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INVESTIGATION OF THE CAREER CHOICES OF ICELANDIC ADOLESCENTS

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INVESTIGATION OF THE CAREER CHOICES OF ICELANDIC ADOLESCENTS

BY

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A.M., University of Illinois, 1977

THESIS

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CHAPTER I

INTRODUCTION

A considerable amount of research has been done on adolescents' career choices in the last three decades. With the ever increasing complexity of modern society it becomes more and more important for the adolescent to give serious thought to what he wants to become (partly through work) in his adult years.

According to Duner (1978) educational and vocational choice must be regarded as a process over a long period of time, very often the whole active life. The process can be looked at in several ways. In research the individual himself can be the focus of interest but social, economic and educational factors can also be studied.

This process may be different in different societies, ranging from decisions of the individual to decisions of the family or even other groups or institutions. The role of the state through the school system may be an important factor and where manpower shortages exist in certain occupations authorities may try to encourage students to go into these fields.

The developmental stage of a society influences how adolescents are viewed and what is expected of them. A society which is putting all its efforts into rapid economical expansion because of scarcity of material goods, may tend to let adolescents or even children enter the labor force at a rather early age. On the other hand a society that is technologically advanced and in a stable condition and has managed to utilize knowledge and resources to gain high productivity per capita may look at its youth as an economic property investment for the future and try to postpone the youngsters entry into the world of work.

In the first years of life the individual learns many things which benefit him later. Formal training of his abilities begins in the first grades of

school and the aim is to make him able, at the end of compulsory schooling, to function in such a way that he can reasonably choose an occupation to enter or an education which prepares him for an occupation. However, the opportunities are not equal for all, when it comes to choosing an occupation, since many have not been able to develop their abilities fully because of physical and/or mental deficiencies. The possibilities of these individuals are therefore limited.

The present researcher's work with high school students in Iceland led to an interest in what happened to them after graduation from the Basic School (1st to 9th grade in elementary school). Limited access to information about further education of these particular students, as well as Icelandic students in general, made it interesting, and even urgent to study career choices of Icelandic adolescents from all parts of the country.

Only one study on Icelandic adolescents' career choices has been carried out (Geirdal, 1981). This research, however, was limited in scope since it only studied youth in coastal towns in the southwest part of the country.

The purpose of the present research, which is descriptive in nature, is to study career choices of 15-16 years old Icelandic students in the 9th grade of the Basic School and to explore variables associated with these career choices. The 9th grade is the last grade in the Basic School and is optional, but necessary for students to complete if they want to be eligible for further studies in any of the secondary schools.

Iceland is a small country, about the size of the State of Virginia in USA. The population of the country is characterized by a rather unusual anthropological and cultural homogeneity. The Icelandic language is spoken by everybody and local dialects are practically nonexistent.

In Iceland, as in most other western countries, this century has been characterized by a fast growing urbanization. In 1901 the urban population (defined as towns and villages with 300 inhabitants or more) amounted only to 19.8% of the total population, whereas in 1983 the urban percentage had risen to 88%.

The growth of Reykjavik has been a great factor in this development. In 1901 only 7.2% of the total population lived in Reykjavik but in 1983 the corresponding figure was 37%. The total population of the country in 1983 was 238 thousand inhabitants, 87 thousand of whom lived in Reykjavik. Approximately half (or 54%) of the nation did, indeed, live in the capital area, that is, in Reykjavik and surrounding towns in 1983.

The occupational structure in Iceland is in many ways different from the other Nordic countries and from the United States, as well. The Icelanders rely heavily on fishery and fish processing, and approximately 70% of the value of export commodities in 1983 came from these industries (Tryggvason,1984).

However, in the last 15 years services, commerce and manufacturing have become more important as a source of employment and income for the nation, and many job opportunities have opened up in these fields. As can be seen from Table 1 the highest number of individuals are employed (1983) in: 1) services (25.7%), 2) commerce (19.6%), and 3) manufacturing (14%) (other than fish processing industries). The most important manufacturing industries are located on the southwest coast and in one town (Akureyri) on the north coast, but in the coastal towns around the island fishery and fish processing are by far the most important industries.

Of special importance for this study is the fact that a great part of all advanced educational activity is concentrated in Reykjavik as also is the great

Table 1

Percentage distribution of the Icelandic population in 1969 and 1983 according to industries. Computations based on insured work weeks

	1969	1983
	%	%
Agriculture	13.3	7.8
Fisheries	6.0	5.1
Fish processing	8.1	10.0
Manufacturing	16.3	14.0
Construction	11.4	9.6
Electricity, water supply, etc.	0.7	0.9
Commerce	13.3	19.6
Transport and communications	8.7	6.4
Services	21.3	25.7
In service of the Defense Force	0.9	0.9

Note: From Statistical Abstract of Iceland, p. 33, by Klemens Tryggvason (Ed), 1984, Reykjavik: Statistical Bureau of Iceland.

majority of individuals holding academic degrees. In consequence the population in Reykjavik has a higher educational level than has the nation as a whole.

Overall, it can be stated that "occupational life" on the southwest coast is comparable to the "occupational life" which American and European researchers have studied. There all kinds of occupations can be found while in other parts of the country fewer types of occupations exist, especially in the villages, rural areas and some of the towns.

CHAPTER II

ICELANDIC EDUCATION

In Iceland urban, and hence bourgeois, culture did not develop until the nineteenth century and up to that time "households commonly included one or more members unrelated to the family nucleus" (Guttormsson, 1983, p. 221).

In Modern times, in Iceland, "youth" as a group included individuals from ages 8 to 35 as can be seen for example, from church examination registers. In this age category were both children and older individuals who were home servants. In this youth category no important rites of passage existed although possibly the Christian confirmation has symbolized a potential entry into the adult world. However, the confirmation did not occur at a particular age, although the majority went through it between the age of 14 to 20, and it did not mark any real change in status for those who went through it.

Icelandic society was stationary until the eighteenth century and in many respects well into the twentieth century. Kinship relations determined peoples social and economical position to a much greater extent than later came to be, when performance in the educational system became a more decisive factor.

Education Before 1907

The history of the Icelandic school system can be traced back to the year 1056. Then a cathedral school was established in Skalholt, in the southern part of Iceland.

Public education from then on was closely related to the church for many centuries because priests were "teachers" of Icelandic children.

Before the middle of the seventeenth century the Danish king, Christian the 4th, commanded all bishops, pastors and other people of the church to force instruction and examination in the teaching of Martin Luther. Clergymen were instructed to enforce these directives by visiting homes and insuring the implementation of this order.

In 1736, one century after the king sent his directives to Iceland, confirmation and training in religion were made mandatory throughout the Danish kingdom, but without any requirements to be able to read. The Danish bishop, Ludwig Harboe, was sent to Iceland and during the years 1741–1745 he traveled around the country and tested 12-17 year old youngsters in their knowledge of Christian teachings and their ability to read (Tomasson, 1980). His inspections

> revealed widespread deficiencies in ordinary people's ability to read and in their knowledge of the Christian religion. In the orders that followed their report the persons in charge of children's upbringing were made responsible for teaching them to read from the age of five, and the country clergymen were to supervise the fulfillment of this task by the children's families. (Nordal and Kristinsson, 1975, p. 463).

Illiterate parents were required to get some literate person to take their place in teaching the children to read. The directives from 1634 had not been seriously carried out. However, in 1925 the Icelandic librarian Hallgrimur Hallgrimsson, by studying registers in parishes in the northern and southern dioceses, could verify almost universal literacy at the end of the 18th century.

It was not until the year 1745 that the first Icelandic primary school was founded. It was located in the Vestmanna Islands, south of Iceland, and it only lasted a few years because of lack of funds. For the next century there were similar attempts made to establish schools throughout the country. This was usually done by people who were educated themselves and believed that it was everyone's right to get some formal education. These people financed the schools with their own money, but these attempts almost always failed because of a shortage of funds.

In Eyrarbakki, a village on the south coast of Iceland, the oldest of the still operating primary schools in the country was established in 1852. Twelve years later the first primary school was founded in Reykjavik, the capital.

In the second half of the 19th century the country's population increased at a somewhat faster pace than before and this, among other things, led to great changes in the social structure. The peasant society was not as dominating as before and there were more and more people moving from the countryside into villages and towns, and the demands the society set forth changed as well. These changes influenced life in the homes. The need for education became self-evident for all. This was more a consequence of need than of nobleness, because minimum knowledge was demanded of the people during the rise of industrialization.

The situation was, however, somewhat different in the rural areas. There were long distances between farms, and the people remained isolated. This made establishment of schools in these areas difficult, and education in the homes, with supervision from the clergy, continued into this century, (Tomasson, 1980).

Education 1907-1950

In the old society schooling was not needed to train children for the homogeneous job market because their occupation was assigned or determined by the family. The household was both a home and a workplace, and the children got proper training and values there by working with the adults. All changes were slow and it was relatively easy to adapt to them.

The Law on Education in 1907 made education compulsory: every child aged 10-14 was to have some fundamental education. (In 1926 the schooling age was lowered to 8 years in towns and in 1936 to 7 years). The school year was six months in the towns but at least two months in rural areas. These laws can be considered a declaration of the Icelandic parliament (Althing), that because of changed social structure an official organization of education was necessary.

In the emerging urban society, with a more complex division of labor, the production had moved to special worksites, each a larger production unit than

the farm. To be qualified in this new job market a different upbringing of children was necessary. Occupations became more complicated and at the same time they were segregated from other occupations. Special training became necessary for many jobs which meant that adolescents were older when they joined the labor force than they were before. One has to be cautious here, however, because the majority of the work force was still engaged in jobs that needed no special training. Specialization was though on the rise, especially in the towns (Johannesson, 1983).

Table 2 shows the proportional division of labor in Iceland in 1703, 1860 and 1901. As can be seen from it, most of the labor force, at the turn of this century, was still in jobs that did not require any special kind of education. However, the first steps toward industrialization had been taken and the year 1907 is by many considered to mark the beginning of an industrialization in Iceland. Interestingly, it was the same year the Althing passed the first Law on Education in Iceland (Grimsson and Broddason, 1982).

As jobs were created outside the households they became insufficient as training places. The industrialization called for new sites to prepare people for tasks not known before. This need for training of a new kind made it urgent to establish schools for this purpose. Although many were still trained on the job, including the home, the main characteristics of this "new society" was an emergence of a job market which was not as directly geared to the existence of the households as the old one.

Resistance to education of youngsters was considerable, especially in the rural areas. Many thought that the organized instruction in the home was sufficient and schools would accelerate the flight of people from the rural areas to the towns. The main emphasis had been on making people literate and anything beyond that was considered unnecessary.

Table 2

Division of labor

	1703		1860	1901
Farming only	69		79.9	68.1
Farming and fishing in spring	15	100.0		
Farming and fishing all year	16			
Fishing and fish processing			9.4	11.7
Manufacturing and construction			1.5	6.5
Commerce and transport			1.6	5.4
Services			4.1	3.1
Other			3.5	5.2

Note: From Islenska thjodfelagid, fyrni hluti (p. 31 and 36) by 'Olafur Ragnar Grimsson and Thorbjorn Broddason, 1982. Reykjavik: "Orn and "Orlygur.

The social changes in Iceland, that is, from a farming to an industrial society occurred over the lifetime of two generations, while it took two centuries in the neighboring countries. This rapid development made it difficult to establish a new educational situation where the aim was to prepare individuals for new occupations not existing in the farming society. In 1905 only one half of the young generation was in schools or taught by specially trained teachers. The other half was taught at home by members of their household.

In the first two decades of the twentieth century the educational scene looked like this: agricultural schools, schools of navigation, lower secondary schools, and a gymnasium. These schools were mainly past or present oriented that is, besides the governmental sector, they were for the already existing main industries: farming and fishery. Vocational and commercial schools were among the schools which had to be founded for the new emerging industries.

In the 1920's and 30's it was a common view that establishment of new specialized schools in the towns was necessary and this was acknowledged by politicians and new schools were founded. Thus, the educational debate from 1908-1945 centered about schooling in rural areas, where considerable resistance could still be found. However, the educational tide could not be stopped there either and boarding schools were set up. They were similar to the lower secondary schools, which were established in the towns.

From 1930 to 1946 youngsters were educated in four main types of schools: 1) gymnasiums, which prepared students for the university, 2) boarding schools and lower secondary schools, 3) specialized schools (e.g. teacher training school, school of commerce, school of navigation, school of agriculture) and 4) vocational schools (Johannesson, 1983).

This was not a highly coordinated system and opportunities for youngsters (other than those who went to the gymnasiums and the specialized schools) were

not always obvious. It was not until 1946, with the Education Act, that the boarding schools and the lower secondary schools were integrated into a more comprehensive school system. The 1946 Education Act was a confirmation of the social development in the preceding decades, especially the "new situation" which was partly a consequence of acquired wealth during World War II. The government then decided upon a massive build-up of new industries, and to achieve that goal it was decided to establish new schools, particularly of a vocational and technical nature.

Until the late forties young people had a limited choice in education. Economic and residential factors had great influence on adolescents' career choices. Certified access to certain occupations was mostly in the academic field, and that only appealed to a minority of youngsters and their families, mainly in the largest towns. Most youngsters in the villages and the rural areas went to work after they had finished their compulsory education.

During, and after World War II people began to realize that education could make life better for them. With the 1946 Education Act the state took a greater share in the cost of schooling, and people were also better off financially to send their children to school than before. Table 3 shows the number of students in secondary schools from 1930 to 1972.

The Law on Education from 1946 divided the school system into: 1) a six year primary school, usually entered at age seven, 2) lower and higher secondary schools, and 3) higher education. Figure 1 shows the Icelandic school system in 1946.

The lower secondary school covered the age range 13-17. Students entering the lower secondary school either chose the general lower secondary division or the vocational lower secondary division. After two years students completed the lower-secondary-leaving examination and that signified the end of compulsory

education. After three years of study in the general lower division, students completed the national-leaving examination, which, in most cases led to gymnasium. After four years students took the lower-secondary-school-completion examination which led to vocational schools or other special schools. This examination intended to prepare students for life in general, and did not provide any particular priveleges for those who passed it. This was considered to be a good education for those who entered the civil servant work force, for example, as policemen or office workers. The establishment of the vocational division reflected the opinion that academic education did not appeal to everyone. It also was an answer to increasing school attendance of youngsters from all social classes. The vocational division should become one of the most important requirements for attendance at many of the special schools. However, in the coming years this division gave no special rights other than shortening study time in the vocational schools. Its status also became lower than the general division's, both in the eyes of the public and the teachers. It also was more expensive to run the vocational divisions than the general ones, and that contributed to the fact that it did not function as intended by the founders.

