

**The Graduates Perceptions:  
High School Preparation for Work**

**By**

**Mavis D. Swedlo**

**A Thesis**

**Submitted to the Faculty of Graduate Studies**

**Partial Fulfillment of the Requirements for the**

**Degree of**

**Master of Education**

**Department of Mathematics and Natural Sciences**

**University of Manitoba**

**Winnipeg, Manitoba**

**1993**



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ISBN 0-315-81814-X

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 Latin American ..... 0336  
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THE GRADUATES PERCEPTIONS:  
HIGH SCHOOL PREPARATION FOR WORK

BY

MAVIS D. SWEDLO

A Thesis submitted to the Faculty of Graduate Studies of the University of Manitoba in partial fulfillment of the requirements of the degree of

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**ABSTRACT**

This thesis examined graduates perceptions of dispositional factors and skills identified by employers as necessary for job-entry level positions.

The study conducted in a large rural Manitoba High School involved responses from 195 graduates from the 1988 and 1990 graduating classes who graduated from one of four major courses of study namely: 3 or more courses at the 300 level, 1 or 2 courses at the 300 level, Industrial/Vocational and Business Education.

The results of this study represent a vast majority of the high school graduates perceiving that school had prepared them for work in those specific dispositional factors and skills identified by employers as necessary for entry level positions. There appears to be no difference between gender, course of study or graduating class. Graduates identified that part time employment during their final year of high school did not appear to be a significant factor in preparing them for work. As well, graduates identified a need for more work experience programs in their course of study.

This thesis includes several recommendations for education and industry.

## ACKNOWLEDGEMENT

My greatest acknowledgement is to my thesis advisor, Dr. D. Harvey. Without his ideas and support this thesis would not have been possible. In moments of discouragement, Dexter provided ongoing support and encouragement. The contributions and suggestions from the two remaining committee members, Dr's. E. MacPherson and B. Levine contributed as well to the final structure of this thesis.

This thesis was further made possible through the support of Mr. K. Halldorson, Superintendent of The Lord Selkirk School Division #11.

Sincere acknowledgement to Mr. V. Loewen for his great insight in this topic.

This thesis is dedicated to my parents, Bob and Bernice MacDougall who have continued to support me through my years of study and to my mother whose desire for knowledge has prompted me to pursue that same desire.

## TABLE OF CONTENTS

	Page
<b>Chapter 1</b>	
Introduction .....	1
The Research Problem .....	2
The Context .....	7
Purpose For The Study .....	14
Research Questions .....	15
Methodology .....	15
Instrument .....	18
Pilot Study .....	20
Study Framework .....	20
Procedure .....	30
Assumptions .....	31
Limitations .....	31
<b>Chapter 2</b>	
Findings Description of the Study Group .....	32
Graduates' Perceptions of Preparedness for Work in Respect to Specific Dispositional Factors and Skills .....	37
Factors Affecting Graduates Decision Post Graduation .....	50

Factors Which High School Have Prepared Graduates With in Respect to a Job .....	57
Factors Which Graduates Perceived School Did Not Prepare Them for with Respect to a Job .....	62
Part Time Job Factors Which Graduates Perceived Prepared Them for What They are Doing Presently .....	69
Indepth Interviews .....	75
Chapter 3	
Summary and Recommendations .....	79
Further Recommendations .....	84
Bibliography .....	86



## Tables

#1	Graduates 1988 and 1990 All Major Courses of Study . . .	33
#2	Graduates 1988 and 1990, 3 or More Courses 300 Level .	34
#3	Graduates 1988 and 1990, 1 or 2 Courses 300 Level . . . .	35
#4	Graduates 1988 and 1990, Industrial/Vocational . . . . .	36
#5	Graduates 1988 and 1990, Business Education . . . . .	37
#6	Male Graduates 1988 and 1990, 3 or More Courses 300 Level Who Perceived Preparation for Work in Specific Dispositional Factors and Skills . . . . .	40
#7	Female Graduates 1988 and 1990, 3 or More Courses 300 Level Who Perceived Preparation for Work in Specific Dispositional Factors and Skills . . . . .	41
#8	Male Graduates 1988 and 1990, 1 or 2 Courses 300 Level Who Perceived Preparation for Work in Specific Dispositional Factors and Skills. . . . .	43
#9	Female Graduates 1988 and 1990, 1 or 2 Courses 300 Level Who Perceived Preparation for Work in Specific Dispositional Factors and Skills . . . . .	45
#10	Male Graduates 1988 and 1990, Industrial/Vocational Who Perceived Preparation for Work in Specific Dispositional Factors and Skills . . . . .	47
#11	Female Graduates 1988 and 1990, Industrial/Vocational Who Perceived Preparation for Work in Specific Dispositional Factors and Skills . . . . .	48
#12	Female Graduates 1988 and 1990, Business Education Who Perceived Preparation for Work in Specific Dispositional Factors and Skills . . . . .	49

#13	The most Influential Factors for Males 1988 and 1990 Post Graduation by Major Course of Study . . . . .	52
#14	The most Influential Factors for Females 1988 and 1990 Post Graduation by Major Course of Study . . . . .	54
B	Total of Individual Influential Factors for Graduates Post Graduation by Major Course of Study and Gender . . . . .	56
#15	The most Frequently Occurring Factors that Male Graduates Identified that School did Prepare Them for with Respect to their Present Job by Major Course of Study . . . . .	58
#16	The most Frequently Occurring Factors that Female Graduates Identified that School did Prepare Them for with Respect to their Present Job by Major Course of Study . . . . .	60
#17	The most Frequently Occurring Factors Identified by Male Graduates that School did not Prepare Them for With Respect to their Present Job by Major Course of Study . . . . .	64
#18	The most Frequently Occurring Factors Identified by Female Graduates that School did not Prepare Them for With Respect to their Present Job by Major Course of Study . . . . .	66
B	Total of Individual factors for Graduates Identifying that School did not Prepare Them for with Respect to thier Present Job by Majro Course of Study and Gender, 1988 . . . . .	68
#19	The most Frequently Occurring Factors that Male Gradates Identified How a Part Time Job Prepared Them for What They are Doing Presently by Major Course of Study . . . . .	71
#20	The most Frequently Occurring Factors that Female Graduates Identified How a Part Time Job Prepared Them for What They are Doing Presently by Major Course of Study . . . . .	74

## Figures

#1 Grade 12 Enrolment in 1984

#2 Grade 12 Enrolment 1987-1988

#3 Grade 12 Enrolment in 1984

## Introduction

When high schools first grew out of earlier grammar schools and collegiates in North America, their purpose was not always clearly defined. There was at best a vague perception that these new schools could not survive in isolation from universities or colleges, or from the world of business. While only a small number of young people went on to high school, and an even smaller number graduated, there was no immediate, or urgent concern (Vouk, 1988).

Well into this century, a larger number of young people were expected to get a high school education, perhaps on account of the increase in prosperity in the post second world war years and until the early '70's. During these years, there was a continuing greater willingness on the part of parents to keep their children in school longer, matched by an equal desire on the part of the educational system to keep them. The expectations from the viewpoint of the high school however, remained the same. The school still felt that it's major responsibility was to prepare graduates for further education, even as high school graduates came to realize that for the majority of them, university or college would not be their next step.

Gradually and often reluctantly, secondary schools came to address a broader spectrum of aims; to continue to prepare some students for further education, but to prepare others for the world of work.

Large numbers of high schools have now shifted at least in theory, from aiming to prepare students for college or university to prepare them for the world of work.

The investigation will address the ways in which one high school is fulfilling that aim. It will examine graduates' perceptions of how their high school education has facilitated their development of dispositional factors and skills that are considered by employers to be important characteristics of an employee.

#### The Research Problem

A recent Manitoba provincial study reported that 23% of all graduates go directly on to university, and about 9% attend a community college (Graduate Follow-up Provincial Results, 1986). This leaves 68% of graduates presumably looking for employment. This same study found that 18% of the student population (1984) who

were in grade 2 eleven years earlier (1973) left school before completing grade 12.

From small businesses to large corporations, employers have identified a spectrum of basic skills and dispositional factors (attitudes) desired of job-entry level employees (Carnevale, A., et al. 1989, Baster, M., et al. 1982, Maywood, G., 1982, Junge, D., et al. 1984, Allentuck, A., et al. 1990, Barton, P., 1990, McPartland, J., 1986). Many of these skills and attitudes are factors which employers a few years ago would not have considered either basic or necessary components for success as an employee. The days are past, according to a number of industry spokesmen (Junge, D. et al. 1984, Baxter, M., et al. 1982, & Carnevale, A., et al. 1989), when a command of the 3 R's is enough to get and maintain a job. While employers are looking for workers with communication skills and problem solving ability, industry and business are looking to education to provide them with employees that are competent in reading, writing, and arithmetic as well. For industry to compete financially, employers state they need the work force to have a firm foundation in the 3 academic basics (Carnevale, P., et al. 1989).

Litchfield, R. (1991) states that "business has finally tired of an education system that produces illiterates" (pp. 57). Thirty-five percent of Canadian firms according to the Canadian Labour, Marketing, and Productivity Centre are having trouble introducing new technology and training of new and advanced skills (Farrell, J., 1991). Thirty percent of the full time employees surveyed in this same study indicated that if they lost their jobs, they would not have the proper education, training or experience to find other employment. This is due to the lack of employees' basic reading and writing skills (Farrell, J., 1991). Some employers are expressing their frustrations with the school's preparation of graduates for work (Litchfield, R., 1991 and Maynard, R., 1989). Their concern seems to be that schools are not providing their graduates with the basic skills for employment.

In order to participate in the global economy and as a result of the rapid worldly changes, companies now want workers who will give them a competitive edge. Without a core of relevant skills, dislocated and experienced workers will have trouble adjusting to economic change and technological advances. Another reason why

these skills and attitudes are desirable for employees at all levels of employment is that beyond the realm of an ill-prepared work force are successful job transitions and career growth (Carnevale, A., et al. 1989). This presents employees with both a social and economic goal which they cannot afford to not want to strive towards.

For the purpose of this study, the attitudes or dispositional factors described by employers as necessary for job entry level positions have been identified as:

- a. ability to work with minimum supervision -  
Winiarski-Jones, T., (1987), Carnevale, A., et al. (1989);
- b. co-operativeness with co-workers / management -  
Barton, J. (1990), Winiarski-Jones, T. (1987), Carnevale, A., et al. (1989), Baxter, M. et al. (1982), Junge, D., et al. (1984), Maywood, G. (1982), Ascher, C. (1988);
- c. attendance / punctuality - McPartland, J. (1986);  
Winiarski-Jones, T. (1987), Junge, D. et al. (1984);
- d. willingness to learn-McPartland, J. (1986), Winiarski-Jones, T. (1987), Carnevale, A. et al. (1989), Junge, D. et al. (1984);
- e. trustworthiness - Barton, P. (1990);



- f. willingness to accept responsibility - Winiarski-Jones, T. (1987);  
and
- g. initiative - Winiarski-Jones, T., (1987).

The skills which have been identified by employers as necessary for positions of job entry level positions include:

- a. reading - Carneval, A. et al. (1989), Litchfield, R. (1991), Maywood, R. (1989), McPartland, J. (1986), Barton, P. (1990), Dole, E. (1989), Baxter, M. et al. (1982), Ascher, C. (1988);
- b. writing - Carneval, A. et al. (1989), Maynard, R. (1989), Baxter, M. et al. (1982), Junge, D. et al. (1984), Ascher, C. (1988), McPartland, J. (1986);
- c. arithmetic - Carnevale, A. et al. (1989), Baxter, M. et al. (1982), Junge, D. et al. (1984), Dole, E. (1989), Litchfield, R. (1991), Maynard, R. (1989), McPartland, J. (1986);
- d. ability to organize - Winiarski-Jones, T. (1987); and
- e. communication skills to greet the public (listening and speaking) - Barton, J. (1990), Winiarski-Jones, T. (1987), Carnevale, A. et al. (1989), Baxter, M. et al. (1982), Junge, D. et al. (1984).

## The Context

Several sources suggest that schools can play a powerful role at various stages to assist students in their transition to work (McPartland, 1986, Farrell, 1991, Dole, 1989). Barton (1990) agrees, but has found that the majority of graduates who go directly into the working world after high school graduation have to succeed by themselves with minimal school assistance.

McPartland, (1986) has described four stages at which schools can assist students in this transitional process. They are:

1. The Career preparation stage which includes providing students with the skills and dispositional factors that will help the graduate succeed in the work world.
2. The job candidate stage, that would assist graduates in looking for specific employment and helping employers find good employees from their graduating class.
3. The Job-entry stage, where schools could provide information about candidate qualifications to help the perspective employer make a more effective judgement about whom to hire.

4. The Job promotion stage, in which employees could return to further improve their skills to become more effective employees and move to higher level positions within that company or with a new employer.

Some business representatives have also provided recommendations on how schools can accomplish these tasks (Baxter & Young, 1982). These include:

1. Schools should recognize the importance of the dispositional factors and skills identified by industry and create an environment to foster these factors.
2. Schools should conduct continuing evaluations of their curricula and their relevancy to employment.
3. Mechanisms need to be built in to encourage schools to interact with industry so that curriculum can be developed to meet employment needs.
4. Schools should conduct graduate follow-up surveys to help keep programs relevant.

5. The curriculum should include developing students' understanding of the working world, the free enterprise system, and consumerism.

A Manitoba survey attempted to examine how well high school prepared them for further study and for work (High School Graduate Survey, 1986). In the study, 38% of respondents were attending university, 10% were at college, with 7% enrolled in bible colleges, private training institutions and correspondence programs. It reported that 44% of graduates felt that school had very much prepared them for further education, while 15% of the respondents reported that school had very much prepared them for the job market.

