 3 and 6 subscribed largely to a developmental model.

The mean scores obtained on items by group 5 indicated that this group could be distinguished from others by its emphasis on the occupational aspects of a person's life. According to this group, the focus of career education should be on disseminating occupational information to students with the belief that such knowledge was of primary importance in helping students choose a satisfactory occupation.

Probably the narrowest conceptualization of career education was that held by group 4. According to proponents of this group, career education and vocational training were one and the same. They believed that students should graduate from high school with some saleable work skill. The focus of career education should be on teaching students specific job skills.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The major purpose of this study was to examine attitudes toward and practices in career education of school counsellors in the Province of Newfoundland and Labrador. A secondary purpose was to investigate the relationship between school counsellors' attitudes toward and practices in career education and selected personal characteristics of the counsellor.

Answers to the following research questions were sought:

1. What are the attitudes (goals/beliefs) of school counsellors regarding career education?

2. What activities do school counsellors see as being important in the delivery of career education?

3. Who do school counsellors see as being responsible for the delivery of various activities relating to career education?

In Chapter II research literature was presented on the topic under study and divided into the following sections: (1) Theoretical models relating to career education; (2) discussion of the concept attitude; (3) counsellor attitudes toward vocational education; (4) counsellor role perceptions by counsellors and other educators; and (5) student

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perceptions of career counselling.

A three-part data collection instrument was developed by the investigator from authoritative resources available in the related literature. The counsellor questionnaire was sent in May, 1983. A self-addressed, stamped envelope was enclosed. Two weeks after the initial mailing, a follow-up letter was sent to non-respondents in order to elicit a greater response. Four weeks after the initial mailing, closure was put on the receipt of returns. These two mailings resulted in fifty-six, or 43 percent, useable returns.

The data was statistically analyzed by using three different methods. First, descriptive statistics were used to explain the demographic variables of the respondents. Second, median and variance scores were used to explain the importance given by the counsellors surveyed to each item contained in the questionnaire. Third, a Q-factor analysis procedure was applied to the data to identify subgroups of counsellors. A one-way analysis of variance was used to calculate and rank order mean scores on each item for all groups. The Scheffé method, significant at the .10 level of confidence, was applied in the determination of significant differences between mean scores obtained by the groups. As well, in the third method, SPSS subprogram crosstabs was used to indicate differences between groups by using personal and professional information as data. The chi-square value, significant at the .05 level of

confidence, was computed to indicate differences in any of the variables.

Conclusions

The results of this study clearly indicated that school counsellors, by and large, made a clear distinction between career education and vocational education. The notion that both are synonymous was rejected by the majority of respondents. An analysis of the data obtained revealed that career education was much more than teaching students specific job skills; instead, according to the majority of counsellors surveyed, it was much broader in focus and encompassed many aspects of a person's life.

The majority of counsellors surveyed in this study subscribed to an eclectic model of career education. Ratings on goals/beliefs and practices indicated that applications had been drawn from many of the models reviewed in Chapter II. As well, many of these assumptions related very closely to those commonly associated with counselling generally.

For many of the counsellors surveyed in this study, choosing an occupation was more than a single event occurring in a person's life; instead, it was seen as a developmental process extending from early childhood beyond senior high school. Through this developmental process it is important to teach students general skills that are useful in all

aspects of life. Counsellors agreed that they should play an active role in providing these services.

One can conclude from this study that counsellors viewed certain practices related to career education as part of their counselling duties. In fact, 39 percent of the practices were rated as solely the responsibility of the counsellor. In contrast, only 5 percent were considered to be the sole responsibility of the teacher. For an alarming 56 percent, however, a clear consensus could not be reached as to who should be responsible. It seems evident then that some of these practices were not performed by the counsellor or other personnel because they were not considered part of anyone's duties. Clearly, steps must be taken, possibly by the Provincial Department of Education, to facilitate the clarification of counsellor and teacher role with regard to responsibility for the diverse aspects of career education.

In this study six subgroups of counsellors were identified within the population surveyed. Some of these groups had opposing conceptualizations as to what goals/ beliefs and practices constituted an effective career education program. Although these subgroups were not identified in terms of personal and professional information it was possible, however, to discern differences between groups by comparing group means across items.