Education in the Fifties and Sixties

The 1946 Education Act laid the foundation of the educational system for the next two and a half decades. Minor revisions of the law were made and several schools were established. General academic and vocational education became the two main streams, with the academic more prestigious and getting more support from the state. This streaming can be traced back to 1925, when an Icelandic scholar proposed a division between a "learned" academic education and public education. He "established a basic policy which has been followed to a great extent with regard to secondary education in the country" (Johannesson, 1983, p. 44).

Table 3

Number of students in lower secondary schools 1930-1972

Year	No. of 13-16 yrs. old	No. of students in sec. sch.	Percentage of 13-16 yrs adolescents
1930	8370	2700	32.3
1940	9532	4096	43.0
1950	9404	5509	58.6
1960	13139	9019	68.6
1965	15450	11849	76.8
1967	16150	12782	79.1
1969	17047	14380	84.4
1972	18000	15589	86.6

Note: From Islenska thjodfelagid, fyrri hluti, (p. 91) by 'Olafur Ragnar Grimsson and Thorbjorn Broddason, 1982. Reykjavik: "Orn and "Orlygur.

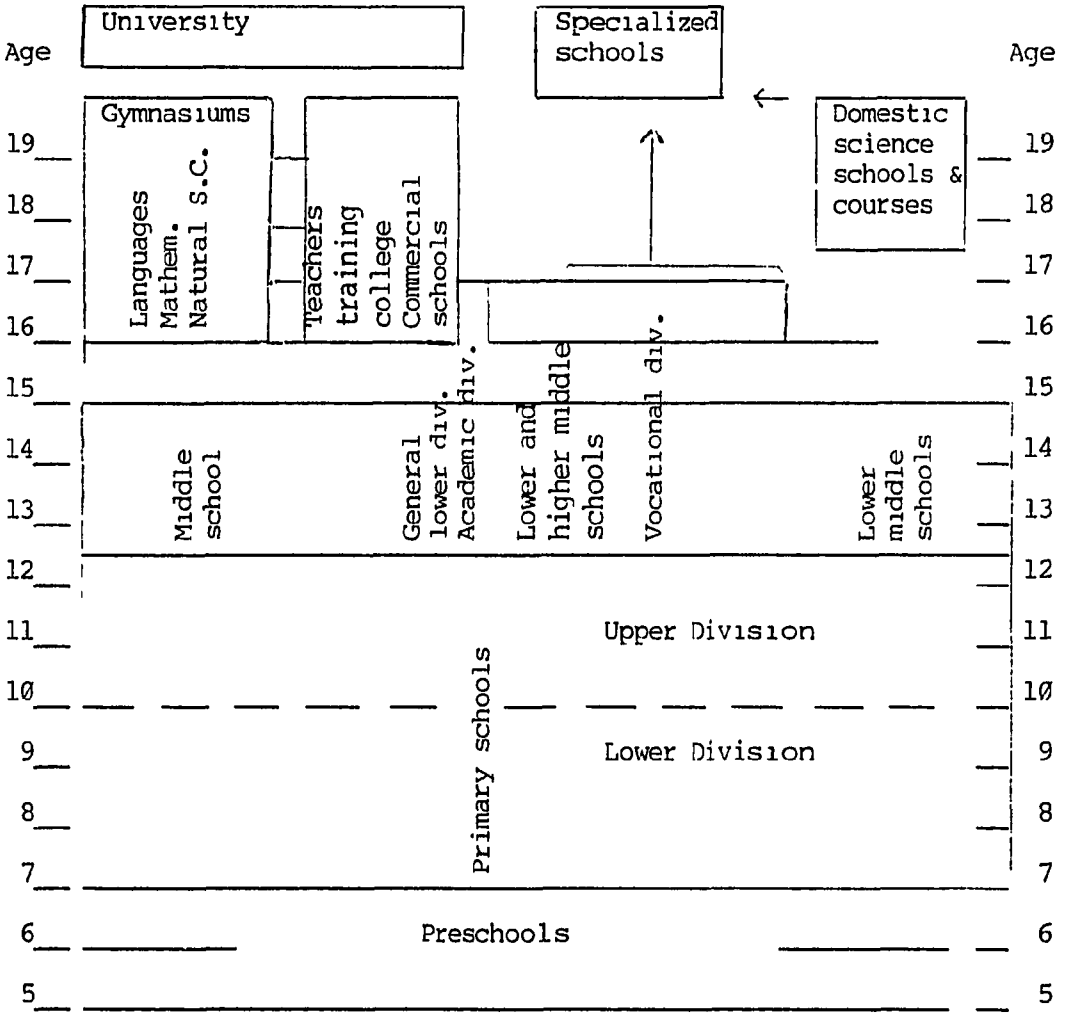

Figure 1. The Icelandic School System in 1946.

The aim of the 1946 Education Act was obviously to make educational opportunities equal for all social groups. To reach this goal the state's expenditures to education increased gradually, from 2.4% of GNP in 1946 to 3.5% in 1966, (and 5.0% in 1971). The greatest increase occurred after 1966.

Most of the schools which were established in the fifties and sixties were located in Reykjavik and the largest towns. Educational opportunities for youngsters in the coastal towns and the rural areas around the country were thus much more limited than for those who lived in the Reykjavik area. The people in the coastal towns were probably more oriented toward "practical" than academic education. The schools, most easily accessible to them, were all located relatively far away from their homes and attendance was not a feasible choice, neither economically nor psychologically (i.e., separation from family).

Most of the vocational schools were small, part-time schools for training apprentices. They provided both practical teaching and supplementary schooling in theoretical subjects. The schools in the smaller towns only provided partial education for craftsmen, and the students had to leave for the larger towns, or Reykjavik, to finish their training.

In 1955 the vocational schools were organized into a system, and in 1966 reorganized through the issuance of new legislation. The number of vocational schools was reduced from 16 to 10. According to Josepsson (1970), the administration of this Act was ineffective and widely criticized in the following years.

The two main streams in Icelandic secondary education in the late sixties were grammar schools (e.g., gymnasiums) and vocational trade schools. Entrance to the gymnasiums was still controlled by the national-leaving examination taken at the end of the third year in the general lower secondary school. Those who passed this examination could go to any of the four gymnasiums, and also to special schools in related academic fields, such as commercial schools and the

teachers training college. The commercial schools held an entrance examination the results of which determined the students selected for admittance. The commercial schools had fees but were supported by the state in the form of teachers salaries. About 35% of fifteen-year old adolescents normally tried the national-leaving examination of whom approximately 70% passed, that is, about 25% of all students in the third grade of the general division of the lower secondary school.

According to Isaksson (1975) the special vocational schools included the following: 1) domestic science schools (one year school), 2) schools of farming and agronomy (two years) and agricultural college (three years), 3) marine engineering school (1-4 years), 4) school of catering, 5) navigational schools (1-4 years), and 5) schools for hospital staff (3 years). There were several other special vocational schools, most of them small. Some were private and others run by state agencies to train their staff.

Technical college was attended by those who had completed the vocational trade school and the matriculation exam, or others who had sufficient practical training. This college was founded in 1964 and provided advanced technological education.

In addition to the above listed schools, there were fine arts schools, music schools, adult education courses, evening courses, corresponding schools and folk high schools.

Education in the Seventies

The seventies, in many respects, marked a new era in Icelandic education. In 1973 legislation for a comprehensive secondary school was enacted. Its aim was to combine within the same school the two main lines, the university preparatory education, formerly solely in gymnasia, and occupational training, provided mainly in vocational schools. The role of the comprehensive school is:

> to supply their students with specified rights for further education in secondary schools or in universities, as well as education and training in various specialist subjects. (Report on the Icelandic School System, Ministry of Culture and Education, 1981, p. 2).

Each school is divided into several divisions, each of which includes several related lines already existing at the secondary school level. The courses of study take anywhere from one to four years, and are based on the unit-credit system. They were founded, among other reasons, to enhance the status of vocational education and to make secondary education more available to students in rural areas. They introduced the unit-credit system as a widespread practice. The unit-credit system probably fulfills better the wishes of students in selecting subjects to study and makes it easier for them to study at their own pace. However, there has been a tendency to refer to the comprehensive schools as inferior to both the gymnasia in the academic field, and the vocational schools in the "practical" field. Increasing attendance in the comprehensive schools in recent years shows, however, that people, both in towns and rural areas, are considering them as a viable choice in education. Many also see this school as an important social institution, that is, a sort of a melting pot where students, going in different directions after graduation, get to know each other regardless of whether their study is academic or vocational.

The unit-credit system makes it easier for students to move from one school to another since the new school can evaluate what the student has completed in the old school. Therefore, in most cases, a student doesn't need to repeat courses already finished and hence there is no delay in the overall time of study, a delay that often happens in the ordinary class system.

Adult education courses began at one of the gymnasia in Reykjavik in the early seventies. These courses led to a matriculation examination and became popular from their introduction (Asgeirsson, 1983).

Although fish processing had been one of the main industries in Iceland for decades no special school existed for training people working in this field until one was established in 1971, offering 1-4 year academic and practical courses in fish processing. "After three years of study the students should be qualified in general management, quality control and the operation of fish processing machinery, but at the end of the fourth year they should be ready to undertake certain research and organizational tasks" (Ministry of Culture and Education, 1981, p. 14).

Revision of the Icelandic school system began in the second half of the sixth decade. This resulted in a new legislation which was enacted in 1974. With the new law the school system was divided into three levels: 1) a compulsory education level, 2) secondary education level, and 3) higher education level. At the compulsory level (the Basic school) complete revision of curricula and reorganization of the school system was begun and is still in progress. A new department in the Ministry of Culture and Education became responsible for research and innovation at this level of education.

The secondary education level contains all secondary schools, including gymnasia, vocational trade schools, the comprehensive schools as well as specialized schools. These schools do not comprise a system, but a bill for comprehensive secondary education was introduced in 1976. The bill has not as yet been passed as a law by the parliament.

In 1972 teacher training was brought up to the higher education level which includes the University of Iceland, the principal courses of study at the Technical College, and the advanced division of the Agricultural School.

Education Today

The present school system is based on the law of 1974, with its three divisional characteristics mentioned above.

"A basic principle in Icelandic education is, that everyone should have equal opportunity to acquire the education best suited to the aptitude and ability of the individual. Schools are coeducational with no discrimination whatsoever" (Ministry of Culture and Education, 1981, p. 1).

Schooling is free for everyone in all schools financed from public funds, except the schools of commerce. Students at the compulsory level are provided with textbooks free of charge. The state and local authorities, or the state alone, run most of the schools. There are several private schools at the secondary level, of which many receive substantial aid from the state. They are open to inspection and must comply with ministry regulations.

As mentioned before, a new bill for a coordinated system of secondary education was introduced in 1976. Although it has not been passed as law it has acted as a guideline for the operation of the secondary schools since its introduction. "According to the bill, secondary schooling is to be coordinated within a unified system and organized into several divisions which in turn are divided into various lines. Each division aims at providing general education as well as preparation for further study or vocational training" (Ministry of Culture and Education, 1981, p. 3).

To be qualified to enter a secondary school, students must pass the National Comprehensive Primary School (NCPS) examination which is normreferenced and administered in the ninth grade of the Basic School. In recent years examinations in four subjects, most often Icelandic, mathematics, Danish and English have been administered for the NCPS examination. Besides passing the NCPS examination students must fulfill minimum requirements of grades and other prerequisites, for example, age limits, prior work experiences or other preparatory education.

The specific entry requirements to secondary schools are: grades A, B, or C in NCPS exam's subjects and the grade 4, (changed to 5 in 1985) on a scale of 0-10, or higher in the school examination subjects. The following deviations may be allowed:

1) The grade D in two NCPS subjects, but no school grade below 4.

2) D in one NCPS subject and one school grade below 4.

3) No NCPS grade below C and two school grades below 4. (Report on the Icelandic School System, Ministry of Culture and Education, 1981, p. 11).

Students who do not fufill these requirements may, however, enter a secondary school and undertake a preparatory course giving no credit. Students transfer to a higher class if they obtain a minimum grade in each subject as well as a minimum average grade. Figure 2 shows the Icelandic school system at the present time, with the exception that the education of nurses has been moved up to the university level.

The aim of the legislation on a comprehensive secondary education introduced as a bill in the Parliament in 1976, was to provide a "wider" choice of educational opportunities. The students will be able to "transfer more easily across curricula and between the most important lines of studies, and to increase the opportunities for continued studies or specialization at this level" (Ministry of Culture and Education, 1981, p. 21).