The majority of our young people now, more than ever before, are staying in school and graduating (Vouk, 1988, Fig. A). More go on to post-secondary institutions than ever before (Vouk, 1988, Fig. A). The majority however, do not. Whatever route one chooses, whether it be academic or not, these individuals expect school to prepare them for what follows. This is a reasonable assumption, based upon the implicit promise provided by a provincial core committee which

identified that school will help students to equip themselves for life after high school (The Secondary School Report, 1973). The Administrative Handbook 1988 supports this philosophy, stating that the purpose of the high school is to offer to all its students the opportunity to adequately equip themselves for taking the next step in life.

According to a 1987 Southam News survey on literacy, 24% of the population is illiterate (inability to read, write and compute well enough to perform the basic tasks of daily life) (Litchfield, 1991). In a 1988 study for the Business Task Force on Literacy, the consulting firm Woods Gordon estimated that the problem (lack of basic skill preparation) costs business approximately \$4.2 billion a year. Almost \$1.6 billion arises from industrial accidents. The loss of productivity totals an additional \$2.5 billion. Business leaders, A. Mauro, J. Fraser and B. Brownstone, (Allentuck, A., 1990) voice the same concern that business cannot continue to operate with losses of this magnitude. They see weaknesses in many students coming out of high school. According to B. Brownstone, (Allentuck, A., 1990) things have become worse over the last 25 years. He suggests that there has

been a general tendency to lower standards in schools at a time when standards should have been raised. John Fraser states that business will not be able to keep up if schools don't teach the competitive skills to operate in the working world (Allentuck, A. 1990). According to J. Farrell (1991) we can no longer rely solely on our natural resources to compete on a global nature. What is emerging is a knowledge based economy in which we are becoming more dependent on technology for continued growth and international competitiveness. In this new economy, the learning and skills that employees bring to their job are the resources.

Maynard (1989) states that as a result of a faltering educational system, engineers can't write, sales clerks can't read and that skilled jobs are going begging. Business spokesmen tell us that this may suggest serious trouble for corporate Canada. Some industry managers wonder if they can survive with the lack of skilled job candidates.

In addition to graduates being deficient in the skill area, employers feel their employees are lacking in several dispositional factors. They include:

- a. Communication skills needed to deal with the public. In one study, only 39.7% of employers felt that their employees had adequate communication skills (McPartland, 1986). In that study, thirty-one percent of the employers surveyed felt that their employees did not possess the ability to work as a team member. Forty-six percent of employers felt that their employees were dependable, and less than 25% of their employees had the ability to work with minimum supervision.

In surveys conducted by the Polytechnic of Wales, (Winiarski-Jones, 1987) it was reported that interpersonal skills, reliability, punctuality, enthusiasm, initiative, willingness to learn and cooperation were ranked by 93% of the employers as being either very important, quite important or important attributes of an employee. Only 43% of employers identified manual skills as being very important, quite important or important employee assets. This supports other literature reviewed and suggests that employers prefer to do their own specific skill training. It is interesting that less than 50% of the employers surveyed reported that good writing and arithmetic skills were very or quite important. From these data, we

can conclude that employers agree that social and attitudinal skills are the most valuable assets for a graduate to possess upon entry to the work force. Yet, do our graduates feel they are obtaining these essential skills from their high school education?

The investigator has been unable to locate any research conducted on graduates' or students' perceptions of their preparation for employment from high school using the skills and dispositional factors identified in this study. No difficulty was encountered in obtaining information regarding what employers felt were requirements for job entry level positions. The graduate perspective appears to have been neglected. This indicated a need to complete research in the area of graduates' perceptions regarding specific skills and dispositional factors that are seen as essential by them in going into job entry level positions post graduation. As well, the participating school anticipates that this research will be used on a yearly basis to assist in program planning and development.

Youth of today, the workers of tomorrow, are going to find themselves in a very different world. They will live beyond the technological age, the biotechnological era and the space age, in an



age yet unnamed. They may very well live to be 100 years of age and may change jobs 15-25 times before they retire (Dunham, 1986). Higher levels of skills are going to be required to adapt to the changing demands of the jobs and multiple career changes. High schools are going to be called upon to deal with the problems of employment which arise in our rapidly changing world.

#### Purpose For The Study

Based on the literature reviewed, the following areas are considered important in job entry level employment: five skills and seven dispositional factors (attitudes). The skills are identified as reading, writing, arithmetic, ability to organize, and communication skills, both speaking and listening. The seven dispositional factors are: cooperation with co-workers and management, ability to work with minimum supervision, willingness to learn, attendance/punctuality, compliance with rules, willingness to accept responsibility and initiative.

The purpose of this investigation was to determine graduates' perceptions of how well they felt high school had prepared them in

specific identified skills and dispositional factors identified by employers as necessary for job-entry level positions.

#### Research Questions

This investigation focused on two research questions. They were:

1. What dispositional factors and skills considered important by employers do graduates perceive school has provided? The dispositional factors in this study were willingness to accept responsibility, ability to work with minimum supervision, willingness to learn, attendance, initiative, co-operation with co-workers and management and compliance with rules and policies. Skills were stated as reading, writing, arithmetic, ability to organize and communicate (listening and speaking).
2. What was the relationship between gender, course of studies, and perceived effectiveness of their school experience in preparing them on the selected dispositional factors and skills identified in research question one above?

#### Methodology

Subjects for this investigation were 1988 and 1990 male and female graduates of a secondary school in rural Manitoba. The

investigator obtained permission from the superintendent of the respective school division to undertake this study.

Permission was obtained from the principal of the school to access the graduating class lists of 1988 and 1990. The investigator identified from the graduating class lists what major course of studies each graduate completed while attending school. The three major courses of studies identified for this investigation include completion of:

1. courses at the 300 level
2. one of 11 Industrial/Vocational programs

These 11 programs were identified as follows:

- a) Auto Body Repair
- b) Electrical
- c) Food Services
- d) Cosmetology
- e) Machine Shop
- f) Power Mechanics
- g) Welding
- h) Commercial Art

- i) Graphic Arts
  - j) Drafting
  - k) Health Care
3. Business Education. This Major includes the following areas:
- a) Accounting
  - b) Secretarial
  - c) Marketing

Graduates who complete 21 credits with no major course of study per the above categories were placed into a category of graduates who complete one or two courses at the 300 level. Four graduates in both the 1988 and 1990 class who completed a major course of studies in two areas were not included in this study. Four graduates listed under the heading of International relations were excluded from this study.

Prior to the telephone survey, 669 informational letters were sent to 1988/1990 male/female graduates from a large rural Manitoba school. Of the 669 letters, 5 letters were returned from the 1988 graduating class with 2 letters being returned from the 1990

graduating class. These individuals were excluded from the study. Of 195 male/female responses, from both years, 100% indicated they had received an informational letter regarding the proposed study. Once provided with a 1988/1990 graduating class list, the Computer Department at the University of Manitoba generated the random number selection of the 1988/90 graduates for the telephone interview survey. For 2 hours, four nights a week for 4 weeks in February 1992, 5 females were employed to collect the data via a telephone interview survey. A total of 523 telephone calls were required to obtain 195 responses. This involved 250 from 1988 and 273 from 1990. This represents a willingness to participate for 1988 graduates at 99% and 97.8% for 1990 graduates. Due to the relatively few male graduates from the Business Education major course of studies for 1988 and 1990 (4), those participants responses were removed from the survey analysis. In total, 191 responses were analyzed in the study.

#### Instrument

A telephone closed form interview questionnaire was chosen as the most appropriate method for collecting original data from the

1988 and 1990 graduating population as it provides immediate response and is more cost effective than a mail type survey. The telephone format which was used does present some limitations. They include the fact that respondents must fit their responses into the investigator's categories, thereby limiting their response choices, and the mechanical nature which can present itself during the interview. As well, twenty indepth interviews of one hour each using probing techniques were conducted at random to gain greater knowledge and understanding of individual responses.

Questions for the interview were obtained from prior research, specifically from studies conducted by Morrow (1986) using a closed form of interview on graduates perceptions of how well they felt they had been prepared for further studies/work, Roberts (1975) on the preparation of vocational gradates for work and Winiarski-Jones, (1987) a closed form interview on what employers look for in school leavers. The questionnaire was divided into 2 sections.

Section 1: Information identifying the former student and his/her recent activities.

Section 2: Graduates' opinions regarding school's preparation for work in specific skills/attitudes identified by employers as being required for success in job-entry level positions.

#### Pilot Study

Two pilot surveys of the questionnaire were administered to 20 graduates of the 1989 class of the study school to ensure readability and comprehension. Following the pilot survey, words were revised and the format changed to eliminate ambiguity.

#### Study Framework

The study framework was based on the literature in the area of transition from school to work and skills and dispositional factors deemed necessary for success of an employee at an entry level position. The following is a list of skills and dispositional factors and sources of supporting literature.

#### SKILLS

1. Reading                      Carnevale, A. et al. (1989). Workplace basics: The skills employers want. *Journal of Community, Technical and Junior College*, 59(4), 28-33.

- Litchfield, R. (1991, February). Solving an education crisis. *Canadian Business*, pp. 57-64.
- Maynard, R. (1989, May). Look, Jane. Dick can't read. *Report on Business Education Magazine*, pp. 87-96.
- McPartland, J. (1986). The school's role in the transition from education to work: Current conditions and future prospects (Report No. 362). Baltimore, MD: John Hopkins University, Center for Social Organization of Schools (ERIC Document Service No. 271 602).
- Barton, P. (1990). From school to work. Policy Information report. Educational Test Service, Princeton, New Jersey. (ED 320 047).
- Dole, E. (1989). Preparing the work force for the future. *Vocational Education Journal*, 64(7), 18-20.



Baxter, M., & Young, J. (1982, December). What do employers expect from high school graduates? NASSP Bulletin, 66(458), pp. 93-96.

Ascher, C. (1989). High school graduates in entry level jobs: What do employers want? Eric Digest #40. Eric Clearinghouse on Urban Education, New York, N.Y.

#### Writing

Carnevale, A. et al. (1989). Workplace basics: The skills employers want. Journal of Community, Technical & Junior College, 59(4), 28-33.

Maynard, R. (1989, May). Look, Jane, Dick can't read. Report on Business Education Magazine, pp. 87-96.

Baxter, M., & Young, J. (1982, December). What do employers expect from high school graduates? NASSP Bulletin, 66(458), pp. 93-96.

Junge, D. et al. (1984, December). Personnel managers' perceptions of requisite basic skills.

The Vocational Guidance Quarterly, 33(2), 138-146.

Ascher, C. (1988). High school graduates in entry-level jobs: What do employers want? Eric Digest #40. Eric Clearing House on Urban Education, New York.

McPartland, J. (1986). The school's role in the transition from education to work: Current conditions and future prospects (Report No. 362). Baltimore, MD: John Hopkins University, Center for Social Organization of Schools (ERIC Document Reproduction Service No. 271 602).

Arithmetic

Carnevale, A., Gainer, L., Meltzer, A., & Holland, S. (1989). Workplace basics: The skills employers want. Journal of Community, Technical and Junior College, 59(4), 28-33.

Baxter, M., & Young, J. (1982, December). What do employers expect from high school graduates? NASSP Bulletin, 66(458), 93-96.

Junge, D., Daniels, H., & Karmos, J. (1984, December). Personnel managers' perceptions of requisite basic skills. *The Vocational Guidance Quarterly*, 33(2), 138-146.

Dole, E. (1989). Preparing the work force for the future. *Vocational Educational Journal*, 64(7), 18-20.

Litchfield, R. (1991, February). Solving an education crisis. *Canadian Business*, pp. 57-64.

Maynard, R. (1989, May). Look, Jane, Dick can't read. *Report on Business Education Magazine*, pp. 87-96.

McPartland, J.M. (1986). The school's role in the transition from education to work: Current conditions and future prospects (Report No. 362). Baltimore, MD: John Hopkins University, Center for Social Organization of Schools (ERIC Document Reproduction Service No. 271 602).

- Ability to  
organize
- Winiarski-Jones, T. (1987, June). How close is the partnership between industry and education? *Transition*, pp. 17-19.
- Communication  
(Listening &  
speaking)
- Barton, J. (1990). From school to work. Policy Information Report. Educational Testing Service, Princeton, New Jersey. (ED 320 947).
- Winiarski-Jones, T. (1987, June). How close is the partnership between industry and education? *Transition*, pp. 17-19.
- Carnevale, A. et al. (1989). Workplace basics: The skills employers want. *Journal of Community, Technical and Junior College*, 59(4), 28-33.
- Baxter, M., et al. (1982, December). What do employers expect from high school graduates? *NASSP Bulletin*, 66(458), pp. 93-96.
- Junge, D. et al. (1984, December). Personnel managers' perceptions of requisite basic skills. *The Vocational Guidance Quarterly*, 33(2), pp. 138-146.

**Dispositional****Factors**

- Co-operation with co-workers/  
management**      Barton, J. (1990). From school to work policy. Information Report. Educational Testing Service, Princeton, New Jersey. ED 320 947.
- Winiarski-Jones, T. (1987, June). How close is the partnership between industry & education? Transition, pp. 17-19.
- Carnevale, A. et al. (1989). Workplace basics: The skills employers want. Journal of Community, Technical and Junior College, 59(4), 28-33.
- Baxter, M. et al. (1982, December). What do employers expect from high school graduates? NASSP Bulletin, 66(458), pp. 93-96.
- Junge, D. et al. (1984, December). Personnel managers' perceptions of requisite basic skills. The Vocational Guidance Quarterly, 33(2), pp. 138-146.

Maywood, G. (1982, November). Vocational education & the work ethic. *Canadian Vocational Journal*, 18(3), pp. 7-12.

Ascher, C. (1988). High school graduates in entry-level jobs: What do employers want? *Eric Digest #40*. Eric Clearing House on Urban Education, New York.

Ability to work  
with minimum  
supervision

Winiarski-Jones, T. (1987, June). How close is the partnership between industry & education? *Transition*, pp. 17-19.

Carnevale, A. et al. (1989). Workplace basics: The skills employers want. *Journal of Community, Technical and Junior College*, 59(4), 28-33.

Willingness  
to learn

McPartland, J. (1986). The school's role in the transition from education to work: Current conditions and future prospects (Report No. 362). Baltimore, MD: John Hopkins University, Center for Social Organization of Schools (ERIC Document Reproduction Service No. 271 602).