Although most of the subgroups studied had overlapping views they did differ on a number of important items. An

analysis of these items made it possible to make general statements concerning the focus of these groups. Group 1, for example, when compared to other groups subscribed mainly to a life career model, that was, one that emphasized all aspects of a person's life. Proponents of this group believed that when engaged in career counselling it was important to look at the personal and social aspects of a person's life. Other groups, namely 2, 3 and 6 subscribed largely to a developmental model of career education. The primary emphasis of such a model was on the development of self-concept and on personal growth.

Still other groups subscribed to a more narrow conceptualization of career education. Group 5, for example, believed that career education should be primarily concerned with disseminating occupational information to students. Such information would be of utmost importance in helping students choose satisfactory careers. As well, group 4 subscribed to a more narrow view of career education. According to this group, career education and vocational education were one and the same. Thus, for group 4 learning specific work skills was of primary importance in the delivery of an effective career education program.

Recommendations for Further Research

Further research is recommended on the basis of the investigation conducted in this study.

1. Further research needs to be conducted to ascertain whether counsellors have the competencies necessary to perform many of the activities outlined in the study. The results of such research would provide school boards and educators with some justification for proposing activities to address the problem.

2. An issue which needs further research is to what extent counsellors are integrating their goals/beliefs and practices into their daily guidance/counselling activities. Research conducted on this topic would provide local guidance directors and principals with the data needed to justify new or expanded career counselling services.

3. Further research could also be conducted on demographic variables, other than those used in this study, to help describe subgroup of counsellors who were found to have had differing viewpoints regarding career education. A study of this type would help counsellor educators, school board personnel and others to provide preservice and inservice workshops for counsellors in order that consistency could be established for the delivery of career education.

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APPENDICES

2 Herder Place
St. John's, Nfld.
May 17, 1983

TO THE COUNSELLOR:

The following questionnaire is an important part of a study which I am doing on counsellor attitudes toward and practices in career education.

The questionnaire will hopefully provide valuable information as to what counsellors believe regarding the essential goals, assumptions, and practices relating to career development and career education.

As a graduate student in counselling and a future colleague, I am asking for your generous cooperation in helping me partially fulfill my thesis requirements by completing the attached questionnaire. Your full cooperation will be greatly appreciated.

The questionnaire has a number in the top right corner to allow me to keep track of responses. If you wish your response to be strictly anonymous, please tear off this number before returning the answer sheet. In any case, the code number will only be used to check if a response has been received. It will then be removed before any analysis is done. All responses will be considered confidential. No person or school will be identified in any report of the results of the survey.

You need not put your name on the questionnaire. Also a stamped, self-addressed envelope is enclosed for your convenience.

Yours truly,

Wayne Lodge

Enclosure

A STUDY OF COUNSELLOR ATTITUDES TOWARD

AND PRACTICES IN

CAREER EDUCATION

SPRING, 1983

Conducted by:

Wayne Lodge

Dept. of Educational Psychology
Memorial University of Newfoundland
St. John's, Nfld.

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A1B 3X8

PART A: GENERAL INFORMATION

DIRECTIONS:

Please indicate your response by placing a check (✔) in the appropriate block to the right of each item.

1.)Sex: Male --□
   Female --□

2. Age: 25 and under --------------------------------------□
   26 – 30 --□
   31 – 35 --□
   36 – 40 --□
   41 – 45 --□
   46 – 50 --□
   51 and over --□

3. Professional training (check appropriate items):

   Bacca/aureate Degree(s) (Please specify) _____ ---------□
   Graduate level courses in counselling ------------------------□
   Master's Degree in Counselling (Educational Psychology) -------□
   Other (Please specify) --------------------------------------□

4. Your professional experience (including this year). Specify the number of years of experience for each block checked.

   Counselling _____ (yrs) ------------------------------------□
   Teaching _____ (yrs) --------------------------------------□
   Other _____ (specify title(s)) _____ (yrs)□

5. Have you completed any program(s) in the technical or vocational area of post secondary training?

   Yes (please specify) ---------------------------------------□
   No --□

6. Educational level of students in the school(s) which you serve. (Check more than one item if necessary).

Elementary -- □
Junior High --- □
Senior High --- □
K-11 --- □
Other (Please Specify) --- □