Although not yet passed in the parliament the bill's main ideas have been in practice for several years. In primary schools throughout the country continuation classes have been established for students eventually entering secondary schools. These classes (1 or 2 years) are parallel to the first two years of the secondary school. Continuation classes enable the students to continue secondary education in, or near, their hometowns before leaving for

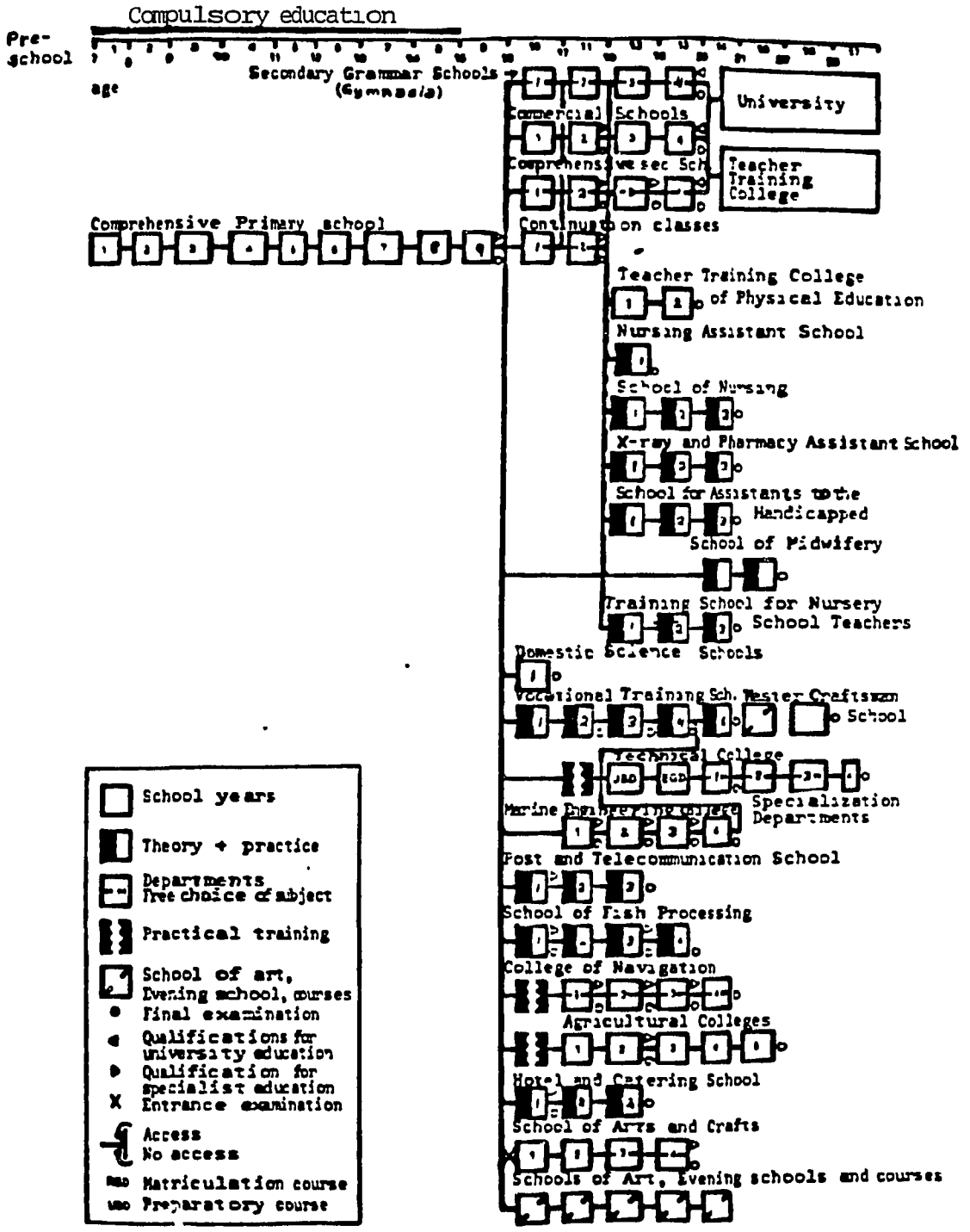

Figure 2. The Icelandic School System 1980.

another school farther away from home. There are, however, restrictions on establishment of continuation classes, such as a minimum number (15) of students, divisions of expenses between state and counties, and quality of staff which must be comparable to ordinary secondary schools.

The gymnasium is a four year school leading to the matriculation examination (studentsprof). The students follow the same curriculum during the first year, but in the second year they select one of the streams offered. Among them are modern and ancient languages, physics, natural science, economics and social studies. Students choose from among a wide range of elective subjects in the two final years in the gymnasium.

One of the gymnasiums in Iceland is based on the credit system. The system is similar to the credit hour plan practiced by most North American collegiate level institutions. The subjects are divided into units and the student collects unit credits toward a matriculation certificate, (Sjogren, 1972).

The comprehensive secondary school, which is organized as a single school for the whole secondary education level, is divided into several divisions. Several schools can, though, cooperate in such a way that each has one or more of the divisions. The main divisions are: 1) General education, comparable to the traditional gymnasia; 2) Agriculture; 3) Health and hygiene; 4) Domestic science; 5) Arts and crafts; 6) Technical and vocational studies; 7) Education and social sciences; 8) Commercial and secretarial studies. The courses take anywhere from one to four years and are based on the unit-credit system. A course completed in the general division carries full credit in a vocational line, if it constitutes part of the curriculum of that line. Students have to be enrolled in a certain division and carry a minimum load of courses in that field. Students can, however, change divisions and get credit for courses taken

in the former division. Students can determine their own rate or progress but must, though, complete their line within certain time limits (i.e., 11 semesters at most).

The secondary school leaving certificate (the matriculation examination) gives students the right to attend the colleges and the university. Admission may also be granted to those who have equivalent examination from abroad to the matriculation exam, and also to students, who are considered by the department in question as having sufficient preparation for further studies at the university level. The requirements for admission to technical engineering at the Technical College of Iceland is the completion of a preparatory course equivalent to the matriculation exam in certain subjects, or a matriculation examination in the science or physics line. In addition, a certain amount of vocational training is required.

The matriculation examination, or its equivalence, is required for entry into the Teacher Training College, which trains teachers for the Basic School. Teachers at the secondary school level must hold a university degree in their subject and complete a course of educational studies and training at the University of Iceland, or have equivalent qualifications.

Those who attend the B.S. course at the Agricultural College must have two years of agricultural training and a matriculation exam, or its equivalence.

In Figure 3 the eight main divisions of the University of Iceland are presented.

University of Iceland

Department of Social Sciences

Library Science, Education, Anthropology, Psychology, Sociology, Political Science, Social Work.

Department of Theology

Department of Philosophy

Icelandic and foreign languages, Philosophy, History.

Department of Law

Department of Medicine

Medicine, Pharmacy, Nursing Science, Physiotherpay.

Department of Dentistry

Department of Economics and Business Administration

Department of Engineering and Science

Civil Engineering, Electrical Engineering, Mechanical Engineering, Nautical Engineering, Physical Engineering, Chemical Engineering, Mathematics, Computer Science, Physics, Geophysics, Chemistry, Geology, Geography, Biology, Nutrition.

Figure 3. University of Iceland 1983.

CHAPTER III

ICELANDIC CAREER EDUCATION AND VOCATIONAL COUNSELING

The phrase "guidance for job selection" appeared for the first time in an Icelandic Education Act in 1949 and career education was introduced for the first time in schools in Reykjavik in 1950. The city council hired a psychologist to travel to primary and secondary schools in the city and give introductory lectures about the job market. He also wrote a book on various schools and occupations and organized meetings between student groups and people in manufacturing. This work, which was more a career education than vocational counseling, and mostly restricted to the Reykjavik area, was offered until 1965.

In 1960 the parliament passed a resolution concerning career education programs in schools, which should be combined with courses in geography and sociology and held for students in the second year of lower secondary school. The program was organized in cooperation with interested firms and associations in manufacturing.

Three years later the first course for teachers in career education was held and again later, in the years 1965, 1966, 1968 and 1980.

In 1964 the Reykjavik school district hired a teacher to prepare and organize career education programs in the schools. He was a co-author of a textbook on vocational choice for use in lower secondary schools. In 1965 he became a curriculum development supervisor in career education and until 1974 he was the main organizer on behalf of the Ministry of Culture and Education in this field. Among his duties were lecturing in the Teacher Training College and organizing courses for teachers.

From 1964 to 1974 career education was part of the curriculum in as many as 30 schools, which was at it's peak in 1970, but gradually diminished until 1974 when most of the schools had dropped these programs.

After changes in the school system in 1974 career education lost its status in the schools although some schools had one week, most often in February, when students visited work sites of various occupations.

In recent years the cooperation between business and schools has come into consideration. Several primary schools in the eastern part of the country and on the southwest coast have included career education in the curriculum in the 9th grade as well as providing vocational copunseling to students.

For several years (until spring 1984) the Reykjavik school district employed only one vocational counselor for all the students in the 9th grade. The school psychological services in the city also offered vocational counseling in several schools after 1980.

According to the Education Act of 1974 the school psychological services shall provide vocational counseling to students in the Basic school. They have never been able to fulfill this role, mainly because they never had staff to take care of these duties.

In 1980 the minister of education appointed a committee to make suggestions for career education in the coming years. A year later the committee recommended that: 1) a post of career education supervisor be established at the Ministry of Culture and Education, 2) curricula be developed and published for use in career education programs in schools, 3) courses be held for teachers in career education (one was held in 1984), 4) forty-five hours be spent on career education in 8th and 9th grades in the Basic School each school year, and 5) within the next five years school counselors be employed at all the primary schools in the country and requirements set for their education. The University of Iceland has already begun offering courses to reach this goal.

A curriculum development supervisor in career education working for the Ministry of Culture and Education in the school year 1983-1984 sent questionnaires to all primary schools in the fall of 1983. He revealed that schools offer various kinds of assistance to students searching for schools or work. However, only a few of the schools have what can be labeled as a career education program and vocational guidance.

CHAPTER IV

REVIEW OF LITERATURE

It is not surprising that in societies where some "free choice" of occupation exists there is an interest in studying which factors influence this choice. In this section some of these factors will be discussed.

Occupational Values of Adolescents

Almost all students accept certain occupational values as very important, others as moderately important and some are generally rejected.

A study of occupational values of high school students by Thompson (1971) revealed that the students valued as important such characteristics of a job as: "interesting job, the opportunity for self expression, a secure position and the opportunity to help others. Of moderate importance were such characteristics as: opportunity to gain self-esteem, to obtain prominence and recognition, to be relatively independent and to receive high pay. Judged important by less than one third of the students were such characteristics as: leadership in a job, and a job where one could be the boss" (Thompson, 1971, p. 373).

There was no difference found between freshmen and sophomores (the same groups tested again in their sophomore year) in occupational values. From these results Thompson challenged Super's (1960) belief that "ninth-graders are in the vocational exploration stage," that is, they are exploring themselves to determine what features of a vocation will help them gain personal satisfaction, and they are exploring the world of work to find how these features appear in reality. From his study Thompson concluded that "how ninth-and tenth graders view their vocational choice may be well established when they enter high school and may not change readily" (Thompson, 1971, p. 375).

Parental Encouragement

It has been revealed in a considerable number of studies that parental encouragement is an important factor in deciding whether or not adolescents continue their education after high school.

In his study of 24 working class boys in public high schools in eight towns of the Boston metropolitan area Kahl (1953) suggested the importance of parental encouragement. He also found that intelligence and social class were major influencing factors in college aspirations of boys of working class origin. Kahl, in this study of educational and occupational aspirations of working class boys also noted that the parent's attitude regarding occupational success for personal happiness was a very important factor.

Neal Gross (1953), inspired by Kahl's research, noted that parental pressure may be important to the child. However, in Gross' opinion "that to type children simply on the basis of the characteristics of their socioeconomic environment or 'social class' may provide an extremely inaccurate picture of the crucial influences affecting them." (Gross, 1953, p. 298)

In a study by Rehberg and Westby (1967) it was found that the education and the occupation of the father, influenced educational expectancy through parental encouragement.

Rehberg's and Westby's study also showed that there is less parental encouragement in larger families than smaller ones and the educational encouragement given in larger families is also less effective than in smaller families. This study was carried out on high school students in six middle-size Pennsylvania cities.

Bordua (1960) carried out a study of 1,529 ninth through twelfth graders in two cities of Massachusetts and found that parental stress on college was positively and linearly related to college plans when sex and school year were controlled.

Simpson (1962) in a study of 743 boys in white southern high schools stated that parental advice is a much better predictor of high ambition than is the boy's social class.

Sewell and Shah (1968) have criticized the methodology of Bordua's and Simpson's studies for not, controlling all variables simultaneously, particularly intelligence which Sewell and Shah said had been consistently related to both socioeconomic status and college plans.

Roughly ten thousand Wisconsin high school seniors were surveyed by Sewell and Shah (1968). They found that parental encouragement, socioeconomic status and intelligence had substantial influence on college plans of both boys and girls. And so had also socioeconomic status and intelligence. The relationship of parental encouragement to college plans were thought stronger than those of either socioeconomic status or intelligence, and parental encouragement had more influence on girls than boys.

Socioeconomic status indicated, for both boys and girls, stronger relationship with parental encouragement than did intelligence. However, each of these three variables, parental encouragement, socioeconomic status and intelligence had "substantial independent relationships of their own to college plans" (Sewell and Shah, 1968, p. 568).

Sewell's and Shah`s (1968) study also revealed that parental encouragement appeared to have strongest effect on boys and girls of relatively high intelligence and those who came from families of relatively high socioeconomic status.

In those families, where parental encouragement was low, relatively few students, regardless of their intelligence or socioeconomic status, planned on college, and even those students who were of high intelligence and high social status, and not encouraged, were not likely to attend college. On the other

hand, where parental encouragement was high, a high proportion of students were likely to plan on college, even when they were of relatively low socioeconomic status and intelligence.

Educational/Vocational Choice--Father's Occupation

When children are asked "what they want to be" when they are grown up they often give an answer which indicates that they want to enter the same occupation as their parents. Many investigators have studied this influence of the occupations of their fathers and of the social status of their families. The work of these investigators has indicated that the family in which the child is brought up, strongly influences the choice of occupation, and that a considerable number of youngsters, even in families which are socially mobile, tend to enter the same, or related, field of occupation as their fathers (Cole and Hall, 1970).

Several surveys, reviewed by Yanowitch, and Dodge (1968) indicate that similar effects are noted in the Soviet Union. Only one-fourth of students who had parents with four years or less of elementary schooling planned to go to upper secondary schools while 72% of students with parents who had higher education intended to do so. Also in the City of Sverdlowsk 40% of children from manual workers' homes planned to get university education while 63% of children with parents in the "specialist occupations," that is, professionals and managers, wanted to do so.

In a review of eleven studies on decision and career development on U.S. subjects Alexander (1981) found that youngsters from "less well-to-do families" are not as likely to get high prestige and well paid jobs as are youngsters from socially and economically well-to-do families. This is in most part explained by higher educational attainment of youth in families of higher social and economic status and is a more decisive factor than both race and gender.