Winiarski-Jones, T. (1987, June). How close is the partnership between industry & education? *Transition*, pp. 17-19.

Carnevale, A. et al. (1989). Workplace basics: The skills employers want. *Journal of Community, Technical and Junior College*, 59(4), pp. 28-33.

Baxter, M. et al. (1982, December). What do employers expect from high school graduates? *NASSP Bulletin*, 66(458), pp. 93-96.

Junge, D. et al. (1984, December). Personnel managers' perceptions of requisite basic skills. *The Vocational Guidance Quarterly*, 33(2), pp. 139-146.

Attendance

Punctuality

McPartland, J. (1986). The school's role in the transition from education to work: Current conditions and future prospects (Report No. 362). Baltimore, MD: John Hopkins University, Center for Social Organization of Schools (ERIC Document Reproduction Service No. 271 602).

- Winiarski-Jones, T. (1987, June). How close is the partnership between industry & education? *Transition*, pp. 17-19.
- Junge, D. et al. (1984, December). Personnel managers' perceptions of requisite basic skills. *The Vocational Guidance Quarterly*, 33(2), pp. 138-146.
- Compliance with rules and policies Baxter, M. (1982, December). What do employers expect from high school graduates? *NASSP Bulletin*, 66(458), 93-96.
- Maywood, G. (1982, November). Vocational education & the work ethic. *Canadian Vocational Journal*, 18(3), pp. 7-12.
- Willingness to accept responsibility Initiative Winiarski-Jones, T. (1987, June). How close is the partnership between industry and education? *Transition*, pp. 17-19.
- Winiarski-Jones, T. (1987, June). How close is the partnership between industry and education? *Transition*, pp. 17-19.



## Procedure

The questionnaire (Appendix A) was completed by 60 graduates who completed courses at the 300 level and 30 graduates from each of the vocational/industrial and business education program for each of the 1988 and 1990 graduating classes, making a total of 240 respondents to this questionnaire. The graduates from each program of studies were identified by a stratified random selection process using the Computer Services at the University of Manitoba. Five individuals hired by the School Division collected data via a telephone survey. These individuals received a training session on how to conduct the telephone survey. They participated in one practise session, and were supervised by the investigator during the telephone interviews.

Information collected was recorded on a data information form (Appendix A). Upon completion of obtaining all pertinent data, the information was transferred to IBM response sheets by the investigator. This information was placed into a data disk file for analysis.

The data were analyzed using cross tabulations.

### Assumptions

It is assumed that respondents would be fair and conscientious in response to the questionnaire.

The investigator assumed that respondents were able to recall their perceptions on transition from school to work one year after graduation and three years after graduation.

An assumption was made that the respondents would be able to identify and differentiate the influences that prepared them for transition from school to work.

### Limitations

Due to the study being limited to one high school in Manitoba, generalizations to the entire province can not be made.

While some employers have identified what skills and attitudes or dispositional factors they deem necessary for job entry level employment, no generalizations could be made that all employers would identify same factors or that all employers would be in agreement with the dispositional factors and skills identified in this investigation.

Another limitation arises out of the question of whether the respondents are able to remain objective and truthful in their responses.

A further limitation is that all telephone interviewers were female. While this remained a limitation, it remained a constant limitation. In fact, Vondracek, S. (1971) states that in one survey conducted, interviewer sex was found to have no consistent effect on disclosure output.

## Chapter 2

### Findings

This chapter will present the findings of the study under 6 headings:

Description of the study group;

Graduates' perceptions of how high school had prepared them for work in regards to specifically identified dispositional factors and skills;

Four most frequently occurring influences affecting the graduates' decision post graduation;

Three most frequently occurring factors that graduates identified that school did prepare them for with respect to their present job;

Three most frequently occurring factors that graduates identified that school did not prepare them for with respect to their present job; and Three most frequently occurring factors how a part time job prepared them for what they are doing presently.

#### Description of the Study Group

This study was conducted in a large rural Manitoba High School. The population of subjects for this study consisted of all the students who graduated from major courses of study in the years 1988 and 1990. In 1988, 346 students graduated of which 176 (50.86%) were males and 170 (49.13%) were females (Table 1). In 1990, 323 students graduated of which 169 (52.3%) were males and 154 (47.68%) were females.

#### Graduates 1988 and 1990 All Major Courses of Study

Table 1

Year	# of graduates	# of male graduates	% of male graduates	# of female graduates	% of female graduates
1988	346	176	50.86	170	49.13
1990	323	169	52.3	154	47.68

\* Results may not total exactly 100%, due to the fact that results have been rounded off to the nearest hundredth.

Table 2 presents a breakdown of graduates from 1988 and 1990 who graduated with a major course of study of three or more courses at the 300 level. In 1988 there were 174 such graduates consisting of 81 males and 93 females. From these graduates, 24 males and 17 females participated in the study. One female and no male graduates who were contacted refused to participate. From the 1990 graduates, 200 graduated with three or more courses at the 300 level. Of these 200, 99 were males and 101 were females. Twenty-one males and 16 females participated in the study. One male and one female refused to participate.

Number of Possible Respondents, Number of Actual Respondents, and refusal to Participate in Study for Graduates of 1988 and 1990, 3 or more Courses at the 300 Level.

Table 2

Year	# of Graduates	Gender	# of possible Respondents	# of Respondents	# of Refusals
1988	174	M	81	24	0
		F	93	17	1
1990	200	M	99	21	1
		F	101	16	1

Table 3 presents a breakdown of graduates from 1988 and 1990 who graduated with a major course of study of one or two courses at

the 300 level. In 1988, there were 79 graduates consisting of 35 males and 44 females. Of these numbers, 12 males and 17 females participated in the study. From 1990, there were 41 graduates consisting of 20 males and 21 females with 1 or 2 courses at the 300 level. Of these graduates, 5 males and 10 females participated in the study.

Number of Possible Respondents, Number of Actual Respondents, and Refusal to Participate in Study for Graduates of 1988 and 1990, 1 or 2 courses at the 300 Level.

Table 3

Year	# of Graduates	Gender	# of possible Respondents	# of Respondents	# of Refusals
1988	79	M	35	12	0
		F	44	17	0
1990	41	M	20	5	0
		F	21	10	0

Table 4 presents graduates from 1988 and 1990 whose major course of study was Industrial/Vocational. Twenty-one males and 3 females from 1988 whose major course of study was Industrial/Vocational responded to the telephone survey. From the 73 graduating individuals with the Industrial/Vocational major in 1990,

8 females and 23 males responded to the survey with no one refusing to participate.

Number of Possible Respondents, Number of actual Respondents, and Refusal to Participate in Study for Graduates of 1988 and 1990, Industrial/Vocational Major Course of Study.

Table 4

Year	# of Graduates	Gender	# of possible Respondents	# of Respondents	# of Refusals
1988	76	M	58	21	0
		F	18	3	0
1990	73	M	48	23	0
		F	25	8	0

Table 5 shows 17 graduates completing a Business Education major in 1988. They consisted of 2 males and 15 females. Two males and 8 females participated in the study. In 1990, 9 graduates completed a major in Business Education. The 9 graduates consisted of 2 males and 7 females. Two males and 6 females participated in the study. Due to the relatively small number of male graduates in the Business Education major course of study for both 1988 and 1990, further discussion will not include this particular segment of the 1988 and 1990 graduating population.

Number of Possible Respondents, Number of Actual Respondents, and Refusal to Participate in Study for Graduates of 1988 and 1990, Business Education Major Course of Study.

Table 5

Year	# of Graduates	Gender	# of possible Respondents	# of Respondents	# of Refusals
1988	17	M	2	2	0
		F	15	8	0
1990	9	M	2	2	0
		F	7	6	0

Approximately equal proportions of individuals graduated from both 1988 and 1990. As well, equal proportions of both genders graduated from both of these two respective years.

#### Graduates' Perceptions of Preparedness for Work in Respect to Specific Dispositional Factors and Skills

The responses for the females and males on the dispositional factors (co-operation with co-workers/management, ability to work with minimum supervision, willingness to learn, attendance, punctuality, willingness to accept responsibility and initiative) have been divided into two subgroups. The first group identifies graduates who perceived high school had prepared them for work in 1-3 or the specifically identified dispositional factors. The second group



identifies those graduates who perceived high school had prepared them for work in four or more of the specifically identified dispositional factors. Perceived preparation in each dispositional factor was indicated by a response of either slightly prepared or greatly prepared.

Table 6 presents the number of dispositional factors identified by the male graduates from 1988 and 1990 who completed 3 or more courses at the 300 level. Twenty-four males (100%) of the 1988 graduates indicated that their high school education had prepared them for employment in 4 or more of the specifically identified dispositional factors. In the 1990 male graduating sample, one individual (4.8%) indicated that he had been prepared for the transition from school to work in one dispositional factor, while 20 male graduates of 1990 perceived preparation for transition in 4 or more of the identified dispositional factors which represents 95.2% of the respondents.

Skills are identified as reading, writing, arithmetic and communication (both listening and speaking). The responses for the females and males on skills have been divided into two groups. The

first group identified the number of graduates who perceived high school had prepared them for work in 1 or 2 of the specifically identified skills. The second group identifies the number of graduates who perceived high school had prepared them for work in 3 or more of the identified skills. The second group identifies the number of graduates who perceived high school had prepared them for work in 3 or more of the identified skills. Perceived preparation in each skill area was indicated by a response of either slightly prepared or greatly prepared.

Table 6 indicates a total of 24 (100%) males from 1988 and 21 males from 1990 (100%) who perceived high school had prepared them for transition in 3 or more of the identified skills.

Male Graduates of 1988 and 1990 Who Completed 3 or more Courses at the 300 Level Who Perceived Preparation for Work in Specific Dispositional Factors and Skills.

Table 6

## Dispositional Factors

Year	# of dispositional Factors	Freq.	%	Cum. freq.	Cum. %
1988	1 - 3	0	0	0	0
	4+	24	100	24	100
1990	1 - 3	1	4.8	1	4.8
	4+	20	95.2	21	100

## Skills

Year	# of dispositional Factors	Freq.	%	Cum. freq.	Cum. %
1988	1 - 2	0	0	0	0
	3+	24	100	24	100
1990	1 - 2	0	0	0	0
	3+	21	100	21	100

\* Results may not total exactly 100%, due to the fact they have been rounded off to the nearest tenth.

Table 7 shows the number of dispositional factors as identified by the female graduating classes of 1988 and 1990 who completed 3 or more courses at the 300 level. One female (5.9%) from 1988 indicated that high school had prepared her for the transition from school to work in 3 of the specified dispositional factors. Sixteen (94.1%) females from 1988 with 3 or more courses at the 300 level indicated that high school had prepared them in 4 or more of the specified dispositional factors. All 17 (100%) of the female

respondents of 1988 identified preparation for transition in the skills area to be 3 or more. All 16 female respondents from 1990 identified preparation in 4 or more of the specified dispositional factors. This represents 100%, with one respondent indicating skill preparation in 2 of the identified skills (6.3%) while 15 (93.7%) indicated skill preparation in 3 or more of the identified skills.

Female Graduates of 1988 and 1990 who Completed 3 or More Courses at the 300 Level who Perceived Preparation for Work in Specific Dispositional Factors and Skills.

Table 7

## Dispositional Factors

Year	# of dispositional factors	Freq.	%	Cum. freq.	Cum. %
1988	1 - 3	1	5.9	1	5.9
	4+	16	94.1	17	100
1990	1 - 3	0	0	0	0
	4+	16	100	16	100

## Skills

Year	# of dispositional factors	Freq.	%	Cum. freq.	Cum. %
1988	1 - 2	0	0	0	0
	3+	17	100	17	100
1990	1 - 2	1	6.3	1	6.3
	3+	15	93.7	16	100

\* Results may not total exactly 100%, due to the fact they have been rounded off to the nearest tenth.

Table 8 shows the dispositional factors and skills as identified by the male graduates of 1988 and 1990 whose major course of study was 1 or 2 courses at the 300 level. All twelve male respondents (100%) from 1988 indicated preparation in 4 or more of the specified dispositional factors. One male (20%) from 1990 indicated preparation in 3 of the specified dispositional factors, while 4 (80%) indicated preparation in 4 or more of the specified dispositional factors. In regards to perceived skill preparation, all 12 (100%) males from 1988 and 4 (80%) males from 1990 indicated preparation in 3 or more of the specified skills, while one (20%) respondent from 1990 indicated preparation in 2 of the specified skills.

Male Graduates of 1988 and 1990 who Completed 1 or 2 Courses at the 300 Level who perceived Preparation for Work in Specific Dispositional Factors and Skills.

Table 8

## Dispositional Factors

Year	# of dispositional factors	Freq.	%	Cum. freq.	Cum. %
1988	1 - 3	0	0	0	0
	4+	12	100	12	100
1990	1 - 3	1	20	1	20
	4+	4	80	5	100

## Skills

Year	# of dispositional factors	Freq.	%	Cum. freq.	Cum. %
1988	1 - 2	0	0	0	0
	3+	12	100	12	100
1990	1 - 2	1	20	1	20
	3+	4	80	5	100

\* Results may not total exactly 100%, due to the fact they have been rounded off to the nearest tenth.

Table 9 shows the dispositional factors as identified by the female graduate respondents of 1988 and 1990 whose major course of study was 1 or 2 courses at the 300 level. One female (5.9%) respondent from 1988 indicated preparation in none of the specified dispositional factors, while 16 (94.1%) respondents indicated preparation in 4 or

more of the specified dispositional factors. One female respondent (10%) from 1990 perceived preparation for transition from school to work in none of the specific dispositional factors, 2 (20%) respondents indicated preparation in 3 of the specified dispositional factors and 7 (70%) respondents indicated preparation in 4 or more of the specific dispositional factors. One (5.9%) respondent of the female graduates in 1988 indicated she had not been prepared for work by school in any of the specified skills. One (5.9%) respondent perceived preparation in 1 skill area while 15 (88.2%) perceived preparation for transition in 3 or more of the specified skills. From the 1990 sample, one female (10%) respondent indicated no preparation in any specified skills, 2 (20%) respondents indicated preparation in 1 or 2 of the specified skills and 7 (70%) respondents indicated preparation in 3 or more of the skills.