7. Number of students in the school(s) in which you serve.

Less than 250 --- □

251 - 500 --- □

501 - 750 --- □

751 - 1000 -- □

1001 - 1250 --- □

1251 - 1500 --- □

1501 - 1750 --- □

1751 - 2000 --- □

2001 and over (Please Specify) _____ ------------------------------ □

8. Relative amount of time (in relation to other counselling duties) that you spend on career education.

Less than 10% --- □

11% - 20% --- □

21% - 30% --- □

31% - 40% --- □

41% - 50% --- □

51% and over -- □

PART B: GOALS AND BELIEFS RELATING TO CAREER EDUCATION

DIRECTIONS:

The following items are a set of statements of goals and beliefs regarding career development and career education. Please indicate your general feeling toward each item, regardless of whether you are working toward the attainment of these goals and beliefs. Indicate your feeling by circling one of the symbols at the right.

SYMBOLS:

SA — Strongly agree

A — Agree

UD — Undecided

D — Disagree

SD — Strongly disagree

1. A major goal of career education is to enhance each student's personal development.   SA   A   UD   D   SD

2. A career education program should assist each student with the development of a personally suitable combination of work and lifestyle values.   SA   A   UD   D   SD

3. Careeer education should be concerned with helping each student develop a positive self-image.   SA   A   UD   D   SD

4. A very important goal of career education is to promote in students an appreciation for all work that people perform.   SA   A   UD   D   SD

5. A goal of career education is to help students develop effective study skills and study habits.   SA   A   UD   D   SD

6. Career education should teach students how to locate a job vacancy.   SA   A   UD   D   SD

7. A career education program should teach students how to make effective use of leisure time.   SA   A   UD   D   SD

8. An important objective of career education is to facilitate students' understanding of the free enterprise system.   SA   A   UD   D   SD

9. A goal of career education is to assist students in the development of interpersonal skills (ex: communication and listening skills) that would be useful in any setting.   SA   A   UD   D   SD

10. A goal of career education is to prepare students for a world of unprecedented change.   SA A UD D SD

11. Students who have knowledge of the types of job opportunities available will make more realistic occupational choices.   SA A UD D SD

12. An essential prerequisite to a satisfactory career choice is self-awareness.   SA A UD D SD

13. A primary goal of career education is to help students make an occupational choice upon graduating from high school.   SA A UD D SD

14. It is reasonable to expect students at the end of grade nine to make course selections based on their career interests.   SA A UD D SD

15. A goal of career education is to help students develop an understanding and an awareness of others.   SA A UD D SD

16. A career education program should help students develop an understanding of the sources and value of educational information relating to post-secondary institutions.   SA A UD D SD

17. With more vocational schools and a closer liaison between them and high schools, career education would not be needed in the typical secondary school curriculum.   SA A UD D SD

18. Career education should be concerned with helping students develop behaviors and life-styles that are health enhancing (ex: exercise, stress management, etc.).   SA A UD D SD

19. Children prior to adolescence base career choice primarily on interests and familiarity with certain occupations.   SA A UD D SD

20. An objective of career education is to facilitate the development of realistic and rational career decision-making skills on the part of students.   SA A UD D SD

21. Students' level of self-esteem is a crucial factor in influencing career choice.   SA A UD D SD

22. The best form of career education is the preparation of literate, articulate, and academically well-educated students.   SA A UD D SD

23. Career education programs should help students become aware of the many occupational options open to them. SA A UD D SD

119.

23. Career education programs should help students become aware of the many occupational options open to them. SA A UD D SD

24. Career choice is a process rather than an event. SA A UD D SD

25. A major purpose of career education is to channel students into careers where manpower needs exist. SA A UD D SD

26. Career education programes should help students develop time management skills that are useful for them to organize time to meet school, part-time jobs, and leisure responsibilities. SA A UD D SD

27. A goal of career education is to help students match career choice to their interests, abilities and value systems. SA A UD D SD

28. A career education program should increase students' knowledge of the world of work. SA A UD D SD

29. Career education must be designed for students from the earliest elementary level through grade twelve and beyond. SA A UD D SD

30. An important goal of career education is to help students prepare personal descriptions of themselves (personal resume) that would be acceptable to an employer. SA A UD D SD

31. Career education and vocational education are synonymous. SA A UD D SD

32. Career education should help students develop a realistic perception of their abilities, skills, and values in order to prepare them for realistic occupational choices. SA A UD D SD