In a longitudinal study of career development of American students Gribbons and Lohnes (1982) reported that socioeconomic status is highly correlated with career aspirations. Adolescents of higher socioeconomic status more often aspired to college education than youngsters of lower socioeconomic status and Gribbons and Lohnes summarize from their study that "intelligence, social class, place of residence and military service have joint effects on educational aspirations and attainment" (Gribbons and Lohnes, 1982, p. 40). In Iceland the picture is not as clear and social mobility may be greater than in the USA and Western Europe.

Bjornsson and Edelstein (1977) studied 1,100 children from Reykjavik, the capital of Iceland in a longitudinal study. They found that social mobility was high between children's fathers and grandfathers generations. One-fifth of professionals came from unskilled workers and another fifth from professionals. The rest came in equal proportions from skilled workers (class 2) clerical workers and civil servants, (class 3) technical, teaching and lower managerial (class 4) and business and entrepreneurial (class 5). This shows that the old working class has contributed many members to the academic professionals. However, upward social mobility is obviously not typical. The unskilled manual workers came mainly from its own class (80%) and over 10% came from skilled manual workers. Unskilled clerical workers and civil servants came mainly from unskilled and skilled manual workers (75%) and the rest from "above," mostly from 4th and 5th class (18.5%).

Bjornsson and Edelstein (1977) studied educational attainment of the 400 oldest of the original 1,100 children and related it among other variables to occupation of either father or mother whoever was the family breadwinner at the time of study. The researchers found that there was a high positive relationship between father's occupation and child's educational attainment.

Approximately 57% of children of university educated fathers completed university education and all of them at least completed vocational school or comparable education. Furthermore, 80% of children of unskilled workers only completed vocational school or comparable education and less than 10% completed university education. It has to be kept in mind that this is a study of children in the Reykjavik area and the pattern may be different for the rest of the country. Also it is to be noted that social mobility between fathers and grandfathers happens at a time of great social changes of Icelandic society from an agrarian characterized society to an industrially characterized society. However, Bjornsson and Edelstein (1977) claim that although there may be a considerable social mobility in Iceland there are certain "brakes" on it and the most important one is residence.

Area of Residence

Career development is influenced by the environment in which one is raised and to which one is exposed. A child is born into a particular family and community within which socioeconomic setting the individual develops concepts, values and attitudes toward work.

A growing number of researchers studying vocational choices of adolescents have taken the influences of the immediate surroundings of the individual into consideration. Commonly urban youth is compared to those who live in rural settings. In many cases students in both locations may be considered disadvantaged in terms of developmental career exposure and relevant experiences since acquaintance with various types of jobs and the lack of opportunity to experience them applies to adolescents in rural areas as well as urban communities. The media plays an important part because it gives people in different areas information about job opportunities in other areas. However, for people to be able to take full advantage of this, such factors as housing and transportation must be taken into consideration.

Although rural and urban communities seem to have much in common there are also certain differences in their setting. Super and Overstreet (cited in Pietrofesa & Splete, 1975) indicate that boys who live in rural areas may be vocationally more mature than urban boys. This is due to work experiences on farms available to the rural boys and they can see in a clear-cut manner certain vocational patterns being followed.

Besides differences between rural and urban settings, geography and climate may influence career development of adolescents. The physical and climatic features and the people's heritage combine to create a subculture whose values and customs distinguish it from subcultures in geographically different religions.

National surveys consistently show that in most countries there are disparities between rural and urban areas in the matter of educational participation.

Grimm (1966) in a study of "educational abstinence" discerned three groups of factors that may contribute to educational participation. Among these were socioecological factors which relate to the area of residence, such as urban versus rural and the distance away of the relevant educational institution.

Tretheway, in a survey of researches carried out before 1970, found that, among other things, a reported correlation between educational opportunity and:

1) family related variables such as, socioeconomic status, income, parental education and parental attitudes toward education,

2) neighborhood variables, such as geographical location and the subculture of the neighborhood,

3) school related variables, such as school facilities, teacher competence and programs available,

4) peer group variables, such as attitudes of age-mates to schooling, teachers and authority. (Tretheway cited in Husen, 1975).

The importance of area of residence is of significance the world over. Australian studies have shown that metropolitan and rural areas differ substantially in educational participation. In the province of Victoria, around 1960, 22% of metropolitan children remained in the secondary school in the matriculation year as compared with 11% of the rural children (Husen, 1975).

Many researches reveal that in addition to many factors such as parental influence, individuals are, in their vocational decisions, affected by their places of residence. According to Caplow (1954) sons of fishermen, farmers and miners who often were physically isolated from larger towns, which could offer a larger variety of occupations, generally tended to inherit their father's occupation. He stated, "Parents instilled their values into their children so that children learned which jobs were desirable to strive for, and which jobs to eliminate from possible choice" (Caplow, 1954, p. 31).

In a study of college students Lipsett (1962) found that there is a strong tendency for a higher proportion of urban youth than rural youth to attend college. The greatest contributing factors are probably higher social expectations for the urban students and greater availability of college education in urban areas.

CHAPTER V

METHODOLOGY

The primary research tool used in the collection of data was a questionnaire (see Appendix A) answered by the subjects in 20 schools in various parts of the country.

Few sociological and educational researches have been done on Icelandic society. Therefore the questionnaire was constructed in such a way as to give an "insight" into the adolescent's background. Some of the questions may not be relevant for the students' career choices as such. They should rather be considered as information about social conditions of adolescents and their families in various parts of the country at the time of study.[1]

The Samples

The subjects used in the study were selected from the student population in the 9th grade of 20 primary schools in various parts of the country in April, 1983. The subjects were 15 years old at that time and at the educational or vocational stage in their lives. They were about to finish the school year they voluntarily chose to add to the first eight years of the Basic School they were required by law to attend.

The subjects were selected in such a way that they represent all types of residence in Iceland. The residence variable is divided into five categories; 1) Reykjavik, the capital (five schools), 2) five coastal towns with secondary education, 3) five coastal villages with no secondary education, 4) two inland towns (with secondary education), and 5) rural areas (three boarding schools). The schools in Reykjavik were located in various sections of the city. They

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[1]Data derived from these questions will be the basis for a subsequent study.

were chosen on the basis of socioecological ratings of city quarters in 1981, done by Edelstein and Reynarsson.

The basis of selection of the towns were the following characteristics: 1) availability of secondary education, 2) distance from secondary schools i.e., those towns which did not have secondary schools, 3) type of main industries (e.g., fishery and fish processing versus manufacturing and services), and 4) location.

All of the rural area schools were boarding schools. One of them Laugagerdisskoli) did not have any continuation classes and was far from secondary schools, another (Laugaskoli) had two years continuation classes, and the third (Hrafnagilsskoli) did not have any secondary education classes but was located close to a town (Akureyri) which had various types of secondary schools. Some of the rural area students attended schools in the towns. However, they are in the same category as the rural area students who attended the boarding schools. Table 4 shows students in each residence category.

In the larger schools where only a part of the student population could be tested, for practical reasons, principals helped in selecting a sample which was representative (based on father's occupation) for the school in question. Figure 4 shows the schools in the study and their location on an outline of Iceland.

Of the 612 individuals in the samples 303 (49.5%) were males and 309 (50.5%) were females. This was 15.84% of the total student population in 9th grade in the school year 1982-83.

Where application of a classification of occupations was necessary a scale constructed by Bjornsson and Edelstein (1977) was used. The categories are:

1) Unskilled manual workers

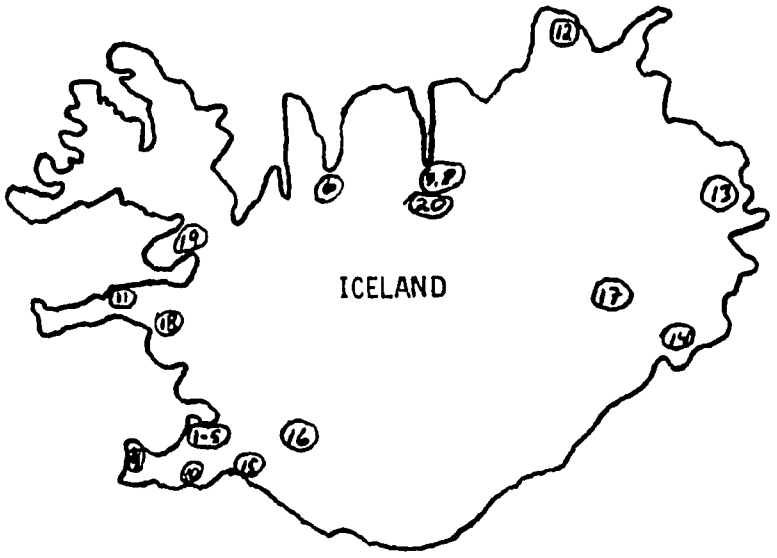
2) Skilled manual workers

Table 4

Student categorization by residence

Type of residence	No. of all 9th graders in Iceland by residence	Percentage of all 9th graders in Iceland by residence	No. of 9th graders in samples	Percent of 9th graders in samples
Reykjavik	1498	37.9	212	34.6
Coastal towns with sec.ed.	1052	26.6	154	25.2
Coastal villages without sec. ed.	683	17.3	115	18.8
Inland towns with sec. ed.	193	4.9	58	9.5
Rural areas	528	13.3	73	11.9
Total	3954	100.0	612	100.0

All samples as a percentage of 9th graders population: 15.48%



a) Reykjavik
1) Fellaschool
2) Langholtsschool
3) Laugalaekjarschool
4) Hvassaleitisschool
5) Hagaschool

b) Coastal towns with secondary education
6) Saudarkrokur
7) Oddeyrarschool
8) Gagnfraedaschool-Akureyri
9) Gagnfraedaschool-Keflavik
10) Grindavik

c) Coastal villages without secondary education
11) Grundarfjordur
12) Raufarhofn
13) Seydisfjordur
14) Reydarfjordur
15) Thorlakshofn

d) Inland towns with sec. ed.
16) Selfoss
17) Egilsstadir

e) Rural area
18) Laugagerdisschool
19) Laugaschool i Dalasyslu
20) Hrafnagilschool

Figure 4: Location of Schools.

4) Technical, teaching and lower managerial

5) Business, managerial and entrepreneurial

6) Academic professional.

The following major dimensions were taken into account in the occupational classification:

1) Characteristics of work: closeness to nature; physical properties and organizational frame of work; manipulation of things; handling of symbols; dealing with people,

2) Relative income,

3) Educational and training requirements,

4) Degree of responsibility,

5) Degree of authority over others,

6) 'Relative status' of an occupation. (Bjornsson and Edelstein, 1977.)

The Questionnaire

The primary instrument used in collection of data was, as mentioned above, a questionnaire answered by the students (see Appendix A).

In November 1982 seventy-five 9th graders answered the first version of the questionnaire. These youngsters lived in a town on the west coast of Iceland. This sample was thought to be typical for coastal towns all around the country. After the testing this version was revised because there were obviously several questions that had to be changed.

A new version of the questionnaire was answered by a new sample of 18 ninth graders from a neighboring coastal village with a mixed population from the village itself and farms in the vicinity. This brought about a further revised new version of the questionnaire, especially adjusted for the youngsters who lived on the farms.

Finally, in early March 1983, the questionnaire was tested on a sample of 20 students living in Reykjavik, the capital and the only city in the country.

After minor changes and another testing on another sample in the same school in Reykjavik this became the final version which was answered by the students and is the basis of the present study.

The questionnaire covered such spheres as: 1) school experience, 2) career education and vocational counseling, 3) family's, schools, and friends educational and vocational aspirations and expectations for the students as reported by the students, 4) the students educational and vocational aspirations and expectations for themselves, 5) parents education and occupation, 6) grandfathers occupation, and 7) the family situation.

Questions about home and school were initially developed with help from professor Bjornsson, at the University of Iceland, for a study of gymnasium dropouts in Iceland by Skulason (1977), and are here adjusted for adolescents in 9th grade.

The Ranking Lists

On the ranking lists the subjects were supposed to rank 12 occupations according to the "importance and prestige" which the subjects attributed to them. The instructions were adopted from ranking lists developed by Terwilliger (1962) and the occupations which appeared on the list represented occupations from each of six classes on the scale of occupational class in Iceland, developed by Bjornsson and Edelestein (1977).

Procedure

Before the 9th graders answered the questionnaires in the schools the following introductory steps were taken:

1) The study was introduced to and then approved by the Ministry of Education which also supported the study financially.

2) The study was introduced to the educational administrators in the school districts and their endorsement received before the study was presented

to the principals in the schools.

3) The study was introduced to the school principals in the schools used in the study. The principals outside the city were contacted by telephone.

The study was carried out in April and May 1983. At the beginning of each "testing session" several minutes were spent in talking to the students about the purpose of the study. This was done to create a "positive atmosphere" toward the study.

It was learned from the pilot studies that because of the unusual length of the questionnaire some of the students might become frustrated while answering it. Hence, it was considered important to "support" the students in every possible way, so they would go through the questionnaire rather than give up. Therefore, they were encouraged to ask about anything they wanted to have explained to them. The reason they were asked to give their names and the rules about names being held in confidence were discussed with them. This created no problems and only two students out of 614 who were asked to answer the questionnaire refused to do so because of the "name requirement."

Statistics

In the analysis of the data, acquired from the questionnaires, chi square, Z tests, P and contingency coefficients (C) were used. The chi square was chosen because it can be used with data in the form of frequencies, or data that can be reduced to frequencies. The formula for the chi square is:

$$X^2 = \sum_{ii}\sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$ (Nie & Hull, 1982)

where O are observed frequencies and E are expected frequencies. Degrees of freedom, for the chi square were determined by the formula:

$$(R - 1) \times (C - 1)$$

where R = the number of rows and C = the number of columns.

To test which differences as displayed in a contingency table, between the groups were significant a Z test was used. The formula is:

$$Z = \frac{P_1 - P_2}{\sqrt{\left(\frac{f_1 + f_2}{n_1 + n_2}\right)\left(\frac{f_1 + f_2}{n_1 + n_2}\right)\left(\frac{1}{n_1} \quad \frac{1}{n_2}\right)}}$$

(Glass and Stanley, 1970)

where P_1 and P_2 are proportions of persons possessing a certain characteristic (here students living in a certain category of residence and giving a certain "type" of answer to questions in the questionnaire), f_1 and f_2 are the numbers of students possessing the characteristics (i.e., answers to questions on the questionnaire) being observed and n_1 and n_2 are the number of students in the samples (the residence categories being observed). The level of significance for the tests was determined at .05.