Female Graduates of 1988 and 1990 who Completed 1 or 2 Courses  
at the 200 Level who Perceived Preparation for Work in Specific  
Dispositional Factors and Skills.

Table 9

## Dispositional Factors

Year	# of dispositional factors	Freq.	%	Cum. freq.	Cum. %
1988	0	1	5.9	1	5.9
	1 - 3	0	0	1	5.9
	4+	16	94.1	17	100
1990	0	1	10	1	10
	1 - 3	2	20	3	30
	4+	7	70	10	100

## Skills

Year	# of dispositional factors	Freq.	%	Cum. freq.	Cum. %
1988	0	1	5.9	1	5.9
	1 - 2	1	5.9	2	11.8
	3+	15	88.2	17	100
1990	0	1	10	1	10
	1 - 2	2	20	3	30
	3+	7	70	10	100

\* Results may not total exactly 100%, due to the fact they have been rounded off to the nearest tenth.

Table 10 shows the perceived preparation of dispositional factors and skills as identified by the male graduates in 1988 and 1990 who completed an Industrial/Vocational major. From the 1988 male graduates, 3 respondents (13.6%) indicated preparation for transition in 1 to 3 specifically identified dispositional factors. Eighteen male



respondents (85.7%) indicated perceived preparation for transition in 4 or more of the dispositional factors. In 1990, 1 male (4.3%) indicated preparation in 1 - 3 of the dispositional factors while 22 respondents (95.7%) indicated preparation for transition from school to work in 4 or more of the dispositional factors. In 1988, one male (4.8%) indicated preparation in 1 skill while 20 respondents (95.3%) indicated preparation in 3 or more of the skills. For 1990 male graduates, 3 respondents (13%) indicated preparation in 1 - 2 skills, while 20 respondents (87%) indicated preparation in 3 or more of the specific skills.

Male Graduates of 1988 and 1990 who Completed  
Industrial/Vocational Major who Perceived Preparation for Work in  
Specific Dispositional Factors and Skills.

Table 10

## Dispositional Factors

Year	# of dispositional factors	Freq.	%	Cum. freq.	Cum. %
1988	1 - 3	3	13.6	3	13.6
	4+	18	85.7	21	100
1990	1 - 3	1	4.3	1	4.3
	4+	22	95.4	23	100

## Skills

Year	# of dispositional factors	Freq.	%	Cum. freq.	Cum. %
1988	1 - 2	1	4.8	1	4.8
	3+	20	95.3	21	100
1990	1 - 2	3	13	3	13
	3+	20	87	23	100

\* Results may not total exactly 100%, due to the fact they have been rounded off to the nearest tenth.

Table 11 shows the dispositional and skills factors as identified by the female graduates from 1988 and 1990 who completed a major course of studies in Industrial/Vocational Education. All 3 (100%) female respondents from 1988 and all 8 (100%) female respondents from 1990 indicated preparation by the high school for work in 4 or more of the identified dispositional factors. In regards to skills, 3 (100%) and 6 (75%) respondents in 1988 and 1990 respectively

identified preparation in 3 or more of the skills. Two (25%) of the female respondents from 1990 indicated preparation in 1 - 2 of the specified skills.

Female Graduates of 1988 and 1990 who Completed Industrial/Vocational Major who Perceived Preparation for Work in Specific Dispositional Factor Skills.

Table 11

Dispositional Factors

Year	# of dispositional factors	Freq.	%	Cum. freq.	Cum. %
1988	1 - 3	0	0	0	0
	4+	3	100	3	100
1990	1 - 3	0	0	0	0
	4+	8	100	8	100

Skills

Year	# of dispositional factors	Freq.	%	Cum. freq.	Cum. %
1988	1 - 2	0	0	0	0
	3+	3	100	3	100
1990	1 - 2	2	25	2	25
	3+	6	75	8	100

\* Results may not total exactly 100%, due to the fact they have been rounded off to the nearest tenth.

Table 12 shows the dispositional and skill factors as identified by female graduates in 1988 and 1990 who completed a major in Business Education. One (12.5%) of the respondents from 1988 perceived preparation in 1 - 2 of the identified dispositional factors

while 7 of the respondents perceived preparation in 4 or more of the specified dispositional factors. From the 1990 respondents females reported perceived preparation in 4 or more of the specified dispositional factors. One respondent from 1988 (12.5%) indicated preparation in 1 of the skills, while 7 (87.5%) respondents indicated preparation in 3 or more of the skills. From 1990, all 6 female respondents indicated preparation in 3 or more skills.

**Female Graduates of 1988 and 1990 who Completed Business Education Major who Perceived Preparation for Work in Specific Dispositional Factors and Skills.**

**Table 12**

**Dispositional Factors**

Year	# of dispositional factors	Freq.	%	Cum. freq.	Cum. %
1988	1 - 3	1	12.5	1	12.5
	4+	7	87.5	8	100
1990	1 - 3	0	0	0	0
	4+	6	100	6	100

**Skills**

Year	# of dispositional factors	Freq.	%	Cum. freq.	Cum. %
1988	1 - 2	1	12.5	1	12.5
	3+	7	87.5	8	100
1990	1 - 2	0	0	0	0
	3+	6	100	6	100

\* Results may not total exactly 100%, due to the fact they have been rounded off to the nearest tenth.

A majority of graduates from all the course majors identified preparation for transition from school to work in regards to specific dispositional factors and skills. In fact, a majority of the graduates in all course majors indicated preparation in 4 or more dispositional factors or skills. This perception represents a high degree of preparedness for graduates for work. In only three instances did individuals indicate that they had been prepared for the transition from school to work in none of the identified dispositional factors or skills.

In every case a majority of both male and female graduates of 1988 and 1990 in all the major courses of study perceived preparation for transition from school to work.

#### FACTORS AFFECTING GRADUATES' DECISION POST GRADUATION

Factors graduates indicated that had influenced their career decision post graduation are reported in Table 13. In 1988, the four most frequently occurring influences the respondents who completed 3 or more courses at the 300 level indicated were father, mother, teacher, school courses and other factors. Eight of the 1990 (42.1%) male respondents who completed 3 or more courses at the 300 level

stated their father was the most influential, with mother, other, and part time employment in order as the most influential factors.

The 1988 male graduates who completed 1 or 2 courses at the 300 level indicated father, mother, other, and co-operative work experience, as being the four most extremely influential factors regarding their post graduation career decision. Mother, part time job, teachers, and co-operative work experience, and other, were identified as the most influential by the 1990 male graduates who completed 1 or 2 courses at the 300 level.

Of the 21 male respondents in 1988 from the Industrial/Vocational major, father, mother, co-operative work experience and part time jobs were identified by respondents as being the most influential factors affecting their decision post graduation.

From the 1990 male graduating class whose major was Industrial/Vocational, mother, friends, co-operative work experience, and school courses were identified as the most influential factors. Table 13 indicates that regardless of the course graduated from, one or more parents are among the most influential factors on career decisions of post graduation males.

The most Influential Factors for Males 1988 and 1990 Post Graduation  
by Major Course of Study.

Table 13

Year	*1	Freq.	**2	Freq.	***3	Freq.
1988	Father	4	Father	4	Father	4
	Mother	3	Mother	2	Mother	4
	Teacher	1	Other (self, grandmother)	2	Cooperative work experience	3
	Courses	1	Co-operative work experience	1	Part-time job	
	Other (brother, living near helicopter)	1			Teachers	2
					Other (self, summer job)	2
1990	Father	8	Mother	1	Mother	5
	Mother	4	Part-time Job	1	Friends	5
	Other (summer job, self, relatives, music)	3	Teachers	1	Co-operative work experience	4
	Part-time job	2	Co-operative work experience	1	Courses	3
	School courses	2	Other (not specified)	1	Teachers	3
					Part-time Job	3
				Father	2	

\*1 - 3 or more courses at the 300 level.

\*\*2 - 1 or 2 courses at the 300 level.

\*\*\*3 - Industrial/Vocational

Table 14 shows the most influential factors for female graduates in 1988 and 1990 for all four major courses of study. In 1988 females who completed 3 or more courses at the 300 level indicated that other factors, father, mother, and friends were the most influential in

their post graduate career decisions. The 1990 female graduates of 3 or more courses at the 300 level indicated that father, mother, and friends and teachers were the most influential. The 1988 respondents who completed 1 or 2 courses at the 300 level indicated mother, other, co-operative work experience, and friends were the most influential in their career decisions post graduation. The female respondents of 1990 with this same major course of studies identified mother, teachers, school courses and others such as self and boyfriend were the most influential.



The most Influential Factors for Females 1988 and 1990 Post  
Graduation by Major Course of Study.

Table 14

Year	*1	Freq	**2	Freq	***3	Freq	****4	Freq
1988	Other	4	Mother	3	Teacher	1	Father	1
	Father	3	Other (self, boyfriend)	3			Mother	1
	Mother	3	Cooperative work experience	2				
	Friends	1	Friends	2				
	Part-time job	1	Part-time job	1				
	Teachers	1	Teachers	1				
1990	Father	3	Mother	6	Courses	5	Course	3
	Mother	2	Teachers	4	Mother	3	Mother	2
	Friends	1	School courses	4	Teachers	3	Part-time Job	1
	Teachers	1	Other (Self, boyfriend)	2	Cooperative work experience	3	Cooperative work experience	1
	Courses	1	Cooperative work experience	2	Father	1		
	Other (Self)	1	Friends	1	Friends	1		
			Part-time job	1	Other (siblings)	1		

\*1 - 3 or more courses at the 300 level.

\*\*2 - 1 or 2 courses at the 300 level.

\*\*\*3 - Industrial/Vocational

\*\*\*\*4 - Business Education

From the 1988 respondents in the Industrial/Vocational major, teachers was the only influential factor identified affecting post graduation career decisions. School courses, mother, teachers and co-operative work experience were identified as being the four most

influential factors for female respondents from 1990 in Industrial/Vocational Education. From the 1988 Business Education respondents, one identified father and mother as the only factors influencing post graduation decision. From 1990, school courses, mother, part time jobs and co-operative work experience were identified as the most influential factors affecting female graduates in Business Education.

Both father and mother (Table 14B) were identified as significant factors which graduates identified as influential factors for graduates' post graduation career decisions. Of the 1988 respondents, 49.5% of the combined female/male sample cited mother and father as the most influential factor, while 35.6% of the combined female/male sample from 1990 responded that mother and father were the most influential.

Total of Individual Influential Factors for Graduates Post Graduation  
by Major Course of Study and Gender.

Table 14 B

Year	Influential Factors	*1		**2		***3		****4		Total		Total
		M	F	M	F	M	F	M	F	M	F	
1988	Father	4	3	4	-	4	-	1	-	12	4	16
	Mother	3	3	2	3	4	-	1	-	9	7	16
	Friends	-	1	-	2	-	-	-	-	-	3	3
	Part-time employment	-	1	-	1	2	-	-	-	2	2	4
	teacher/counsellors	1	1	-	1	2	1	-	-	3	3	6
	school courses	1	-	-	-	-	-	-	-	1	-	1
	co-operative work experience	-	2	1	2	3	-	-	-	4	4	8
	other	1	4	2	3	2	-	-	-	5	7	12
1990	Father	8	3	-	-	2	1	-	-	10	3	13
	Mother	4	2	1	6	5	3	2	-	10	13	23
	Friends	-	1	-	1	5	1	-	-	5	3	8
	Part-time employment	2	-	1	1	3	-	1	-	6	2	8
	Teacher/Counsellor	-	1	1	4	3	3	-	-	4	8	12
	School courses	2	1	-	4	3	5	3	-	5	13	18
	Co-operative work experience	-	-	1	2	4	3	1	-	5	6	11
	Other	3	1	1	2	-	1	-	-	4	4	8

\*1 - 3 or more courses at the 300 level.

\*\*2 - 1 or 2 courses at the 300 level.

\*\*\*3 - Industrial/Vocational

\*\*\*\*4 - Business Education

Both 1988 and 1990 combined male and female respondents of all major courses of study indicated that out of school factors (father, mother, friends, part time employment and other) represented a

majority of the influential factors for them post graduation (1988 - 77.2%; 1990 - 59.4%).

#### Factors Which High School Have Prepared Graduates With In Respect to a Job

The three most frequently occurring factors that graduates identified that school did prepare them for with respect to their present job are shown in tables 15 and 16.

Table 15 deals with the male samples from 1988 and 1990 who completed all 4 course majors. The 1988 male graduates of 3 or more courses at the 300 level identified relevancy, basic employability skills (interviewing skills, job search, punctuality), and work experience, as the factors which high school prepared them for with respect to their present job. The 1990 male graduates of the same course major stated interacting with other people, discipline, more challenging courses, co-operative work experience, and organization and good study habits.

The most Frequently Occurring Factors that Male Graduates Identified that School did Prepare Them for with Respect to their Present Job by Major Course of Study.

Table 15

Year	*1	Freq	**2	Freq	***3	Freq	****4	Freq
1988	relevancy	5	relevancy	4	relevancy	6	Insufficient data	
	basic employability skills	4	work experience	2	basic employability skills	6		
	work experience	1	basic employability skills	1	school environment/like work environment	2		
					practical experience	1		
1990	interacting with people	3	drafting & computer course	1	basic academic skills	8	Insufficient data	
	discipline	3	motivation	1	basic employability skills	2		
	challenging	2	communication skills	1	cooperative work experience	1		
	co-operative work experience	2						
	organization and good study habits	2						

\*1 - 3 or more courses at the 300 level.

\*\*2 - 1 or 2 courses at the 300 level.

\*\*\*3 - Industrial/Vocational

\*\*\*\*4 - Business Education

The male graduates of 1988 who completed 1 or 2 courses at the 300 level described relevancy, work experience, and basic employability skills (job search, interviewing, attendance/punctuality) as the factors that school had prepared them for with respect to their present job.