33. Career development is a continuous, developmental process — a sequence of choices which form a pattern throughout one's lifetime. SA A UD D SD

34. Career education should help students develop effective decision-making strategies and skills to effectively carry them out. SA A UD D SD

35. A career education program should help students understand the relationship between educational opportunities and occupational or career requirements. SA A UD D SD

36. The major focus of career education should not only be on work but on all aspects of an individual's life. SA A UD D SD

37. Career choice represents an extension of personality.   SA   A   UD   D   SD

38. Appropriate occupational choice is largely a function of the adequacy of self-knowledge and occupational knowledge.   SA   A   UD   D   SD

39. The process of career development and career choice is best facilitated by assisting each student in the development and implementation of a positive self-concept.   SA   A   UD   D   SD

40. People are qualified, bur virtue of interests, abilities, personalities and educational qualifications for a number of different occupations.   SA   A   UD   D   SD

41. Career education must serve to introduce students to the "work ethic" and to an appreciation for productivity in the free enterprise system.   SA   A   UD   D   SD

42. Career development is part of human self-development, involving different developmental tasks at various life stages.   SA   A   UD   D   SD

43. Career education should be concerned with teaching students how to build economically secure futures,   SA   A   UD   D   SD

44. The process of a student choosing an occupation evolves naturally.   SA   A   UD   D   SD

45. Every student should gradute from high school with at least one saleable skill that he/she can use on a job.   SA   A   UD   D   SD

46. All teachers have a responsibility for introducing students, through subjects which they teach, to the world of work.   SA   A   UD   D   SD

47. In career education the acquisition of occupational skills and information must be subordinate to the goal of personal growth and the development of skills for living.   SA   A   UD   D   SD

48. Some aspects of the junior or senior high school career education program should include teaching students about unions, collective bargaining, and rights of workers.   SA   A   UD   D   SD

49. Career education must place less emphasis on vocational goals and specialized work skills and more emphasis on helping young people to assess the potential of any career for the development of the total self.   SA A UD D SD

50. Career education should be offered primarily during secondary school years.   SA A UD D SD

51. Career education should be concerned with removing any sex, racial, or cultural biases that exist with respect to various occupations.   SA A UD D SD

52. A goal of career education is to help students make effective use of personal strengths and weaknesses.   SA A UD D SD

PART C: PRACTICES RELATING TO CAREER EDUCATION

DIRECTIONS:

From the following list indicate, on the right hand side of the page, the degree to which you believe each practice is important in the delivery of an effective career education program. Please respond to each statement regardless of whether you are currently delivering these activities. Indicate your judgement by circling one of the numbers at the right. The numbers range from 1 (least important) to 5 (most important).

Example:

1	2	3	4	5
Least Important	Moderately Important	Important	Very Important	Most Important

Also on the left hand side of the page circle the letter representing who you believe should be primarily responsible for the delivery of each activity. C represents Counsellor, T represents Teacher and O represents Others. If you choose Others (O) please specify who you think should be responsible.

T C O _____ 1. Provide and manage an up-to-date occupational and educational information system.   1 2 3 4 5

T C O _____ 2. Arrange, through Canada Manpower for the use of the C.H.O.I.C.E.S. Program.   1 2 3 4 5

T C O _____ 3. Incorporate career education into
the existing subjects (i.e., math,
science).   1   2   3   4   5

T C O _____ 4. Administer aptitude tests as an
aid in helping students select a career.   1   2   3   4   5

T C O _____ 5. Teach specific skills (i.e., indus-
trial arts, bookkeeping) at the senior
high school level.   1   2   3   4   5

T C O _____ 6. Deliver a program to help educate
students about the abuse of drugs.   1   2   3   4   5

T C O _____ 7. Conduct small group discussions with
students having similar career interests.   1   2   3   4   5

T C O _____ 8. Provide instructions on how to fill
out job application forms.   1   2   3   4   5

T C O _____ 9. Encourage the use of simulated work
experience activities as an aid in
career and self-awareness.   1   2   3   4   5

T C O _____ 10. Provide activities designed to help
students see the difference between
behaviors that enhance health (i.e.,
exercise, stress management, etc.)
and those that endanger it (i.e.,
abuse of drugs, etc.)   1   2   3   4   5