The contingency coefficient was used as a measure of association between the variables in the contingency tables. It is used for tables in which one of the dimensions is greater than 2. The formula for the contingency coefficient is:

$$C = \sqrt{\frac{X^2}{X^2 + N}}$$

(Nie & Hull, 1982)

Although the values of the contingency coefficient is always between Ø and 1, it cannot generally obtain the upper limit of 1. The maximum it can reach depends upon the number of rows and columns. For example, in a 4x4 table the maximum value of C is .87. If the chi square is significant the corresponding C is also significant.

Computations of chi squares and contingency coefficients were done in a VAX/VMS computer at the Computer Services Center at the University of Iceland. The computer program used was SPSSx.

Research Questions

On the basis of some experience with high school students in Reykjavik and a village in Iceland and some knowledge of the general literature on adolescent's career choices 23 research questions, were drawn up to be tested by the present study. The research questions are:

1. Will a higher percentage of 9th graders in areas where secondary education is available (city and towns) than in areas where secondary education is not available (villages and rural areas) like school?

2. Will a higher percentage of 9th graders in the city and towns than in villages and rural areas who consider secondary education useful for their future?

3. Will 9th graders in the city and towns spend more time on their homework than do 9th graders in villages and rural areas?

4. Will 9th graders in the city and towns spend less time in extracurricular activities in school than do 9th graders in villages and rural areas?

5. Will a higher percentage of 9th graders in the city and towns than in villages and rural areas report that more of their parents show interest in what their children are doing in school?

6. Will a higher percentage of 9th graders in the city and towns than in villages and rural areas be promised something by their parents in return for good grades in school?

7. Will a higher percentage of 9th graders in areas where secondary education is available (the city and towns) than in areas where secondary education is not available (villages and rural areas) find career education programs and vocational counselors in school helpful in finding school or job?

8. Will a lower percentage of 9th graders in the city than in other parts of the country have an out-of-school job?

9. Will a higher percentage of 9th graders living in areas where secondary education is available (city and towns) than in areas where secondary education is not available (villages and rural areas) want to attend gymnasiums and comprehensive secondary schools after the 9th grade?

10. Will a higher percentage of 9th graders in villages and rural areas than in the city and towns want to get vocational education in the future?

11. Will a higher percentage of 9th graders in the city than in other areas of the country want to attend commercial schools after the 9th grade?

12. Will a higher percentage of 9th graders living in areas where secondary education is available (the city and towns) than in areas where secondary education is not available (villages and rural areas) who have decided what kind of education they aspire to get in the future?

13. Will a higher percentage of 9th graders in the city than in other areas of the country aspire and expect to get university education in the future?

14. Will there be a higher percentage of 9th graders who report that their parents want them to go to secondary school than of those who will report that their parents want them to get a steady job right after the 9th grade?

15. Will a higher percentage of 9th graders living in areas where secondary education is available (the city and towns) than in areas where secondary education is not available (villages and rural areas) report that their parents have an opinion about what type of secondary school they should attend?

16. Will a higher percentage of 9th graders living in areas where secondary education is available (the city and towns) than in areas where secondary education is not available (villages and rural areas) report that their parents want them to get an "academic" secondary education?

17. Will a higher percentage of 9th graders in villages and rural areas than in the city and towns report that their parents want them to enter skilled manual professions?

18. Will a higher percentage of 9th graders in the villages and rural areas than in the city and towns have a definite idea about what occupation to enter in the future?

19. Will a lower percentage of 9th graders in the city than in other parts of the country want to enter manual occupations (classes 1 and 2)?

20. Will a higher percentage of 9th graders in the city than in other parts of the country want to enter the academic professions?

21. Will a higher percentage of 9th graders in the city report that more of their parents want their children to become academic professionals than will children in other parts of the country?.

22. Will a higher percentage of 9th graders in the city than in other parts of the country consider themselves more capable than their parents to choose an education and occupation for themselves?

23. Will a higher percentage of 9th graders in the city than in other parts of the country want to go right on to secondary school after the 9th grade?

CHAPTER VI

RESULTS

In this study of career choices of Icelandic adolescents 612 students in the 9th grade of 20 elementary schools (Basic Schools) were used as subjects. The 9th grade is optional, but more than 90% of the students in the eighth grade every year go on to the 9th grade to complete the NCPS examination which allows them to attend schools at the secondary level. Not all of the students who study in the 9th grade can, however, go right on to a secondary school because many fail on the final examination and are barred from further studies, at least for awhile. They can repeat this last grade and go to a secondary school if they get a passing grade.

In the spring of 1982 approximately three-fourths (72.5%) of the students who took the NCPS examination got a passing grade. Those who failed (27.5%) on the examination either went to work or repeated the class the next year,i.e., the year when the subjects of the present study were in the 9th grade. It was not known if any of them were in the 9th grade for the second time. Probably it does not affect the results of the study since these students would have been at the same stage in their decision making as their classmates.

The students answered the questionnaires in their last month in the 9th grade. One month later they were required to make up their mind about what school to attend in the next school year. At the time of the study they had not received the results from the NCPS examination and therefore did not know if they would be eligible to study in a secondary school.

The results of the present study are presented in this chapter in four sections, each of which deals with one of the main areas of the study. These main areas are: 1) the family situation of the subjects; 2) experiences in school and school related areas; 3) educational aspirations and expectations

of the 9th graders for themselves and what they thought other persons, such as members of their family, friends and school personnel considered the best educational choice for them, and 4) occupational aspirations and expectations of the youngsters and what they thought their parents considered the best occupational choice for them.

The Family Situation

The overwhelming majority of the 9th graders, except those in rural areas, lived in households with parents and 1-4 children. A little over half of the subjects living in rural areas came from homes with parents and 5-6 children and this was a significantly higher number than in households in the rest of the country (see Table B-1 in Appendix B).

A significantly higher number of the adolescents in the rural areas than in other parts of the country came from homes with one or more grandparents. However, most of the youngsters lived in homes where no grandparents were present, as can be seen from Tables B-1 and B-2 which reveal family size and presence of grandparents in the home.

Most of the subjects lived with both parents but it was more common among city adolescents than among those who lived in villages, inland towns and rural areas to live with mother only (see Table B-3).

The students in rural areas did not see their parents as often as their agemates in other parts of the country did as shown in Tables B-4, B-5, B-6 and B-7. Probably this was due to the fact that they attended schools which in many cases were far away from their homes. On the other hand the subjects in inland towns saw their fathers more often than the subjects in the city, coastal towns and rural areas.

Approximately two-thirds of the students in the city and three-fourths of students in coastal towns reported that their fathers worked more than eight hours a day (see Table B-8). A little over one-half of the students in villages and rural areas reported a workday of more than eight hours for their fathers. It is interesting to note though that a significantly higher proportion of students from the villages and rural areas than from the city and the towns did not know how long their father's workday was. The reason may be that many of the fathers in the villages are fishermen with irregular working hours and the students in rural areas are in boarding schools and many of them do not go home to spend time with the family for long periods of time and do, therefore, have limited knowledge about their father's daily work during the winter.

As shown in Table B-9 between two-thirds and three-fourths of the mothers, except in rural areas (48%) had a job outside the home. The significant difference found between the rural areas and other residence groups may not tell a true story since the mothers in rural areas are actually more than housewives. They should rather be considered co-farmers with their husbands and thus the "real" percentage for mothers in rural areas may be higher than reported by the students. Table B-10 shows how many hours the students' mothers worked each day, on the average.

School Experiences

How did the adolescents like school? Did they find it boring or did they enjoy it? More than one half of all the students in all residence categories neither had definite positive nor negative feelings toward the school life as shown in Table B-11. At least one-fourth of the students in all the groups, except inland towns, liked to be in school. The conjecture that 9th graders in the city and towns were more satisfied with school than 9th graders in villages and rural areas was not borne out. Students in the inland towns were not as

happy with their school attendance as were students in the other residence groups and a significant difference was found between them and the others (see Table B-11). The overall result was that a higher percentage of the 9th graders liked school than disliked it, except 9th graders in inland towns. However, the majority of all the subjects did not have any special feelings toward the school.

Most of the students, over 90%, found the 9th grade somewhat to very useful for their future occupation (see Table B-12). Although students in the inland towns reported more dissatisfaction with school, a higher percentage of them than of the others found the 9th grade useful for their future. This difference was, however, not significant.

Almost all (over 98%) of the students, except those in rural areas (71%) believed that secondary education would be somewhat to very useful for their future (see Table B-13). A significantly higher percentage of students in rural areas than in other residence groups thought that secondary education would be of little or no use for their future (see Table B-13). The conjecture that a higher percentage of 9th graders in the city and towns than in villages and rural areas consider secondary education useful for their future occupation was, however, rejected.

Was there a significant difference between the residence groups in time spent on homework? Only between the inland towns and the other groups (see Table B-14). The students in the inland towns spent less time on homework than the others. More than two-thirds of all the students spent less than one hour on homework each day on the average. The conjecture that a higher percentage of 9th graders in the city and towns (i.e., areas where secondary education is available) than those in villages and rural areas (i.e. areas where secondary education is not available) was rejected.

How much time did the youngsters spend in extracurricular activities (such as dance, movies and sports)? More than 80% of the students in all categories, except rural areas (72%), spent less than four hours a week in extracurricular activities in their school (see Table B-15). Significant differences were found between rural area students and the others. For the rural area students the boarding school was the only place for entertainment. Much of the leisure activities which adolescents in the city, towns and villages are engaged in such as sports, dance, chess, photography, etc. were only offered in the school in rural areas.

A significantly lower percentage of rural area 9th graders than 9th graders in the city, towns and villages spent more than four hours a week in extracurricular activities outside the school (see Tables B-16 and B-17). The explanation for relatively high extracurricular activity participation of rural area students, with respect to the above mentioned differences in opportunities, may be the fact that the largest of the boarding schools in the study was located near the second largest town in the country where most of the leisure activities, which youngsters are usually engaged in, were available.

The conjecture that a higher percentage of 9th graders in the city and towns than in villages and rural areas would judge their parents as interested in their homework was rejected since no differences between the groups were found in responses to questions 11 and 12 in the questionnaire (see Tables B-18 and B-19). Mothers were believed to show more interest than fathers, however, and more often asked the students if they had completed their homework (see Tables B-20 and B-21). Mothers in inland towns, and both parents in rural areas, did not ask as much about homework as did parents in other areas. The reason may be that the 9th graders in rural areas did not live with their parents while they attended school. This fact may also explain why parents in

rural areas more seldom than the other parents helped their children with their homework (see Tables B-22 and B-23). Here, significant differences were found between mothers in the city and inland towns versus the villages and rural areas, and between fathers in rural areas and those in other areas.

Fathers in the city, coastal towns and villages did help their children with their homework more often than the mothers did.

The overall results from responses of questions which indicated parents interest in school are that no clear picture emerged with respect to differences between the residence groups. The special interaction of students in rural areas and their parents during the school year makes it difficult to state with a high degree of confidence that they necessarily had less interest in the education of their children than had parents in other areas of the country in the education of their children.

Did the parents try to influence their children's performance in school by promising something in return for good grades? According to the students over two-thirds of the parents in all residence groups, except villages (59.3%) had not promised any reward (see Table B-24). A significantly higher percentage of parents in villages than in the towns and rural areas had promised a reward. On the other hand, a significantly lower percentage of rural area parents had promised something in return for good grades than had the parents in the city and villages. Thus, the conjecture that a higher percentage of parents in the city and the towns than in villages and rural areas promised a reward for good grades was not accepted.

According to these adolescents parents in the towns and villages most often mentioned various things such as clothes, books and motor vehicles as well as pets as a prize for good performance on examinations as shown in Table B-25. Money was, on the other hand, most often mentioned as a reward by parents of 9th graders in the city and rural areas.

Did all the schools in the study have a career education programs, and did they offer vocational counseling to their students? According to the students' responses to questions 16 and 18 in the questionnaire not all the schools in the study did help their students in a systematic way (i.e., with the above mentioned services) to find a school or a job (see Tables B-26 and B-27). Almost 30% of the students in the coastal towns said that their school didn't have a career education program while less than 10% of the other students reported that their schools did not have such a program. This difference between the coastal towns and the other groups was significant.

A governmental study carried out in 1983 showed that all of the schools in the present study are among those who reported that they had what they labeled as a career education program. These programs varied in nature ranging from several visits of representatives from industry to regular courses in industrial affairs and the labor market. Most of the schools took one week off from instruction in February when the students visited workshops.

Approximately half of the students who were in schools which had a "career education program" did not find it helpful in choosing a future education and/or occupation (see Table B-28). It was not clear from the present study which schools offered vocational counseling but it is known that Icelandic schools do not have a counseling which is comparable to vocational counseling in American schools with specially trained counselors.

A significantly higher percentage of 9th graders in the villages than in the other residence categories reported that their schools had a vocational counselor (see Table B-27). Only 40% of the students who were in schools which were considered to have some kind of vocational counseling had sought the counselor's help and significantly lower percentage of these students lived in the city and rural areas than in the towns and villages (see Table B-29).

Table B-30 reveals why help of vocational counselors was not sought. Table B-31 shows how helpful the students found the vocational counselor in their school in finding a school or job to enter after the 9th grade.

These results are for the city students in accordance with results from Tables B-32 and B-33 which show that significantly lower percentage of students in the city than in the other residence categories consider help of vocational counselors in general beneficial when students are looking for school or job. It has to be pointed out, however, that the majority of the 9th graders thought that the counselor's advice could be helpful for students who were looking for school or job. These results did not bear out the conjecture that a higher percentage of students in the city and towns than villages and rural areas considered vocational counselors helpful for students who are trying to find the right job or school.

A little over 30% of students in the city, approximately 25% of students in coastal towns and villages and a little less than 20% of students in inland towns and rural areas had an out-of-school job when the present study was carried out (see Table B-34). The conjecture that a lower percentage of 9th graders in the city than in other parts of the country had an outside employment was rejected. Indeed, differences were significant between the city versus inland towns and rural areas finding the city students working more while attending school than the others. The adolescents in the coastal towns, villages and rural areas most often were in unskilled manual jobs and a significant difference ($Z=5.67$) was found between them and the city and inland towns students. The majority of the city and inland towns students on the other hand most often were in unskilled clerical jobs. A significant difference was found though only between the city and the coastal towns and villages in this job category (see Table B-35).