The 1990 male graduates with 1 or 2 courses at the 300 level identified communication skills, motivation, and specific courses such as computer and drafting.

The 1988 male graduates of the Industrial/Vocational major identified relevancy, basic employability skills (job search, interviewing skills, ability to organize and compliance with rules) with school environment like work environment, and practical experience with tools in the classroom, as factors that school did prepare them for with respect to their present job. The Industrial/Vocational graduates of 1990 described basic academic skills (reading, writing, and arithmetic), basic employability skills (attendance and ability to work with co-workers/management) and co-operative work experience as factors which school provided them with in regards to their present job.

Table 16 represents the most frequently occurring factors that female graduates identified that school had prepared them for with respect to their present job. The female graduates of 1988 who completed 3 or more courses at the 300 level identified relevancy, and work experience, as factors which prepared them for work.

The most Frequently Occurring Factors that Female Graduates Identified that School did Prepare them for with Respect to Their Present Job by Major Course of Study.

Table 16

Year	*1	Freq	**2	Freq	***3	Freq	****4	Freq
1988	relevancy	5	relevancy	10	work experience	1	basic academic skills	3
	work experience	2	basic employability skills	4	relevant to practical work skills	1	basic employability skills	3
			work experience	1			basic practical skills	1
1990	communication skills	2	office courses	1	basic academic skills	2	relevancy	3
	basic academic skills	2	accounting courses	1	basic employability skills	2	work experience	1
	work experience	2	work experience	1	relevancy	2	enjoyment of courses	1
	accept responsibility	1	child care courses	1				
			food/nutrition courses	1				

\*1 - 3 or more courses at the 300 level.

\*\*2 - 1 or 2 courses at the 300 level.

\*\*\*3 - Industrial/Vocational

\*\*\*\*4 - Business Education

The 1990 female graduates of the same course major identified communication skills, basic math/reading skills and work experience. One graduate identified that school prepared her to accept responsibility. The female graduates of 1988 who completed 1 or 2 courses at the 300 level stated relevancy, basic employability skills (attendance/punctuality, co-operation with co-workers/management

and interviewing skills), and work experience, as factors that they indicated school had prepared them for with respect to their present job. The 1990 female graduates of 1 or 2 courses at the 300 level major identified various courses such as office courses, accounting, child care and food and nutrition and work experience. Two female Industrial/Vocational major graduates of 1988 identified work experience and relevancy in practical work skills as factors that school prepared them for with respect to their present job. Female respondents with an Industrial/Vocational major who graduated in 1990 identified basic academic skills, basic employability skills (how to get a job) and relevancy as factors which school had prepared them for with respect to their present job. Female respondents from 1990 with the Industrial/Vocational major identified basic academic skills, basic employability skills (how to get a job) and relevancy as factors which school had prepared them for with respect to their present jobs. Business Education major graduates of 1988 identified basic academic skills (reading, writing & arithmetic) along with basic employability skills (job search, interviewing skills) and basic practical skills such as office procedures as courses school had prepared



them for in their present jobs. Female graduates from 1990 in the Business Education major indicated that high school was relevant for them in the area of practical skills, with work experience and enjoyment of course as areas where high school had prepared them for their job.

Male and female graduates of 1988 (all major courses of study) tended to present a cluster effect with 47.6% identifying that school was relevant in respect to their present job and 28.6% identifying that school did prepare them for their present job with respect to providing them with basic employability skills. Male and female graduates (all major courses of study) from 1990 appear to be much more divided in their perceptions of factors that school had prepared them for with respect to their present jobs. One quarter of the respondents perceived that school had prepared them for their present position. Other factors appear to be relatively equally divided with no significant results appearing in any one area.

**Factors Which Graduates Perceived School Did Not Prepare Them for  
With Respect to a Job**

Table 17 represents the most frequently occurring factors that male graduates in all course majors identified that school did not prepare them for with respect to their present job. The graduates of 1988 completing 3 or more courses at the 300 level identified work experience, lack of reality, basic employability skills, and school not providing enough initiative as factors that school did not prepare them for with respect to their present jobs. One graduate indicated that there should be more courses and that each class should be longer timewise. The male graduates of 1990 of the same course major identified work experience, relevancy, courses being too general and reality as factors that school did not prepare them for with respect to their present job. The male graduates of 1988 who completed 1 or 2 courses at the 300 level indicated that school had not prepared them for their present job with respect to relevancy, school's not instilling initiative, and teachers not caring. Male graduates of 1990 who completed 1 or 2 courses at the 300 level identified rigor and work experience as factors which they perceived that school had not prepared them for with respect to their present job. The 1988 male graduates of the Industrial/Vocational major

indicated reality, relevancy and lack of theory as factors that they perceived school had not prepared them for with respect to their present job. Industrial/Vocational male graduates of 1990 responded with relevancy, reality, motivation, specific job information, eg. benefits and requirements for certain jobs as factors which school did not prepare them for with respect to their present job.

The most Frequently Occurring Factors Identified by Male Graduates that School did not Prepare Them for with Respect to their Present Job by Major Course of Study.

Table 17

Year	*1	Freq	**2	Freq	***3	Freq	****4	Freq
1988	work experience	6	relevancy	4	reality	3	Insufficient data	
	reality	1	initiative	1	not enough theory	2		
	more courses, longer classes	1	teachers don't care	1	relevancy	2		
	initiative	1						
	basic employability skills (job search)	1						
1990	work experience	4	rigor	2	relevancy	4	Insufficient data	
	relevancy	4	work experience	1	real work environment	1		
	courses too general	3			motivation	1		
	real world environment	1			specific job information	1		
		1						

\*1 - 3 or more courses at the 300 level.

\*\*2 - 1 or 2 courses at the 300 level.

\*\*\*3 - Industrial/Vocational

\*\*\*\*4 - Business Education

Table 18 identifies the most frequently occurring factors that female graduates in all course majors indicated school had not prepared them for with respect to their present job. The 1988 female respondents of 3 or more courses at the 300 level identified work experience, basic employability skills, breadth in course work, reality and poor teaching as factors which school did not prepare them for with respect to their present job. The female respondents of 1988 who completed a major in 1 or 2 courses at the 300 level identified work experience, specifics (specific tasks relating to present job) and relevancy as factors which school did not prepare them for with respect to their job. One 1988 female respondent with an Industrial/Vocational major indicated that the program was limiting in regards to obtaining a variety of employment. Female respondents of 1988 Business Education identified specific skills, basic academic skills, relevancy and reality as factors that school did not prepare them for with respect to their present job. Female graduates of 1990 who completed 3 or more courses at the 300 level identified relevancy, reality, communication skills, work experience, specifics, and discipline, as factors.

The most Frequently Occurring Factors Identified by Female  
 Graduates that School did not Prepare Them for with Respect to their  
 Present Job by Major Course of Study.

Table 18

Year	*1	Freq	**2	Freq	***3	Freq	****4	Freq
1988	work experience	5	work experience	4	program was limiting	1	specific skills	3
	basic academic skills	2	specifics	3			basic academic skills	1
	breadth in course work	1	relevancy	2			relevancy	1
	reality	1					reality	1
	poor teaching	1						
1990	relevancy	5	relevancy	1	basic academic skills 300 courses (most jobs require some)	1	work experience	1
	real world environment	1	courses too specific	1			relevancy	1
	communication skills	1	courses to general	1				
	work experience	1	basic employability skills	1				
	specifics	1						
	discipline	1						

\*1 - 3 or more courses at the 300 level.

\*\*2 - 1 or 2 courses at the 300 level.

\*\*\*3 - Industrial/Vocational

\*\*\*\*4 - Business Education

Graduates of 1988 who completed 1 or 2 courses at the 300 level identified work experience, specifics, and relevancy as factors which they perceived school did not prepare them for with respect to their present job. Female graduates for 1990 of the same course major identified relevancy, courses too specific, courses not specific

enough, and basic employability skills (eg. how to get a job), as factors that school did not prepare them for with respect to their present job. Female Industrial/Vocational majors of 1988 identified that their program was limiting in so far as making them able to gain employment in varied types of occupations. Female graduates from 1990 of the same major identified basic academic skills, such as reading, writing and arithmetic, along with the fact that most jobs now require at least some courses at the 300 level, as factors which school did not prepare them for with respect to their present job. Female graduates of 1988 Business Education majors identified specific skills for the job, basic academic skills, relevancy and reality as factors which school did not prepare them for with respect to their present job. Graduates of 1990 Business Education indicated work experience and relevancy as factors which they perceived school did not prepare them for with respect to their present job. Of the male/female graduates from 1988, 32.6% (all major courses of study) identified that school had not provided them with work experience which they saw necessary for transition from school to work. (Table 18B).

Total of Individual Factors for Graduates Identifying that School did  
not Prepare Them for with Respect to their Present Job by Major  
Course of Study and Gender, 1988.

Table 18 B

Year		*1		**2		***3		****4		Total		Total
		M	F	M	F	M	F	M	F	M	F	
1988	work experience	6	5	-	4	-	-	-	-	6	9	15
	reality	1	1	-	-	3	-	1	-	4	2	6
	more courses, longer classes	1	-	-	-	-	-	-	-	1	-	1
	initiative	1	-	1	-	-	-	-	-	2	-	2
	basic employability skills	1	-	-	-	-	-	-	-	1	-	1
	relevancy	-	-	4	2	2	-	1	-	6	3	9
	teachers don't care	-	-	1	-	-	-	-	-	1	-	1
	not enough theory	-	-	-	-	-	-	-	-	2	-	2
	courses too general	-	-	-	-	-	-	-	-	-	-	-
	real world environment	-	-	-	-	-	-	-	-	-	-	-
	rigor	-	-	-	-	-	-	-	-	-	-	-
	motivation	-	-	-	-	-	-	-	-	-	-	-
	specific job information	-	-	-	-	-	-	-	-	-	-	-
	Basic academic skills	-	2	-	-	-	-	1	-	-	3	3
	breadth in course work	-	1	-	-	-	-	-	-	-	1	1
	poor teaching	-	1	-	-	-	-	-	-	-	1	1
	specifics	-	-	-	3	-	-	-	-	-	3	3
	program was limiting	-	-	-	-	-	1	-	-	-	1	1
	courses too specific	-	-	-	-	-	-	-	-	-	-	-
	discipline	-	-	-	-	-	-	-	-	-	-	-
communication skills	-	-	-	-	-	-	-	-	-	-	-	
300 courses (most jobs require some)	-	-	-	-	-	-	-	-	-	-	-	

\*1 - 3 or more courses at the 300 level.

\*\*2 - 1 or 2 courses at the 300 level.

\*\*\*3 - Industrial/Vocational

\*\*\*\*4 - Business Education

Of the 15 responses, 11 individuals (73.3%) (male and female) completed 3 or more courses at the 300 level. Seven individuals from 1990 indicated a lack of work experience (18.4%). 71.4% of those responses were received by graduates who completed 3 or more courses at the 300 level.

Of the 1988 graduates, 19.6% (male/female, all major course of study) perceived that school was not relevant with respect to their present job, while 36.8% of the 1990 graduates (male/female, all major course of study) perceived school as not being relevant with respect to their present job.

#### Part Time Factors Which Graduates Perceived Prepared Them For What They Are Doing Presently

Table 19 represents the most frequently occurring ways that male graduates perceived how a part time job prepared them for what they are doing presently. The 1988 male sample who completed 3 or more courses at the 300 level identified relevancy of their part time job during their final year in high school to their present job. No responses were reported for male graduates of 1988 who completed 1 or 2 courses at the 300 level in regards to factors in part time job in



final year of high school preparing them for what they are doing presently. The male respondents who in 1988 completed an Industrial/Vocational major identified their part time job during their final year of high school as being relevant to what they are doing presently, as well as the ability to accept responsibility for what they are doing now, their part time job prepared them for dealing with other people, prepared them for a profession and to realize that further education would be necessary in order for them to succeed. Due to the relatively small number of male respondents from 1988 who completed a Business Education major, data are insufficient to be presented. The 1990 male graduates who completed 3 or more courses at the 300 level indicated that a part time job in the final year of high school was relevant to what they are doing now and that a part time job helped them in dealing with the public in regards to the present position. Only one of the male graduates from 1990 who completed 1 or 2 courses at the 300 level responded that he received experience in his part time job during his final year of high school which was directly transferable over to what he is presently doing. The male graduates who completed an Industrial/Vocational major

stated their part time job during their final year of high school was relevant to what they are doing presently and that their part time job during their final year of high school helped them to become more responsible in their present position. Due to the relatively few male respondents of 1990 who completed Business Education major, data are insufficient to be present.

The most Frequently Occurring Factors that Male Graduates Identified How a Part Time Job Prepared Them for What They are Doing Presently by Major Course of Study.