T C O _____ 11. Initiate and deliver values clar-
ification programs.   1   2   3   4   5

T C O _____ 12. Provide instructions on how to
fill out post-secondary education
application forms.   1   2   3   4   5

T C O _____ 13. Organize field trips to various
places of work.   1   2   3   4   5

T C O _____ 14. Allocate specific blocks of time
to inform students about careers.   1   2   3   4   5

T C O _____ 15. Familiarize students with different
occupations through the use of
occupational role playing.   1   2   3   4   5

T C O _____ 16. Encourage parents, employers, and
other community members to actively
participate in the career education
program.   1   2   3   4   5

T C O _____ 17. Implement a study skills program for
students in need of this service.   1   2   3   4   5

T C O ____ 18. Provide job placement services
for students during their school years. 1 2 3 4 5

T C O ____ 19. Design and implement a peer
counselling program. 1 2 3 4 5

T C O ____ 20. Provide opportunities for students
to learn and practice interview
skills. 1 2 3 4 5

T C O ____ 21. Locate suitable work experience place-
ments for students selected for work
study programs. 1 2 3 4 5

T C O ____ 22. Teach skills that are useful in inter-
personal interaction (i.e., communica-
tion and listening skills). 1 2 3 4 5

T C O ____ 23. Invite community resource people to
discuss careers. 1 2 3 4 5

T C O ____ 24. Teach a separate course in career
education to students at the high
school level. 1 2 3 4 5

T C O ____ 25. Teach the skills necessary to assist
students to seek, acquire, and main-
tain employment. 1 2 3 4 5

T C O ____ 26. Invite representatives from post-
secondary institutions to discuss
academic programs. 1 2 3 4 5

T C O ____ 27. Offer courses or units in occupa-
tional information to students at
the junior and senior high school
levels. 1 2 3 4 5

T C O ____ 28. Teach students, through small group
process, assertive skills. 1 2 3 4 5

T C O ____ 29. Implement programs designed to
facilitate career-decision making
skills. 1 2 3 4 5

T C O ____ 30. Offer outreach programs designed
for dropouts and students who appear
alientated from school. 1 2 3 4 5

T C O _____ 31. Implement a program designed to
decrease sex bias in the work
force.   1 2 3 4 5

T C O _____ 32. Utilize career assessment instruc-
tions to assess students' interests,
aptitudes, personal needs, and values.   1 2 3 4 5

T C O _____ 33. Conduct individual counselling sessions
with students concerning their educa-
tional decisions.   1 2 3 4 5

T C O _____ 34. Offer programs designed to help stud-
ents become aware of the changing role
of men and women in the work force.   1 2 3 4 5

T C O _____ 35. Provide instruction that would enhance
students' understanding of the free
enterprise system.   1 2 3 4 5

T C O _____ 36. Design and implement a program that
would help students develop time
management skills.   1 2 3 4 5

T C O _____ 37. Provide instruction to students on
how to prepare a personal resume.   1 2 3 4 5

T C O _____ 38. Provide opportunities for students
to relate personal strengths and
weaknesses to various occupations.   1 2 3 4 5

T C O _____ 39. Arrange activities that would allow
each student to see him/herself as
someone of worth and dignity.   1 2 3 4 5
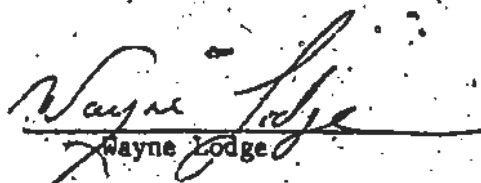
June 7, 1983

Dear Counsellor:

A couple of weeks ago a questionnaire was sent to you asking for your response on certain items relating to career education.

Since completing questionnaires is such a nuisance, I can appreciate that you may simply not have gotten around to responding. Perhaps in sending this letter, I can reinforce the importance of complete returns in obtaining reliable results. I am very reluctant to make statements from questionnaires based on incomplete returns since such statements can be quite misleading.

A few counsellors have responded to the questionnaire anonymously, so I have no way of knowing if I have received your response. If you have already completed the questionnaire, please accept my sincere thanks and disregard this reminder. If you have not yet responded, I would be most grateful if you could take a few minutes to help me ensure a complete return.

Yours very truly,

Wayne Lodge

WL/bm