Furthermore, approximately 40% of the students in the city, coastal towns and villages and 27% in inland towns and rural areas had held a paid out-of-school job since the beginning of the school year as shown in Table B-36. Here, however, significant differences were only found between villages and inland towns/rural areas with higher percentage of villagers than the others having held a job . Table B-37 shows type of an out-of-school job held since the school year began in September. Table B-38 shows the number of students expecting to work later in the school year.

The rural area students worked longer, each week, outside school than the other groups although a significant difference was only found between them and the towns (Z=1.98) as shown in Tables B-39 and B-40.

Money was most often mentioned, as a reason for working, among all groups except rural area students who most often worked because they liked it and were asked to do it as shown in Table B-41. A significantly lower percentage of rural area students than the others worked because they needed money but a significantly higher percentage of them than students in the city and villages worked for pleasure and upon request.

Only a small part of the 9th graders in all groups except rural areas expected to have the job or a job similar to the outside employment as their future occupation (see Table B-42). Just over one-fourth of the rural students were certain that their part-time job would be their occupation in the future. Differences were here only significant between rural areas and coastal towns. The majority of the students in the city and coastal towns did not expect to have their out-of-school job as their future occupation. A little less than one-half of the students in villages and inland towns also had that opinion but approximately one-fourth of the rural students were certain about it (see Table B-42).

In summary, more than one-half of the students neither had definite positive nor negative feelings toward the school life. However, a higher percentage of the 9th graders liked school than disliked it. A great majority of the students considered schooling, both the 9th grade and secondary education, useful for their future.

More than two-thirds of the students spent less than one hour on homework each day on the average. More than three-fourths of them spent less than four hours in extracurricular activities in their school except the rural area students who spent more than four hours in leisure activites in their school. On the other hand, the rural area students spent less time in extracurricular activities outside the school than the others.

Mothers showed more interest than fathers in what their children were doing in school. However, the fathers, except those in inland towns and rural areas, did help their children more often with their homework than the mothers did.

Approximately one-third of the parents had promised their children a reward for good grades and this was more common among the villagers than the others but less common in rural areas than among the others. Not all the schools offered a career education or vocational counseling. But in those which did more than half of those students who were in a career education program did not find it helpful. On the other hand, the majority of those who got advice from a vocational counselor found it beneficial. The villagers showed the most satisfaction but the city and rural students the least.

Only 20-30% of the students had an out-of-school job, most common in the city, and least common in inland towns and rural areas. Jobs in the unskilled manual class were most common among students in coastal towns, villages and rural areas but unskilled clerical jobs among students in the city and inland

towns. Only a small group, except in rural areas, expected to have their out-of-school job as their future occupation.

The Students' Educational Plans for the Next Three Years After the Basic School

The majority, above 70%, of all the 9th graders wanted to go to school within the next year from their graduation from the Basic School.

The students from the city and villages were more certain about their plans for the next year than were those who lived in the towns and rural areas. The plans of students living in the city were though significantly different from the plans of students living outside the city as can be seen from Table B-43. These results supported the conjecture that a higher percentage of students in the city than in other parts of the country had decided to go on to secondary school after they had finished their compulsory education. On the other hand, the conjecture that a higher percentage of 9th graders in areas where secondary education is available (city and towns) than in areas where secondary education is not available (villages and rural areas) would report that they had decided to go on to secondary school was rejected. A significantly lower percentage of adolescents from rural areas than from the other residence categories except coastal towns, intended to continue their education in the following year, and almost one-fourth of them planned to work for the next year. However, the majority (68.2%) of them wanted to go to secondary school within the next three years (see Table B-44). This was also the case for adolescents from other parts of the country who planned to go to work after the 9th grade, except those from the villages. Figure 5 shows types of secondary schools.

The most "popular" school among students in all groups were the gymnasiums and the comprehensive secondary schools as shown in Table B-45. However, a significantly higher percentage of the subjects who lived in areas where secondary education was available (i.e., in the city and towns) than those who

1. Continuation classes
   Domestic science schools, Schools of Art, Evening schools and courses, Folk high schools, 9th grade in Basic school (repeated) 10th grade.

2. Technical schools I
   Post and telecommunication school, Nurse assistant school. Foreign languages schools, Police academy, Secretary schools.

3. Vocational schools
   Vocational training schools, Agricultural colleges, Hotel and catering School, Training school for teachers in domesting science schools, Gardeners training school.

4. Technical schools II
   College of navigation, Marine engineering college, Teachers College of physical education, School of Nursing, X-ray and pharmacy assistant school, School for assistants to the handicapped, Training school for nursery school teachers, Pilots training schools, Teachers training college (before 1972). School of midwifery.

5. Commercial schools

6. Gymnasiums and comprehensive secondary schools

7. University
   University, Teachers college, Technical college.

Figure 5. Types of Secondary Schools.

were from areas where secondary education was not available (i.e., villages and rural areas) wanted to attend these schools. This was in accordance with the conjecture about school attendance in the year after the 9th grade. This difference remained significant when the three year plans were included (see Tables B-46 and B-47). Figure 6 shows secondary school attendance within three years from graduation from the Basic School.

The conjecture that a higher percentage of adolescents in villages and rural areas than in the city and the towns wanted to get vocational education was not accepted. There was, however, a significant difference between rural areas and the city/town categories in desired vocational school attendance right after the 9th grade (see Table B-45).

It was more common among 9th graders in the city than among youngsters in other parts of the country to want to attend commercial schools. The difference was significant both for one and three-year plans (see Tables B-45 and B-47). The largest of the two commercial schools in the country was located in the city.

As can be seen from Table B-45 a higher percentage of students in the villages and rural areas than in the city and towns had decided to go on with their education in the continuation classes. This enabled them to stay in their home for one to two years beyond the compulsory school. These classes were comparable to the first two years in the secondary schools. The difference between the groups remained when the "3-year plan" was considered (see Tables B-45 and B-47).

The Students' Educational Aspirations for the Future

When asked about educational aspirations almost 28% of the students answered that they had not decided what education they wanted to complete. Figure 7 shows the most interesting education.

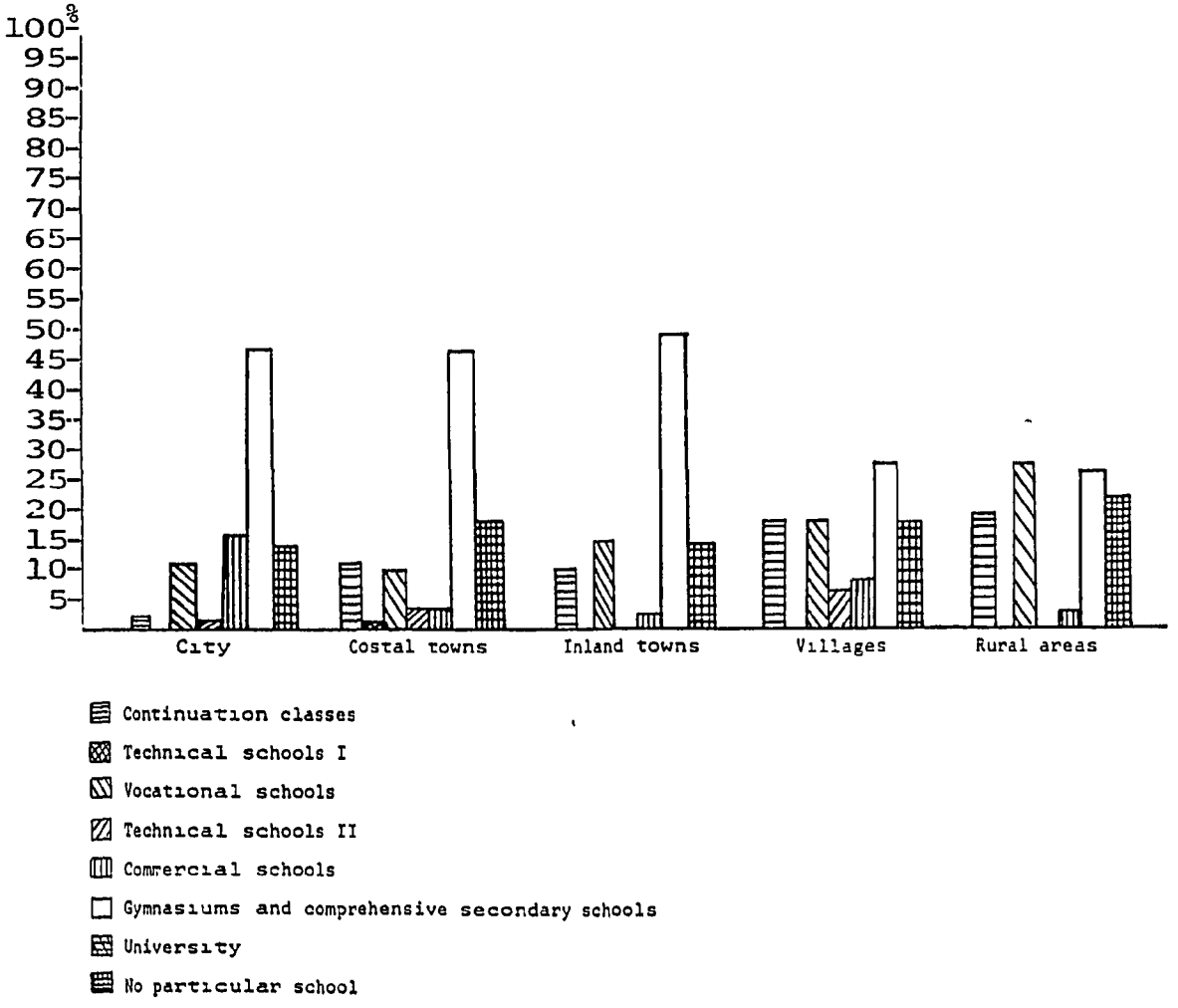


Figure 6. Secondary School Attendance.

Of those who had made up their mind, one out of every five wanted to finish vocational education. This was a more "popular" kind of education among rural residence students than among students in other areas. In this school category were farm schools which may contribute to this difference between the rural students and the others. On the other hand a significantly lower proportion of 9th graders in the city than in other parts of the country, except coastal towns, longed to complete this type of schooling (see Table B-48).

The technical schools II appealed to ten percent of the students. This type of schooling was most "popular" among 9th graders in the villages, although significant differences were not found between them and the other groups. In this school category were among others the school of navigation and the school of catering which both trained people for necessary positions on fishing vessels.

A little over one-fourth of all the students wanted to get a university degree. Here significant differences were found between the residence groups in such a way that a higher percentage of students in the city than in the other groups said they wanted to complete such an education (see Table B-39). With these results the conjecture on university education was accepted.

The Students' Educational Expectations for the Future

As might be expected the adolescents' expectations were not as "high" as their aspirations. Approximately one-half of them did not know what education they expected to complete. Significant differences were found in this respect between the city on the one hand, and the coastal towns and the villages on the other (see Table B-50).

The difference between residence groups in educational expectations remained similar to what it was for their educational aspirations. Expected

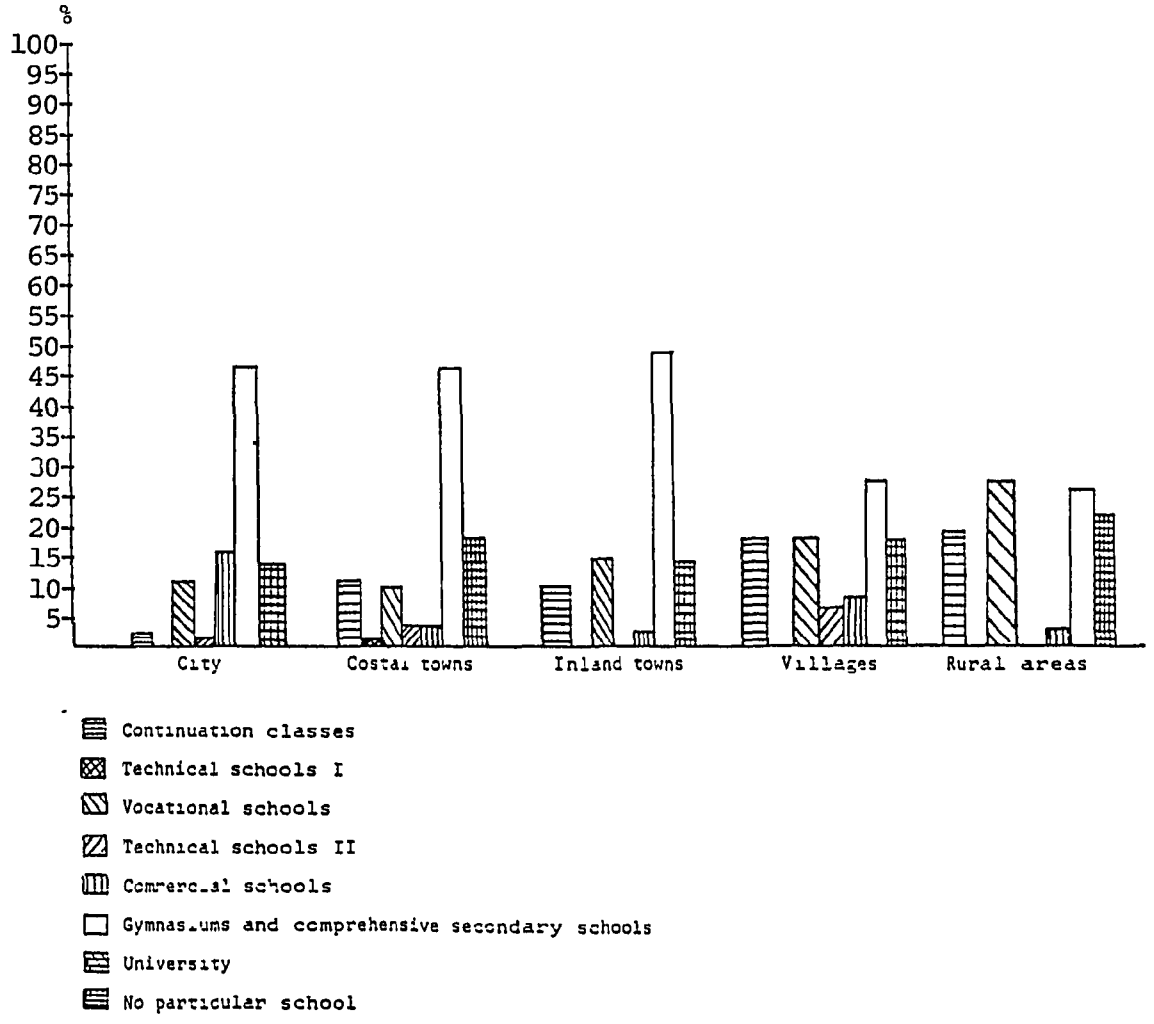


Figure 7. The Most Interesting Education.

university attendance was significantly higher among students in the city than in other areas. A lower percentage of the adolescents expected to attend vocational schools than aspired to do so. Here differences were significant between the rural areas and the city and the towns with a higher percentage of students in the rural areas than in the other groups expecting to complete vocational education. All of the students from the city who aspired to attend vocational schools expected to complete them but the same was true for only about half of the students from the towns.