Table 19

Year	*1	Freq	**2	Freq	***3	Freq	****4	Freq
1988	relevancy to present job	3			relevant to present job	4	Insufficient data	
					responsibility	3		
					working with people	1		
					prepare for profession	1		
					realize advanced education necessary	1		
1990	relevancy	1	experience in related field	1	relevancy	6	Insufficient data	
	dealing with public	1			responsibility	2		

- \*1 - 3 or more courses at the 300 level.  
 \*\*2 - 1 or 2 courses at the 300 level.  
 \*\*\*3 - Industrial/Vocational  
 \*\*\*\*4 - Business Education

Table 20 represents the most frequently occurring factors that female graduates identified as to how a part time job prepared them for what they are doing presently. The 1988 female sample who completed 3 or more courses at the 300 level identified that their part time job held in their final year of high school prepared them to accept responsibility for what they are presently doing, that a part time job in high school prepared one to deal with the public in regards to the present position and that a part time job during the final year of high school helped them to decide on a future profession. For the 1988 female graduates who completed 1 or 2 courses at the 300 level, they identified that their part time job during their final year of high school helped them to work with people in regards to how they are presently doing, that their part time job helped in developing organization skills and that their part time job during the final year of high school was relevant for what they are doing presently. No responses occurred for the 1988 female graduating sample who completed an Industrial/Vocational major. The respondents of the Business Education major of 1988 identified that their part time job during their final year of high school prepared

them for what they are doing presently in each of the following areas: dealing with the public, responsibility, and reality. The 1990 female graduates who completed 3 or more courses at the 300 level identified that a part time job held in the final year of high school helped to identify that advanced education would be necessary for what one is doing presently and that it prepared one for dealing with people in regards to the present position. The female graduates of 1990 who completed 1 or 2 courses at the 300 level identified that their part time job had helped them in dealing with people, realizing further education would be necessary for what they are doing presently, and the reality of the present position. The 1990 female Industrial/Vocational major graduates identified that a part time job during their final year of high school helped in dealing with the public for what they are doing presently and that it was relevant for what they are doing now. The female graduates of 1990 who completed a major in Business Education identified that their part time job was relevant for what they are doing now and helped to develop more respect for money and jobs. Of the male and female graduates of 1988, 24.1% identified that their part time job had prepared them for

what they are doing presently in the following areas: relevancy to present job, responsibility and working with people, while 8.7% of the male and female graduates of 1990 identified responsibility with 13.0% indicating the area of working with other people. Of the 1990 graduates (both genders, all major course of study) 47.8% identified that their part time job was relevant to what they are doing presently. There appears to be no significant pattern or trend between the 1988 and 1990 graduates.

The most Frequently Occurring Factors that Female Graduates Identified How a Part Time Job Prepared Them for What They are Doing Presently by Major Course of Study.

Table 20

Year	*1	Freq	**2	Freq	***3	Freq	****4	Freq
1988	responsibility	3	working with people	6			reality	1
	decide on profession	2	organization	1			responsibility	1
	dealing with public	1	relevancy	1			dealing with public	1
1990	realized advanced education necessary	1	working with people	2	relevancy	2	relevancy	2
	working with people	1	realized advanced education necessary	1	dealing with public	1	developed more respect for money and jobs	1
			reality	1				

\*1 - 3 or more courses at the 300 level.  
 \*\*2 - 1 or 2 courses at the 300 level.  
 \*\*\*3 - Industrial/Vocational  
 \*\*\*\*4 - Business Education

Part time employment does not appear to be a significant factor in preparing graduates for the transition from school to work in regards to specific dispositional factors and skills.

Part time jobs which students have during their final year of school do not appear to have a significant impact on their preparation for the transition from school to work as based upon the small frequencies as per Tables 19 and 20.

#### Indepth Interviews

This section presents a brief discussion of the twenty indepth surveys described in Chapter 2, Instrument section.

Twenty graduates from 1988 and 1990 were randomly selected to participate in a one hour indepth survey to obtain further insight regarding high school graduates' perceived preparation for transition from school to work in regards to specific identified dispositional factors and skills.

Of the 1988 graduates, six males and four females participated. Three males completed 3 or more courses at the 300 level with two males completing the Industrial/Vocational major and one completing a major in 1 or 2 courses at the 300 level. Of the 1988 female sample

population, two females completed 3 or more courses at the 300 level with one having completed a Business Education Major and one having completed an Industrial/Vocational major. Of the 1990 graduates, four males and two females completed a major in 3 or more courses at the 300 level, two females completed 1 or 2 courses at the 300 level, with one female and one male having completed a major in Industrial/ Vocational.

There appears to be no difference between gender, graduating year or major course of study with regard to the graduates' perceptions of high school's ability to prepare graduates for work in specifically identified dispositional factors and skills.

All respondents of both the 1988 and 1990 graduate population identified that the identified dispositional factors and skills deemed necessary by employers as important for job-entry level positions were in fact important factors for the first job post-graduation.

Of the respondents, 60% proceeded onto post secondary education, with 40% entering the work force. Of the 40% who entered the workforce immediately post-graduation, 100% of the graduates perceived that high school had prepared them

(moderately/strongly) for work in the identified dispositional factors and skills.

An area of concern that the graduates presented in this survey was for the increased need for added responsibility as they progressed through the high school years. They stated that they perceived a need for self accountability which they stated should occur earlier than high school. They perceived that students have patterns well developed before high school and at the high school level students were no longer prepared to change.

The respondents perceived teachers as being too lenient. They stated that assignments must be completed on time and if not, the student must be prepared to accept the consequences.

Graduates who identified that by participating in group projects in high school it helped prepare them to work co-operatively with co-workers and problem solve on the job. Graduates indicated that English courses in particular helped to meet this need.

Of the subjects interviewed, 85% indicated that work experience should be made mandatory in high school. Graduates (45%) perceived a stigma attached to Vocational Education students, and



that if all students were required to complete a work experience component that this may help to eliminate the stigma they perceived existed.

Of the interviewees, 40% perceived the attendance policy as being appropriate, whereas 60% indicated that the attendance policy was too lenient and unrealistic for the real world.

Seventy percent of the interviewees identified that school should not be entirely responsible for teaching the aspects of preparation for work. They identified that the home environment needs to be equally accountable and responsible.

## Chapter 3

### Summary and Recommendations

The purpose of this study was to investigate graduates' perceptions of how well they felt high school had prepared them for work in specific dispositional factors and skills identified by employers as necessary for job-entry level positions. The respondents in this study all graduated from the same large rural community high school.

Of the total of 195 respondents from 1988 and 1990 who participated in the study, 93.85% indicated moderate or strong preparation from school to work in 4 or more of the specific dispositional factors (attitudes) identified by employers as necessary for job-entry level positions. The five dispositional factors most often reported by graduates of 1988 were: communications skills to greet the public, arithmetic, reading, ability to organize and ability to work with minimum supervision. The five dispositional factors most often reported by graduates of 1990 were: reading, co-operation with co-workers, ability to work with minimum supervision, compliance with rules and policies, and writing. As well, 90.77% perceived moderate

or strong preparation from school to work in 3 or more of the specific skills identified as necessary for job-entry level positions. This represents a majority of graduates who perceived that their high school had prepared them in specific dispositional factors and skills identified by employers as necessary for job-entry level positions. The dispositional factors identified by employers as necessary for job entry level positions are: co-operation with co-workers and management, ability to work with minimum supervision, willingness to learn, attendance/punctuality, compliance with rules, willingness to accept responsibility and initiative. Skills identified from the literature review were reading, writing, arithmetic, ability to organize and communication skills, both speaking and listening, as necessary by employers for job-entry level positions. In this study, graduates perceived themselves to be prepared in the dispositions and skills that other studies have shown employers to believe graduates were deficient in. It is important to determine employers' perceptions of the development of these same attributes in the graduates from the study school.

## Recommendations

This study investigated what aspects graduates perceived school had not prepared them for in their transition from school to work, these recommendations are based upon these findings.

This study shows that 1988 and 1990 male graduates, 1988 female graduates who completed 3 or more courses at the 300 level as well 1988 female graduates from 1 or 2 courses at the 300 level and 1990 Business Education female graduates identified lack of work experience in their major program of studies as a deficiency. Another area identified by 1990 male/female graduates, 3 or more courses 300 level, 1988 male/1990 female graduates, 1 or 2 courses 300 level and 1990 male graduates Industrial/Vocational was the lack of relevancy.

There tends to be little in the content of traditional education practices which provides the student with an opportunity to develop attributes which employers look for: tidiness, punctuality, attendance, willingness to learn, reliability and the ability to work co-operatively at various levels (Winiarski-Jones, 1987). New teaching methods may be needed. Providing more industrial relevant material and

equipment is not sufficient to enable students to develop these attitudes/skills. It may well be much more cost effective in changing student attitudes to first look at the attitudes of present educators. While educators are naturally reticent in altering their teaching methods, there is a need for teachers to introduce a relevant learning experience which places some emphasis on a specific activity, rather than content.

By providing work experience in school, students learn to work co-operatively with co-workers, develop a tidy appearance, initiative and communication skills. Students learn first hand the "reality of the real world." Therefore, mechanisms should be established to allow educators and business/industry to interact so the curriculum can be structured to meet ongoing employment needs.

As presented in Tables 17 and 18, several groups of graduates identified lack of work experience in their high school program of studies.

Educators need to be prepared to change teaching methods and incorporate work experience into the curriculum regardless whether courses are academic or vocational based.

Additional recommendations are:

- the high school in this study should form a joint school/business industry advisory committee to facilitate learning experiences relevant to work.
- counsellors and others who are responsible in assisting students in their career path need to be informed of industries' expectations because they can encourage students to have a command of the desired attitudes and skills.
- the school should have continuing follow-up on previous graduates in order to keep its curriculum relevant.
- there should be continuing review of the schools' curriculum and the relationship it has with industry.
- Industry should be seen as a partner and invited to contribute to the in-school instruction.

Educators cannot complete this task in isolation. Employers need to show more interest, try to overcome their cynical attitudes and appreciate the connection between what is happening in schools and the nature of their future workforce. Employers need to see their worth in the educational system, partly as a participant in providing

work experience for students but also as advisors to and supporters of the educational system.

#### Further Recommendations

- In order for educators to work collaboratively with business/industry, scheduling must be arranged for teachers to meet with business during the hours of the regular classroom day. It is not sufficient to expect educators to conduct these meetings during lunch or after the end of the school day.

Further follow-up should be conducted in the area of employer perceptions regarding graduates' preparation for the transition from school to work. As well, follow-up should include a correlation study between employers who hired graduates from school X and their perception of the graduates' preparation for transition from school to work in regards to the specific identified dispositional factors and skills and the graduates' perception of preparation for transition from

school to work in regards to the specific identified dispositional factors and skills for a job-entry level position.



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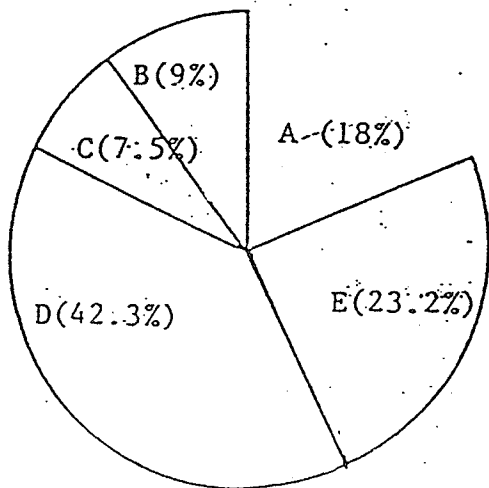
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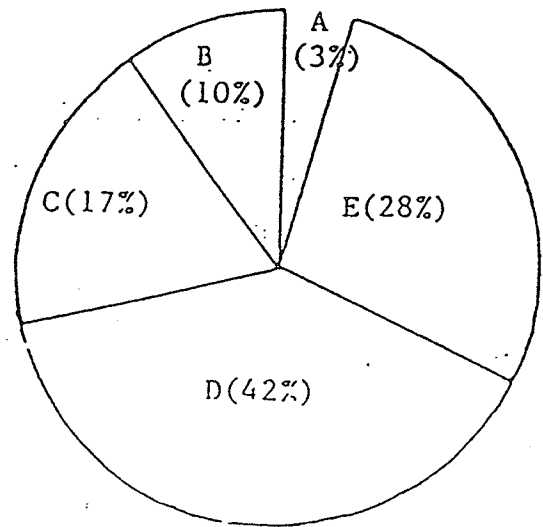
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GRADE 12 ENROLMENT IN 1987-88



\*



\*\*

LEGEND:

- B - E Students surviving to Grade 12
- A Students leaving school before Grade 12
- B Students in Vocational-Industrial Programs
- C Students in Vocational-Business Programs
- D Students in General Education Programs (etc.)
- E Students who will enrol in University/College Programs)

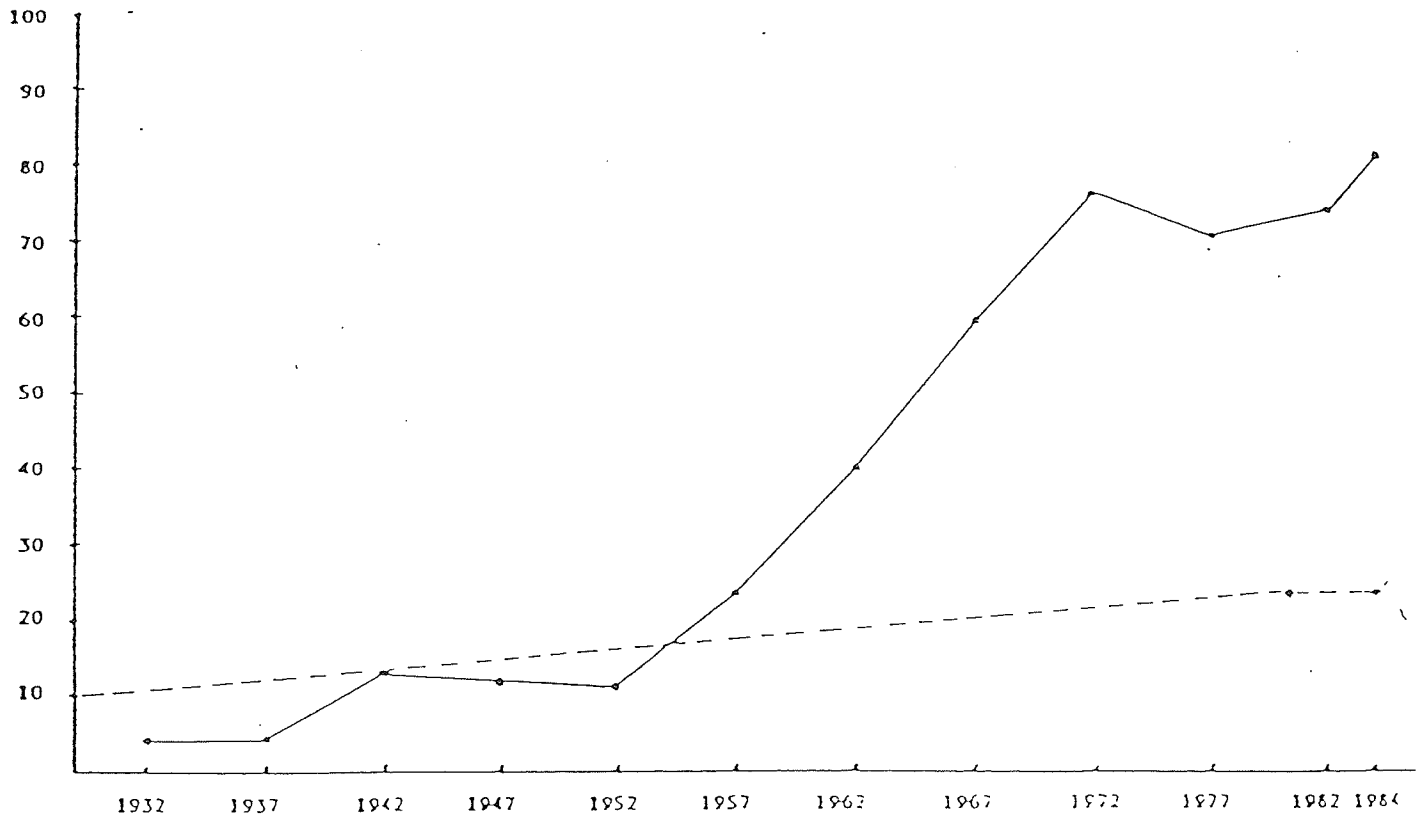
\* (23.2% of the total pie constitutes 28.3% of B - E )

\*\* ( 27% of the total pie constitutes 28% of B - E )

# GRADE 12 ENROLMENT IN 1984

— STUDENTS  
SURVIVING TO  
GRADE 12

- - - STUDENTS  
SURVIVING TO  
COLLEGE/UNIVERSITY  
ENTRANCE



## BACKGROUND SURVEY INFORMATION

This section is to be used by the telephone interviewers to give them some background information about the project and to assist them in telephone interviewing.



## SHORT DESCRIPTION OF BACKGROUND

Assisting students to prepare for the future is a function of the high school. For some graduates, the future is further education. For other students, the future is a job. The high school's ability to prepare graduates for work has become an increasingly important issue.

## PURPOSE

A random sample of graduates from the LORD SELKIRK REGIONAL COMPREHENSIVE SECONDARY SCHOOL is used for this survey. The total sample size is 240. The purpose is to obtain graduates' perceptions on school's ability to prepare students for a job. This information is aimed at assisting schools to help the graduate prepare for a job.

## SPONSORSHIP

The survey is being conducted and underwritten by The Lord Selkirk School Division #11.

## INTERVIEWER'S JOB IN THE SURVEY

It is reasonable to assume that some people will refuse to be interviewed on this topic.

Your may be required to explain the purpose of the study, and the reason you called. Your interest in people and thorough knowledge of the instructions you receive will help make your job easier. You also must put all your intuition and intelligence into action when the person answers the phone.

There is no way to accurately predict the responses. The people, however, who answer are likely to respond with curiosity or courtesy or both.

## SECURING THE INTERVIEW

Some respondents may be willing to be interviewed with only a brief explanation of your purpose, while for others you will need to provide more detail. Remember not to be too specific, it is important that you avoid introducing a bias into the interview which may predispose the respondent to answer in a certain fashion.

Statements that you can provide to the respondents are indicated elsewhere. Do not go beyond this information to interpret questions from the respondent. Statements that might be used to answer questions are "This is all the information we have."

- "We would like you to answer the question in terms of the way it is stated. Could I possibly read it again for you?"
- "I'm sorry, I don't have that information."
- \* If the respondent still requires further information, call for assistance.

## PROBING AND OTHER INTERVIEWING TECHNIQUES

If a respondent is hesitant to answer a question, you may have to encourage him/her to answer with statements such as:

"Is there anything else you would like to say?"

"Could you elaborate on...?"

Be careful about leading the respondent. Probes should be used as neutral requests for the information.

If unsure of respondent's answer, repeat what you think it was that he/she said so that it can be confirmed or corrected.

Several kinds of probes:

- repeat the question

- a pause
- repeat the respondent's answer

**Probe**

Anything else?

Any other reasons?

Any others?

What do you mean?

Which would be closer to  
the way you feel?

Ask for further clarification?

eg."I'm not sure what you mean by that, could you explain a little  
more."

**Abbreviation**

Else?

AO?

Other?

What meant?

Which closer?

### WHOSE OPINION TO ACCEPT

Everything must be in terms of what the respondent thinks - not the respondent's parents, friends or boss. Also, don't give the respondent your opinion.

### RECORD EVERY CALL YOU MAKE

Please record all comments on the Data Information sheets. Do not smoke, eat, or drink while carrying out the survey. You have too much to think about without having to worry about dropping an ash or spilling a drink on important information.

### THE NEUTRAL ROLE OF THE INTERVIEWER

You are a neutral source through which questions and answers are transmitted. You must:

- avoid giving your opinion.
- avoid being "clever."
- avoid any unnecessary or over enthusiastic statements such as "Fantastic."
- be an active listener, but only give the minimum #'s of "O.K.", "I see," or "Uh-huh".

### BALANCED RAPPORT

The telephone interview is comprised of social interaction. A relationship needs to be established that will not encourage either incomplete responses or biased responses based upon a "MECHANICAL" interview format. Usually the respondent will try to please you and will often give "socially desirable" answers in order to get your approval.

## GENERAL TASKS OF INTERVIEWER

- a. accurate communication of questions.
- b. encourage the respondent's ability and willingness to answer.
- c. listen to determine what is relevant
- d. probe to increase the validity, clarity and completeness of the answer

## SPECIFIC TASKS OF INTERVIEWER

- a. be familiar with the questionnaire
- b. follow question working and question order exactly and ask all of the questions
- c. record responses exactly
- d. be friendly
- e. record first answer; it tends to be closer to the truth
- f. double check your instructions before you begin
- g. repeat answers for respondent if there is any doubt or misinterpretation.

## RECORDING AND EDITING THE INTERVIEW

- Information must be presented in a full and unbiased form.
- Record the respondent's replies as well as your own probes right on the Data Information sheets in the space provided.
- With open-ended questions, document the replies on the lines provided, during the interview and as the respondent is talking.
- use the respondent's own words.
- do not summarize the respondent's answers.
- include everything that pertains to the question.
- include all your probes - enter them in quotation marks.

- start recording as soon as the respondent starts talking.
- attempt to hold the respondent's interest.

#### Tips on Note Taking

- a. when starting the interview, position yourself so that you can write comfortably
- b. when the respondent starts to talk, begin to write.
- c. abbreviate sentences - e.g. leave out articles and prepositions.
- d. use a pencil to record data.
- e. write legibly.
- f. account for each question on the Data Information sheets.

#### QUESTIONS THAT MAY ARISE AND SUGGESTIONS ABOUT HOW TO RESPOND TO THEM

##### 1. WHAT'S THIS ALL ABOUT, ANYWAY?

We'll be talking about things related to graduates working and how school prepared them for their job. An explanation of the introductory remarks should be all that is required. If the person is questioning the legitimacy of the call suggest they call:

Mrs. M. Swedlo - 482-6926

Mr. V. Loewen - 482-6926

to verify the fact that you are who you say you are.

##### 2. HOW DID YOU HAPPEN TO PICK ME? WHO GAVE YOU MY NAME AND PHONE NUMBER?

Your name was randomly selected from the class list in the year which you graduated. Number combinations were selected in the same way as putting the names in a hat and picking a certain number of them.

We are trying to find out what graduates from The Lord Selkirk Regional Comprehensive Secondary School think. Unfortunately, we cannot talk with all the graduates. Therefore, we have chosen names in an attempt to sample about 240 graduates.

3. HOW DO I KNOW THIS WILL BE CONFIDENTIAL?

You were contacted because your name was randomly chosen from a hat. We are only interested in the combined responses of the 240 graduates who will be called. No individual responses will be singled out. The final report will contain only a summation of statistics and the school or the school division will never know what phone numbers or graduates were contacted.

4. HOW WILL THE RESULTS BE USED?

The information produced by this survey will be used by a master's degree student in her thesis which will be submitted to the University of Manitoba. In addition, the results will be available to the administrators at the school division to assist in planning for the future needs of the students in this school division.

HOW TO HANDLE REFUSALS OR RELUCTANCY TO REPLY

1. "NO INFORMATION IS CONFIDENTIAL"

Answer: We are all concerned about invasion of privacy. All research at the University of Manitoba is supervised by an ethics committee. Once your information is entered into a computer, no one will be able to identify your answers.



2. "I'M TOO BUSY"

Answer: This survey takes about 15 minutes. Since this is a bad time for you, when can we arrange a convenient time for me to call back?

If after encouraging the respondent to participate and he/she becomes angry, say something to this effect: "I'm sorry you prefer not to complete the interview, but thank you anyway. Good-bye."

## INTRODUCTION TO SURVEY

Hello. This is \_\_\_\_\_ calling may I speak to \_\_\_\_\_  
\_\_\_\_\_.

(If the individual does not live at that location any longer, try to obtain a further contact phone number of where that person can be reached. If the individual does live at that location but is not in at the time of the call or is busy, ask what time it would be appropriate to call back).

I am calling on behalf of Mrs. Mavis D. Swedlo who sent you a letter approximately six weeks ago regarding a survey which is being conducted with the 1988 and 1990 graduates from the Lord Selkirk Regional Comprehensive Secondary School in Selkirk, Manitoba.

Did you receive this letter? Yes\_\_\_ No\_\_\_

If interviewee responds "yes": Your name was randomly drawn from the \_\_\_\_\_ class list. We would appreciate your assistance  
(year of grad)

in answering a few questions. These questions will take approximately 15 minutes. I want to assure that everything you say will be held in strict anonymity and that your name will not be used. You may withdraw your participation at any time during this interview. A written summary of these results will be available in September 1993 and can be obtained at The Lord Selkirk Regional Comprehensive School in Selkirk, Manitoba.

Are you willing to participate in this telephone interview.

Yes \_\_\_ No\_\_\_

If interviewee responds "yes", proceed to interview script.

If interviewee responds "no":

"I'm sorry you prefer not to complete the interview, but thank you anyway. Good-bye."

If the interviewee responds "no" to not having received the letter, state the following:

Mrs. M. Swedlo is presently completing a Masters degree in Education at the University of Manitoba. In partial fulfillment of this requirement she is doing research in the area of transition from school to work. Your name was obtained from the 1988 / 90 graduating class list from The Lord Selkirk Regional Comprehensive Secondary School. The Lord Selkirk School Division #11 has approved this study and is underwriting the expenses of this study. The propose of this study is to access the graduates' perceptions of how they feel high school has prepared them for employment. This study involves a telephone interview and will take approximately 15 minutes.

I wish to assure you that all information received during this interview will be held in strict anonymity and that your name will not appear on any information regarding this study.

**COVERING LETTER**

Date: \_\_\_\_\_

Dear \_\_\_\_\_

I am presently completing a Masters degree in Education at the University of Manitoba. In partial fulfillment of this requirement I am doing research in the in the area of transition from school to work.

Your name was obtained from the 1988/1990 graduating class list from the Lord Selkirk Regional Comprehensive Secondary School. The Lord Selkirk School Division #11 has approved this study and is underwriting the expenses of this study.

The purpose of this study is to access the graduates' perceptions of how they feel high school has prepared them for employment.

This study will involve contacting you by telephone during the period of February 1, 1992 and February 25, 1992 in the evening between 6 p.m. and 8 p.m. and would involve approximately 15 minutes of your time.

I wish to assure you that all information received during this interview will be held in strict anonymity and that your name will not appear on any information regarding this study.

Your participation is entirely voluntary and you may withdraw at any point during the interview.

A written summary of the survey will be available in September 1993 at The Lord Selkirk Regional Comprehensive Secondary school in Selkirk, Manitoba, Monday thru Friday 9 a.m. - 4 p.m.

If you have questions regarding this survey please call me (Mavis D. Swedlo) at The Lord Selkirk Regional Comprehensive Secondary School (482-6926) between the hours of 9 a.m. and 4 p.m.

I look forward to contacting you in the new year to further discuss this study.

Sincerely,

(Mrs.) Mavis D. Swedlo

**INTERVIEWING SCRIPT**



## INTERVIEW SCRIPT

### Section 1

#1 - 4 (Check the appropriate box)

1. Which best describes what you completed in high school?
  1. 3 or more courses at the 300 level
  2. one or two courses at the 300 level
  3. Industrial/Vocational
  4. Business Education (Accounting/Secretarial, Marketing)

(If answer is #1, 2, or 4 alone, proceed to question #3. If answer includes #3, proceed to question #2).

#5 - 15 (Check the appropriate box)

2. I will list the Industrial - Vocational programs. which one did you take in high school?
  5. Auto Body Repair
  6. Cosmetology
  7. Electrical
  8. Food Services
  9. Machine Shop
  - 10 Power Mechanics
  - 11 Welding
  - 12 Commercial Art
  - 13 Graphic arts
  - 14 Drafting
  - 15 Health Care

(Proceed to question #3)

#16 - 17 (Check the appropriate box)

3. Were you employed either part/full time during your final year of high school? If answer is "yes" proceed to question #4. If answer is "no", proceed to question #8.

#18 - 19 (Fill in the Blank)

4. 18 # of hours per week worked.  
19 Describe your job.

(Proceed to question #5)

#20 (Check the appropriate box)

5. Of the following responses, which best describes how your part/full time job during your final year of high school prepared you for what you are doing now?

- 1 = Did not prepare me at all  
2 = Provided me with some preparation  
3 = Provided me with a great deal of preparation  
4 = Have not thought about it

Proceed to question #6

#21

6. If answer to question #5 was either "provided me with a great deal of preparation" or "provided me with some preparation", how did your part/full time job during your final year of high school prepare you for what you are doing now? (Proceed to question #7)

#22 - 23 (Check the appropriate box)

7. Six months after graduation, did you still work at the same job you had during your final year of high school?

22. yes    23. no

Proceed to question #8

#34 - 32 (Check the appropriate box)

8. In the first 6 months after graduation, what was your main activity?

24. University

25. Community College

26. Private business college

27. Returned to high school

28. Employed (fulltime, part-time, casual, seasonal

(Circle the appropriate answer)

29. Homemaker

30. Unemployed, looking for work

31. Unemployed, not looking for work

32. Is there anything else you did in the first 6 months after graduation which I have not mentioned?

What is it that you did?