No significant difference was found between the groups in their expectations regarding attendance in the commercial schools. None of the villagers and only one-half of those who live in inland towns and had desired to finish this kind of training did not expect to be able to do so, as can be seen from Table B-50.

The students from the city and villages were more determined than the students in the other residence categories to complete the technical schools II they wished to attend. These were the second most popular type of schools (after the vocational schools) among the villagers.

Proportionally a higher number of students expected to complete (as a highest level of education) the gymnasiums and the comprehensive secondary schools, than had previously indicated. The reason may be that some of those who wanted to go all the way to the university were confident of finishing at least the preparatory education and had lowered their goals to that level.

The reasons most often given by the students for not acquiring the education to which they aspired were lack of mental capabilities and poor scholastic performance. Only a few students mentioned lack of money as a hindrance and these financial considerations were of greater concern to students in the city and the coastal towns than in the villages, the inland towns and the

rural areas. Distance from school was mentioned by students in all the groups and, indeed, was the second and third most important reason given by those who lived in villages, inland towns and rural areas (see Table B-51).

Educational Aspirations of Parents for the Students

What did the students think their parents wanted them to do right after the 9th grade? A higher percentage of fathers than mothers had never talked to their children about their educational plans as shown in Tables B-52 and B-53.

According to the students the majority of their mothers in all groups wanted them to go to secondary school immediately after the graduation from the 9th grade. This was also true for the fathers in all groups except in rural areas where 45% of them wanted it. Only a few students reported that their mothers and fathers wanted them to get a steady job right after the 9th grade (see Tables B-52 and B-53). With these results the conjecture that 9th graders report that their parents rather want them to go to secondary school than to get a steady job right after the 9th grade was accepted (Z=36.4).

Parents in the rural areas were more willing than parents in other parts of the country to let their children decide for themselves if they wanted to go to school or work in the year after the 9th grade (see Tables B-52 and B-53).

Which secondary schools did the parents want their children to attend? According to the students in all groups a higher percentage of the mothers than fathers had an opinion about what type of secondary school to attend. Among those parents who had an idea about it the gymnasiums and the comprehensive secondary schools were the most often mentioned. Approximately 60% of the parents mentioned these schools according to the adolescents (see Tables B-54 and B-55).

The conjecture which stated that a higher percentage of parents of 9th graders in the city and towns than in the villages and rural areas would have,

according to the 9th graders, an opinion about what type of secondary school their children should attend was not accepted. No significant differences between the residence groups were found in answers to the questions 32#1 and 34#1 testing this conjecture.

As reported by the adolescents more than 90% of the parents in all the inland towns, who had an opinion about school attendance, wanted their children to go to the gymnasiums and the comprehensive secondary schools. The reason may be that in one of the towns the comprehensive school included vocational divisions and students who would otherwise have attended vocational schools may have gone to the comprehensive schools instead.

Fathers in the city and the villages were the only ones who had mentioned to their children that a commercial school would be good for them. Also, a significantly higher percentage of mothers in the city than in other residence groups had recommended commercial schools to their children. The conjecture that a higher percentage of parents in the city and towns than in villages and rural areas wanted their children to get academic secondary education, was not accepted.

According to the students approximately 10% of all parents wanted them to go to vocational schools as Tables B-54 and B-55 show. This type of school was the second most "popular" among parents in rural areas. A possible explanation is that agricultural schools are in this category. A significantly higher percentage of fathers in the rural areas than in the other parts of the country selected the vocational and agricultural schools for their children. For the mothers a significant difference was found between the city and inland towns on the one hand and rural areas on the other, as Table B-54 shows. These results reject the conjecture that a higher percentage of parents who lived in villages and rural areas than in the city and towns wanted their children to attend

vocational schools (and get "practical" education).

A higher percentage of parents outside the city than in the city wanted their children to attend continuation classes and consequently stay close to their home (see Tables B-54 and B-55).

Other Family Members' Educational Aspirations for the Students

A great majority of the adolescents grandparents who were alive in all residence groups had never talked to their grandchildren about their future plans. According to the adolescents the grandmothers had more often than the grandfathers a definite opinion about a school for the grandchildren to attend. The only significant differences found between the four grandparents were that mother's father and father's mother in rural areas less often wanted their grandchildren to go to a certain type of secondary school than did mother's father and father's mother in the city (see Tables B-56, B-57, B-58,B-59, B-60 and B-61).

A little more than 90% of the residence groups, except the rural area students, neither had a grandfather nor a grandmother living in their home. Rural area adolescents most often had one or both grandparents living in their home as shown in Table B-2. They most often reported, however, that their grandparents had never talked to them about their future. Only three students said they trusted their grandparents best to give good advice about a future education and occupation (see Tables B-62 and B-63).

A majority of the 9th graders' brothers and sisters had never talked to them about what they should do after the Basic school as shown in Tables B-64 and B-65. Of the brothers and sisters who had talked to them about a certain type of secondary school to attend, the highest percentage in all residence groups mentioned gymnasiums and the comprehensive secondary schools as shown in Tables B-66 and B-67. A higher percentage of brothers in the city than in other

parts of the country mentioned commercial schools as good schools to attend. Only about 5% of the adolescents said they trusted their siblings best to give good advice about a future education and occupation (see Tables B-68 and B-69).

Approximately 40% of the uncles' and aunts' had talked to the adolescents about what to do after the 9th grade. One-fourth mentioned a certain type of school to attend and the schools most often mentioned by the relatives in all residence groups were the gymnasiums and the comprehensive secondary schools (see Table B-70 and B-71). Only 3% of all the 9th graders in the study said they trusted their uncles and aunts best to give good advice about a school or a job after 9th grade (see Table B-72).

Friends' and School Personnel's Educational Aspirations for Students

A great majority of all the 9th graders in the study had talked to their friends about their plans after the 9th grade. Approximately one-fifth of the 9th graders' friends in rural areas, 40% of the friends in the coastal towns and villages, and about 50% of those in the city and inland towns had mentioned to the students a certain type of secondary school to attend. A significant difference was found here between the rural areas and the rest of the country as shown in Table B-73.

According to the 9th graders the most often mentioned secondary school by the friends in all residence groups were the gymnasiums and the comprehensive secondary schools (see Table B-74). Only 3% of the adolescents trusted their friends best to give good advice about a future education and occupation (see Table B-75). More than three-fourths (82.4%) of the 9th graders in the study said that their friends opinion about the job the 9th graders wanted didn't matter to them (see Table B-76).

Approximately two-thirds of the teachers had never talked to them about what to do after the 9th grade. A significantly lower percentage of the

teachers in the villages than in other parts of the country had never talked to their students about their immediate future after the 9th grade (see Table B-77). One-fifth of the teachers were reported as having recommended a certain type of secondary school and in all the residence groups the most often mentioned schools were the gymnasiums and the comprehensive secondary schools as shown in Table B-78. The majority of all the students, except in villages, had never been encouraged by their teacher to go to secondary school (see Table B-79).

The majority of all the students considered themselves better than their teachers to make a job or school choices for them. A significantly higher percentage of students in the inland towns than in the rest of the country, however, considered the teacher better than themselves to make these kinds of choices (see Table B-80). Only 4% of all the students trusted their teachers best of all people to give good advice about the right future education and occupation (see Table B-81).

A little higher percentage (8%) trusted the vocational counselor in their school as the best person to give good advice concerning job or school (see Table B-82).

A significantly higher percentage of the youngsters in the city, inland towns and rural areas than in the coastal towns and villages reported that the counselors had never talked to them about their immediate future after 9th grade as shown in Table B-83.

In summary, the majority of the 9th graders wanted to attend a secondary school within the next year. Most of those who didn't want to go to secondary school right after the 9th grade intended to do so within the next three years. Therefore, the outcome was that over 90% of all the students in the study wanted to go to secondary school within the next three years. A significantly higher

percentage of the students in the city than in the coastal towns, villages and rural areas wanted to do this. (Z=3.46 calculations based on Tables B-43 and B-44 combined).

The students in the city and villages were more certain about their plans for the next year than the others. The gymnasiums and the comprehensive secondary schools were the most often chosen secondary schools among students in all residence groups. However, a significantly higher percentage of students who lived in areas where secondary education was available (city and towns) than in areas where secondary education was not available intended to attend these schools right after the 9th grade.

Vocational schools were more popular among students in villages and rural areas than among those who lived in the city and towns. It was though not known how many of those who intended to attend the comprehensive secondary schools would be in the vocational divisions in these schools.

The commercial schools were more desirable among students in the city than among those in the other residence groups.

Almost one-fifth of the students in the villages and rural areas intended to attend the continuation classes at some time within the next three years. Only three students in the study had decided not to go to school in the future. Almost 28% of all the students had not decided what education they aspired to complete.

Vocational education appealed to proportionally fewer students in the city than students in the other parts of the country. A higher percent of the villagers than the others wanted to finish education in the Technical schools. Approximately one-fourth of all the students wanted to get a university education. A significantly higher percentage of the city students than the others desired to get this kind of education.

The expectations of many of the students were "lower" than their aspirations were, as might be expected. About one-half of all the students did not know what education they expected to complete. The city students were more certain about what education they would eventually get than the students in the coastal towns and villages were. The difference between the residence groups in educational expectations was similar to what it was for their educational aspirations. A higher percentage of city students than others expected to complete university education. A higher percentage of students in villages and rural areas than in other parts of the country expected to complete vocational education. A higher percentage of students in the villages, than in other parts of the country expected to complete the technical schools II.

The parents were those family members who most often talked to the students about their educational plans. The students also trusted them best of all to give good advice about a future education as well as future occupation.

The mothers more often than the fathers talked to their children about what to do after the 9th grade. The majority of parents in all residence groups, except fathers in rural areas definitely wanted their children to go to secondary schools right after the 9th grade.

The students reported that more than one-half (60%) of the parents mentioned the gymnasiums and comprehensive secondary schools as desirable schools to attend. It is not known, however, if they wanted their children to attend "academic" or non-academic divisions in the comprensive secondary schools. Approximately 10% of the parents mentioned the vocational schools as desirable to attend. Those in rural areas showed the most interest in this type of school, possibly because agricultural schools were in this category.

Occupational Aspirations and Expectations

Did the 9th graders have any idea about what field they were most interested to enter as their future occupation? Approximately half of the

students had an idea about it and the other half did not as shown in Table B-84 and no significant differences were found between the residence groups in this respect. Thus, the conjecture that a higher percentage of 9th graders in villages and rural areas than in the city and towns have an idea about a future occupation was rejected. Reasons for interest in future occupation are shown in Table B-86.

Among the students in the city and the towns the largest single groups wanted to enter occupations in the academic field (class 6). The largest group in the villages wanted to have jobs in the technical and teaching professions (class 4) and the largest group among the rural students wanted to go into skilled manual jobs (class 2) as shown in Table B-85. Figure 8 shows the most interesting future occupation.

A significantly higher percentage of adolescents in rural areas than in other parts of the country wanted to enter an occupation in the unskilled manual category (class 1). Possibly a large portion of them wanted to go into farming, but farmers were in this class. The present research did not, however, study this "farm trend" especially.

The city students were not as interested to enter skilled manual occupations as those who lived in the villages, inland towns and rural areas ($Z=3.18$) as shown in Table B-85. When classes 1 and 2 were combined the conjecture that a significantly lower percentage of the city students than those in other residence groups wanted to enter the unskilled and skilled manual occupations was accepted. On the other hand the rural areas had a significantly higher proportion of students, than the other groups, who wanted to enter manual occupations (classes 1 and 2).