(Proceed to question #9)

#33 - 41 (Check the appropriate box)

9. What are you doing presently? (More than 1 answer is acceptable)

33. University

34. Community College

35. Private business college

36. Returned to high school

37. Employed (fulltime, part-time, casual, seasonal

(Circle the appropriate answer)

38. Homemaker

39. Unemployed, looking for work

40. Unemployed, not looking for work

41. Is there anything else you are presently doing which I have not mentioned? What is it that you are doing?

(If answer includes #37, proceed to question #10. If answer does not include #37, proceed to question #12).

**#42 (Fill in the Blank)**

10 Describe your full/part time, casual, or seasonal job.

(Proceed to question #11)

**#43 - 51 (Check the appropriate box and fill in the blank)**

11 What is your present salary, either in terms of dollars per hour, per month or per year?

**Hourly Salary**

- 43. \$5 - 8.00 / hr
- 44. \$8 - 12.00 / hr
- 45. over \$12.00 / hr

**Yearly Salary**

- 49. 0 - \$15,000 / yr.
- 50. \$15,000 - \$23,000 / yr.
- 51. over \$23,000 / yr.

**Monthly Salary**

- 46. 0 - \$1250.00
- 47. \$1250.00 - \$1916.00
- 48. over \$1916.00

If salary is based on a monthly or yearly rate, how many hours a week do you usually work?

(Proceed to question #12)

**#52 - 61 (Check the appropriate box)**

12 What are your career expectations for the next 5 years?

- 52. University
- 53. Community College
- 54. Private business college
- 55. Return to high school
- 56. Stay with present job

57. Advancement with present employer
58. Unemployment Insurance benefits
59. Welfare
60. Have no real expectations
61. Do you have any other career expectations for next 5 years  
which I have not already mentioned?  
What are they?

PROCEED TO SECTION 2

Section 2

#1 - 8 (Check the appropriate box)

- 13 In order of importance, what were the four most important people and/or factors which influenced what you did after graduation?
1. Father      2. Mother
  3. Friends     4. Part-time employment during high school
  5. Teachers and Counsellors
  6. School courses
  7. Co-operative work experience
  8. Other (Please specify)

Proceed to question #14

#9 (Check the appropriate box)

- 14 Of the following responses, which best describes how your high school program of studies prepared you for a job?
- 1 = Did not prepare me at all
  - 2 = Provided me with some preparation
  - 3 = Provided me with a great deal of preparation
  - 4 = Have not thought about it

(If answer to question #14 was "a great deal of preparation" proceed to question #15. Then proceed to question #17. If answer was "did

not prepare me at all" proceed to question #16. If answer was "some preparation" proceed to question #15 and to question #16).

#10 (Fill in the Blank)

15 How did your high school program of studies prepare you for a job?

(Proceed to question #17)

#11 (Fill in the Blank)

16 How did your high school program of studies not prepare you for a job?

(Proceed to question #17)

#12 (Check the appropriate box)

17 Of the following responses, which best describes how your high school program of studies prepared you to take further education?

1 = Did not prepare me at all

2 = Provided me with some preparation

3 = Provided me with a great deal of preparation

4 = Have not thought about it

(if answer is "provided me with a great deal of preparation," proceed to question #18. Then proceed to question #20. If answer includes "did not prepare me at all", go to question #19. If answer includes "provided me with some preparation", go to question #18, then proceed to question #19.

#13 (Fill in the Blank)

18 In what ways did your high school program of studies prepare you to take further education?

#14 (Fill in the Blank)

19 How did your high school program of studies not prepare you to take further education?

(Proceed to question #20)

#15 - 16 (Check the appropriate box)

20 Did you take a co-operative (work experience) component in your course of studies at high school?

15. Yes    16. No

If answer is "yes" proceed to question #21. If answer is "no", proceed to question #25.

#17 - 19 (Check the appropriate box)

21 How many hours were you involved in work experience?  
(1 credit = 150 hours).

17 Less than 1 credit

18 1 credit

19 More than 1 credit

#20 (Check the appropriate box)

22 Of the following responses, which best describes how useful your co-operative (work experience program) was for what you are doing now?

1 = not useful

2 = moderately useful

3 = very useful

4 = have never thought about it

(if answer was "very useful" proceed to question #23. Then proceed to question #25. If answer was "not useful" proceed to question #24). (if answer was "moderately useful" proceed to question #23, then proceed to question #24.)

#21 (Fill in the Blank)

23 How was your co-operative (work experience) program useful for what your are doing now?

(Proceed to question #25)

#22 (Fill in the Blank)

- 24 How was your co-operative (work experience) program not useful for what you are doing now?

(Proceed to question #25)

#23 - 37 (Check the appropriate box)

- 25 To what extent do you feel your school prepared you for your present employment?

- 23. Willingness to accept responsibility
- 24. Ability to work with minimum supervision
- 25. Willingness to learn
- 26. Attendance/Punctuality
- 27. Initiative
- 28. Co-operation with co-workers
- 29. Co-operation with management
- 30. Ability to organize
- 31. Compliance with rules and policies
- 32. Clean and tidy appearance
- 33. Ability to find a job
- 34. Communication skills to greet the public
- 35. Reading
- 36. Writing
- 37. Arithmetic

(Proceed to question #26)

#38 (Fill in the Blank)

- 26 Is there anything that you could recommend that schools should do to prepare you for work?



(Proceed to question #27)

#39 - 40 (Check the appropriate box)

27 Would you be prepared to be interviewed in person regarding your high school program of studies?

39. Yes    40. No

If interviewee responds "yes", then make the following statement:  
"You may be contacted at a later date for an in person conference regarding further information in this area."

THANK YOU FOR YOUR PARTICIPATION

**Appendix A**  
**DATA INFORMATION SHEET**

**DATA**  
**INFORMATION**  
**FORM**

Graduate's Name _____
Graduating year _____
Sex _____ F _____ M
Phone #1 _____
Phone #2 _____
Phone #3 _____
Contact Date
1. _____
2. _____
3. _____

**Section 1**

1. What best describes what you completed in high school?
- 1. 3 or more courses at the 300 level
  - 2. 1 or 2 courses at the 300 level
  - 3. Industrial/Vocational
  - 4. Business Education (Accounting/Secretarial, Marketing)

2. If your course of studies was Industrial/Vocational, check the appropriate box.

- 5. Auto Body Repair
- 6. Cosmetology
- 7. Electrical
- 8. Food Services
- 9. Machine Shop
- 10. Power Mechanics
- 11. Welding
- 12. Commercial Art
- 13. Graphic Arts
- 14. Drafting
- 15. Health Care

3. Were you employed either part/full time during your final year or school?

- 16. Yes
- 17. No

4. If you answer to question #3 was yes, approximately how many hours a week did you work?

- 18. # of hours \_\_\_\_\_
- 19. Describe your job

5. Of the following responses, which best describes how your part/full time job during your final year of high school prepared you for what you are doing now?

	1	2	3	4
	Did not prepare me at all	Provided me with some preparation	Provided me with a great deal of preparation	Have not thought about it
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. If your answer to question #5 was either "provided me with some preparation" or "provided me with a great deal of preparation", how did your part/full time job during your final year of high school prepare you for what you are doing now?

21. \_\_\_\_\_

7. Six months after graduation, did you still work at the same job during your final year of high school?

22. Yes

23. No

8. In the first 6 months after graduation, what was your main activity?

24. Unemployed, not looking for work

25. Unemployed, looking for work

26. Homemaker

27. Employed (full time/part time/casual)

28. Returned to high school

29. Private Business College

Question 8, continued

- 30. Community College
- 31. University
- Other (Specify \_\_\_\_\_)

9. What are you doing presently?

- 33. Unemployed, not looking for work. For how long? \_\_\_\_\_
- 34. Unemployed, looking for work. For how long? \_\_\_\_\_
- 35. Homemaker. For how long? \_\_\_\_\_
- 36. Employed (full time/part time/casual). For how long? \_\_\_\_\_
- 37. Returned to high school. For how long? \_\_\_\_\_
- 38. Private Business College. For how long? \_\_\_\_\_
- 39. Community College. For how long? \_\_\_\_\_
- 40. University. For how long? \_\_\_\_\_
- 41. Other (Specify \_\_\_\_\_). For how long? \_\_\_\_\_

10. Describe your full/part time, casual, or seasonal job.

42. \_\_\_\_\_

11. Present Salary:

- | <u>Hour</u>                                   | <u>OR</u>                                      | <u>Monthly</u>                                   | <u>OR</u> | <u>Yearly</u> |
|---|--|--|-----------|---------------|
| <input type="checkbox"/> 43. \$5.00 - \$8.00  | <input type="checkbox"/> 46. \$0 - \$1,250     | <input type="checkbox"/> 49. \$0 - \$1,250       |           |               |
| <input type="checkbox"/> 44. \$8.00 - \$12.00 | <input type="checkbox"/> 47. \$1,250 - \$1,916 | <input type="checkbox"/> 50. \$15,000 - \$23,000 |           |               |
| <input type="checkbox"/> 45. Over \$12.00     | <input type="checkbox"/> 48. Over \$1,916      | <input type="checkbox"/> 51. Over \$23,000       |           |               |

If on a monthly or yearly rate, how many hours a week do you usually work? \_\_\_\_\_ hours.

12. What are your career expectations for the next five years?

- 52. I have no real expectations.
- 53. Welfare.
- 54. Unemployment Insurance Benefits.
- 55. Advancement with present employer.
- 56. Stay with present job.
- 57. Return to high school.
- 58. Private business college.
- 59. Community college.
- 60. University.
- 61. Other (Specify \_\_\_\_\_)

## Section 2

- On a scale of 1 to 5, with 1 = not influential, 2 = slightly influential, 3 = moderately influential, 4 = greatly influential, 5 = extremely influential, how influential were each of the following people and/or factors in influencing what you did after graduation?

- |                                   |   |
|-----------------------------------|---|
| 1. Father__                       | 2. Mother __  |
| 2. Friends__                      | 4. Part-time employment during high school years __ |
| 5. Teachers and Counsellors__     | 6. School courses                                   |
| 7. Co-operative work experience__ |   |

14. Of the following responses, which best describes how your high school program of studies prepared you for a job?

- |                                 |   |  |                                 |
|---------------------------------|---|--|---------------------------------|
| 1                               | 2                                       | 3  | 4                               |
| Did not<br>prepare me<br>at all | Provided me<br>with some<br>preparation | Provided me<br>with a great deal<br>of preparation | Have not<br>thought<br>about it |
| <input type="checkbox"/>        | <input type="checkbox"/>                | <input type="checkbox"/>                           | <input type="checkbox"/>        |

15. If the answer to question #14 was either "some preparation" or "a great deal of preparation" how did you high school program of studies prepare you for a job?

10. \_\_\_\_\_  
\_\_\_\_\_

16. If the answer to question #14 was either "some preparation" or "did not prepare me at all", how did your high school program of studies not prepare you for a job? (What was missing?)

11. \_\_\_\_\_  
\_\_\_\_\_

17. Of the following responses, which best describes how your high school program of studies prepared you to take further education?

- |                                 |   |  |                                 |
|---------------------------------|---|--|---------------------------------|
| 1                               | 2                                       | 3  | 4                               |
| Did not<br>prepare me<br>at all | Provided me<br>with some<br>preparation | Provided me<br>with a great deal<br>of preparation | Have not<br>thought<br>about it |
| <input type="checkbox"/>        | <input type="checkbox"/>                | <input type="checkbox"/>                           | <input type="checkbox"/>        |



18. If your answer to question #17 was either "provided me with some preparation" or "provided me with a great deal of preparation", in what ways did your high school program of studies prepare you to take further education?

13. \_\_\_\_\_  
\_\_\_\_\_

19. If your answer to question #17 was either "did not prepare me at all" or "provided me some preparation", how did your high school program of studies not prepare you to take further education?

14. \_\_\_\_\_  
\_\_\_\_\_

20. Did you take co-operative (work experience) component in your course of studies at high school?

15. Yes

16. No

21. How many hours were you involved in work experience? (1 credit = 150 hours)

17. Less than 1 credit

18. 1 credit

19. more than 1 credit

22. Of the following responses, which best describes how useful your co-operative (work experience) program was for what you are doing now?

	1	2	3	4
	Not useful	Moderately	Very Useful	Have never thought about it.
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. If your answer to question #22 was either "moderately useful" or "very useful", how was your co-operative (work experience) program useful for what you are doing now?

21. \_\_\_\_\_  
\_\_\_\_\_

24. If your answer to question #22 was either "not useful" or "moderately useful", how was your co-operative (work experience) program not useful for what you are doing now?

22. \_\_\_\_\_  
\_\_\_\_\_

25. To what extent do you feel your school prepared you for your present employer?

(1 = not prepared, 2 = moderately prepared, 3 = strongly prepared, 4 = undecided)

	1	2	3	4
23. Willingness to accept responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Ability to work with minimum supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Willingness to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Attendance/Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 25, continued

- |  | 1                        | 2                        | 3                        | 4                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 26(a) Willingness to follow orders without question                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Initiative   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Co-operation with co-workers   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Co-operation with management   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Ability to organize  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30(a) While working with co-workers, willingness to take on the major load of the work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Compliance with rules and policies   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Clean and tidy appearance  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Ability to find a job  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Communication skills to greet public   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34(a) Being able to work with a difficult co-worker(s)                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Reading  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Writing  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Arithmetic   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

26. Is there anything that you could recommend that schools should do to prepare you for work?

38. \_\_\_\_\_  
\_\_\_\_\_

27. Are you willing to be interviewed in person regarding your high school program of studies?

39. Yes

40. No