The coastal towns had the highest percentage of students who wanted to enter the unskilled clerical occupations (class 3) but significant differences

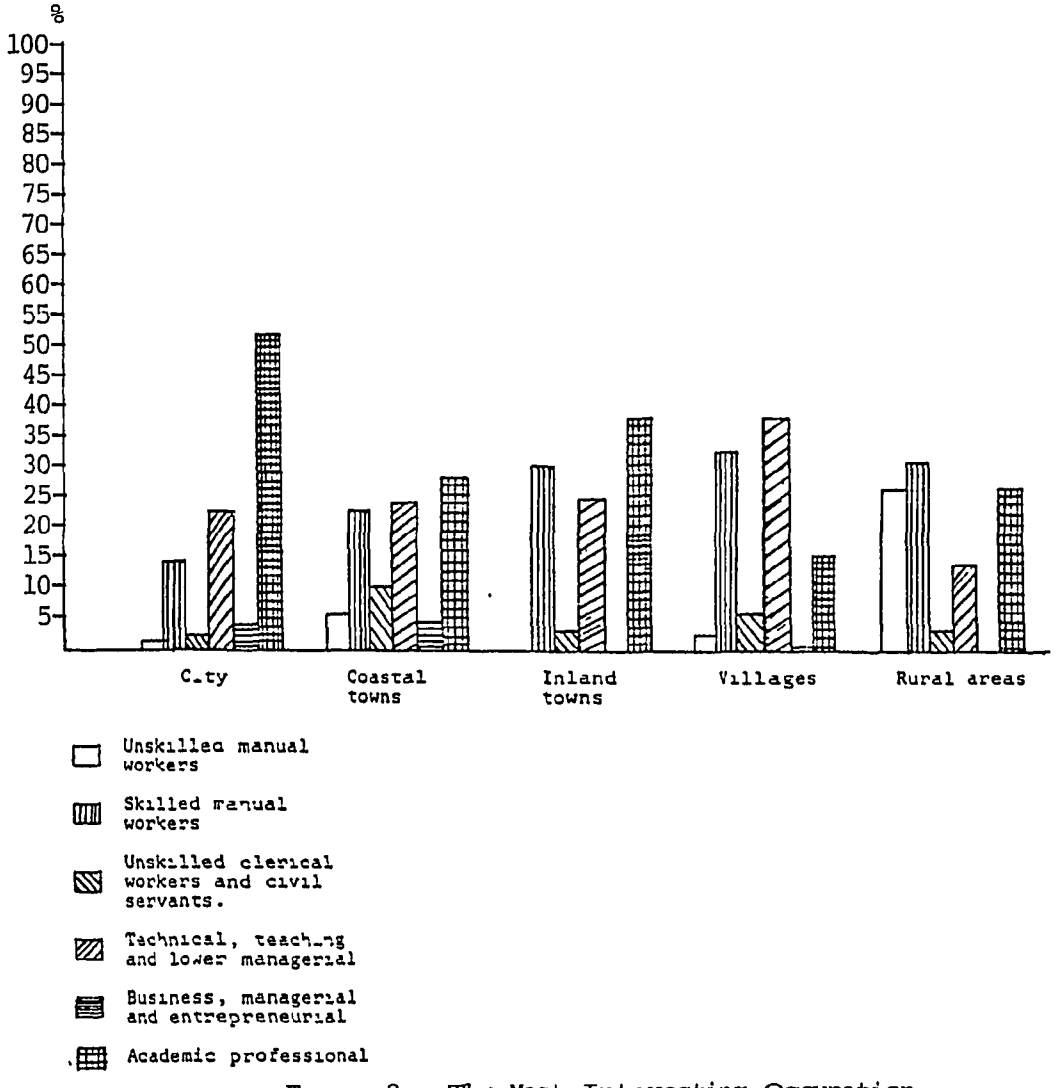


Figure 8. The Most Interesting Occupation.

were not found between any of the groups.

The villages had the highest proportion of students who wanted to enter the technical, teaching and/or lower managerial occupations (class 4). Jobs on the fishing vessels were in this occupational class. A significant difference was found between the villages and the city and rural areas. The rural areas had the lowest percentage of 9th graders who had their mind on jobs in class 4. A significant difference was though not found between them and the other residence groups.

More than one-half of the 9th graders in the city wanted to become academic professionals (class 6) in the future and a significant difference was found between them and students in all the other residence groups except inland towns. A little more than one-third (35.2%) of all the students in the study aspired to enter occupation in this class as shown in Table B-85.

The conjecture that a higher percentage of 9th graders in the city than in other parts of the country wanted to become academic professionals was rejected.

The adolescents occupational aspirations differed somewhat from their expectations. While 54% of the students had an idea about an interesting future occupation only 30% were "certain" what occupation they would have as their life's work.

The main changes from aspirations to expectations (see Tables B-85 and B-87) in each of the groups were as follows: 1) in the city a lower percentage expected to end up in class 6 than had aspired to it, 2) in the coastal towns a higher percentage expected to have jobs in class 1, 2 and 3 than had aspired to it, 3) in the villages a much higher percentage expected to enter class 1 than had wanted to and a lower percentage expected to have a job belonging to classes 2 than had wanted to, 4) in the inland towns a much higher percentage expected to enter class 3 than had wanted to, much lower percentage expected to have a

job in class 4 than had aspired to and somewhat lower percentage than had aspired to expected to have a profession in class 6 and 5) in rural areas a somewhat higher percentage expected to end up in class 1 than had wanted to and only half of those who had aspired to enter an academic profession expected to do so.

These comparisons between aspirations and expectations only show changes within each group in certain directions. It cannot be stated that individuals in certain residential groups expect to end up in "lower" occupational class than individuals in other residence groups. To reach such a conclusion a study of the difference between each individual's aspirations and expectations would have to be made. Only after such comparison within each residence group can they be compared to each other to see if there are more changes within certain residence groups than others.

If expectations of the adolescents per se are considered (see Table B-87) a significantly higher percentage of students in the rural areas than in the city and towns expected to have jobs in class 1 (unskilled manual workers). A significantly lower percentage of 9th graders in the city than in inland towns and rural areas expected to work as a skilled manual worker. When classes 1 and 2 were combined a lower percentage of adolescents in the city than in coastal towns, villages and rural areas expected to end up in "manual professions." In class 4 differences were only significant between villagers and rural area students with a higher percentage of villagers expecting to have a future job in this occupational class. The significant differences between the residence groups' aspirations toward the academic professions (class 6) persisted in their expectations with a higher percentage of students in the city than in coastal towns, villages and rural areas expecting to enter these professions.

How did the adolescents get information about an occupation they were considering as their future work? Two-thirds of the students had at some time

tried on their own or with help from others, that is, through the career education program in their school to get such information (see Table B-88). One-fourth of all the students had used the career education program as the only source of information. The same percentage had tried to get information about a job with help from others. The smallest group (15%) had tried to learn about a possible job on their own without help from others as shown in Table B-88.

The inland towns students distinguished themselves from the others by using the career education program more than the other 9th graders to get information about a future job. A significant difference was found between them and other residence groups in this respect. On the other hand, a higher percentage in other groups than the inland towns tried to get knowledge about a possible future occupation without help from others. Here, significant differences were though only found for the inland towns versus the coastal towns and rural areas as shown in Table B-88. Sources of information about future occupation are shown in Table B-89. (These are responses to row 3 in Table B-88).

Did the 9th graders' parents want them to enter a particular occupation and was there a difference between the residence categories in this respect? According to the students approximately half of all the parents had not expressed an opinion about a particular job for the students to enter (see Tables B-90 and B-93). When rows 1 ("No") and 4 ("It is my choice") in Tables B-90 and B-93 were combined about three-fourths of the parents had no particular wishes concerning a future occupation for their child.

It was reported by the 9th graders that only 10% of all the parents had mentioned a particular occupation to enter. The only significant difference found was between mothers in villages and rural areas. A higher percentage of mothers in rural areas than in villages wanted their children to enter a certain occupation in the future (see Table B-93).

The highest percentage of fathers and mothers in the city and coastal towns wanted their children to enter an occupation in the academic field (class 6) according to the students (see Tables B-91 and B-94). The highest percentage of both parents in the villages wanted their children to become skilled manual workers. The highest percentage of mothers in inland towns wanted their children to become a skilled worker but the fathers wanted them to become academic professionals. In rural areas the highest percentage among mothers chose technical, teaching and lower managerial (class 4) but fathers preferred that they entered the academic professions. The parents' reasons that students should enter certain occupations are listed in Tables B-92 and B-95.

It should be noted here that these results are based on responses from only 10% of all students in the study. As was reported above a great majority of the parents did not have any particular preferences in choice of an occupation for their children.

These results did not confirm the conjecture that according to the students a higher percentage of parents of 9th graders in the city than in other parts of the country would want their children to become academic professionals. The conjecture that as reported by their 9th graders a higher percentage of their parents in the villages and rural areas than in the city and towns wanted them to become skilled manual workers was not accepted either. The 9th graders in all residence categories trusted their parents best of all persons to give them good advice about an education or an occupation (see Tables B-96 and B-97).

A significantly higher percentage of the students in the city than in other parts of the country considered themselves better able than their parents to choose an education or an occupation for themselves as Table B-98 shows.

As shown in Table B-99 the majority of the adolescents in all residence groups disagreed with the statement "Other people have better ideas than myself

about the best job for me." Here, significant differences were not found between the groups.

In summary, approximately half of the 9th graders had an idea about what occupation to enter in the future.

The largest groups within the city and the towns wanted to have jobs in the academic field (class 6) in the future. The villagers most often mentioned jobs in the technical, teaching and lower managerial (class 4) professions and rural area students most often mentioned skilled manual and unskilled manual occupations (classes 1 and 2).

The expectations of all the residence groups were different from their aspirations in such a way that many students expected to enter professions which were in a lower occupational class on the occupational class scale than the ones they had aspired to enter. Fewer adolescents in the city and the towns expected to enter academic professions than had wanted to enter. This category though was still highest among the city students. A higher percentage of the students in the coastal towns expected to enter classes 1, 2 and 3 than had aspired to enter. The villagers more often mentioned unskilled occupations as expected jobs than aspired ones. Those in the inland towns more often expected to have jobs in class 3 than had longed to but still a relatively high proportion expected to end up in class 6. Half of the rural area students dropped the occupations in the academic field and a somewhat higher percentage of them expected to end up in class 1 than had wanted to be in that class.

The students reported that only 10% of all the parents had mentioned a particular occupation for them to enter in the future. The highest percentage of parents in the city and the coastal towns mentioned the academic professions while the highest percentage in the villages mentioned skilled manual occupations (class 2). The mothers in the inland towns were reported to most

often mention skilled manual occupations but the fathers the academic professions. The highest percentage of rural area mothers mentioned technical, teaching and lower managerial professions (class 4) but the fathers preferred the academic professions (class 6).

Summary

The results reported in this chapter are based on responses to questions in a questionnaire from 612 students in the 9th grade of 20 Basic Schools in various parts of Iceland.

Most of the students came from homes with 3-6 persons, i.e. parents and 1-4 children. The students in rural areas more often than students from other parts of the country lived in homes where grandparents were present.

A minority of the 9th graders had negative feelings toward the school. Only one-third of the students spent more than one hour on homework each day. On the other hand more than half of them, except those in rural areas, spent more than four hours in extracurricular activities, mostly outside the school.

Most of the students considered the 9th grade and secondary school education useful for their future. More than 90% of them intended to go to a secondary school within three years from their graduation from the Basic School. Almost three-fourths of the students had a definite choice of an interesting education but only one-half had a notion of what education they expected to complete.

Although significant differences were only found between the groups in several instances a pattern in intended secondary school attendance and expected future education was revealed by the present study.

The 9th graders who lived in areas where secondary education was available (city and the towns) more often than those who lived in areas where secondary education was not available (villages and rural areas) intended to attend a

secondary school which offered an "academic" education (commercial schools, gymnasiums and comprehensive secondary schools). The villagers and the rural area students on the other hand more often than the others intended to go to "non-academic" schools (vocational and technical schools).

Those students who lived in "secondary education areas" (city and towns) more often than those in the "no secondary education areas" (villages and rural areas) longed for and expected to complete an "academic" education in the future. Conversely, the villagers and the rural area students more often than the others aspired to and expected to finish "non-academic" education in the future.

The opinions of students and parents in the city and the towns showed a similar trend where the majority of both groups favored "academic" secondary schools over "non-academic secondary schools. On the other hand a much higher percentage (80%) of parents in villages chose "academic" secondary schools for their children than the children considered feasible themselves (38%). This was also the case in the rural areas although the difference was not as great there as in the villages. It should be noted here that the parents in the rural areas were more often than parents in the other groups deemed to want their children to go to "non-academic" secondary schools.

When occupational classes 1-3 and occupational classes 4-6 are compared as two separate categories it is evident that the majority of students in all residence categories, except rural areas expressed desires to enter occupations in the technical, teaching, business, managerial and academic professions (occupational classes 4-6) rather than occupations in classes 1-3 (unskilled and skilled manual workers and unskilled clerical workers). The 9th graders in the city distinguished themselves, however, from the others in that they showed more interest in occupations in classes 4-6 (80%) and less in classes 1-3 (20%) than

the others. Approximately 60% of those in the towns and villages were interested in occupations in classes 4-6 and about 40% were interested in jobs in classes 1-3. The rural area students was the only group where the majority (61%) had intentions to enter occupations in classes 1-3 rather than those in classes 4-6 (39%).

This pattern in differences of preferences for aspired-to occupations between the residential categories, except for the inland towns, persisted when occupational expectations were considered. Only 30% of the students had any notion about what occupation they expected to enter while 54% had an idea about an interesting occupation they would like to enter.

According to the students only 10% of the parents had expressed an opinion about a future occupation for the students to go into. It is not known if those were parents of students who had an opinion about a future occupation for themselves. It is, therefore, not possible to trace discrepancies in responses between particular students and their parents. Only group results can be discussed here.

The students reported that the majority of both parents in the city and rural areas wanted their children to enter occupations in classes 4-6 rather than have jobs in classes 1-3. This was also the case with mothers in coastal towns but the majority of the fathers there preferred their children have occupations in classes 1-3. Approximately two-thirds of both parents in the villages wanted their children to get future jobs in classes 1-3. A higher percentage (67%) of fathers than mothers (43%) in inland towns chose occupations in classes 4-6 for their children.

These results show that on a group comparison basis the students in the city and their parents had similar opinions with respect to choice of a future occupation for the students. Both groups preferred occupations in occupational classes 4-6 to those in classes 1-3.

CHAPTER VII

CONCLUSIONS

All of the 23 research questions (conjectures) in this study were concerned with differences among various groups of 9th graders, particularly those living in the city as contrasted with those dwelling in rural areas. Differences among various groups of Icelandic 9th graders were statistically significant in only seven of the 23 cases in which queries had been raised. The seven questions in which significant differences were found are:

1. Will a higher percentage of 9th graders living in areas where secondary education is available (city and towns) than in areas where secondary education is not available (villages and rural areas) want to attend gymnasiums and comprehensive secondary schools after the 9th grade?

2. Will a higher percentage of 9th graders in the city than in other parts of the country want to go right on to secondary school after the 9th grade?

3. Will a higher percentage of 9th graders in the city than in other areas of the country want to attend commercial schools after the 9th grade?

4. Will a higher percentage of 9th graders in the city than in other parts of the country aspire and expect to get university education in the future?

5. Will a higher percentage of 9th graders in the city than in other parts of the country consider themselves more capable than their parents to choose an education and occupation for themselves?

6. Will a lower percentage of 9th graders in the city than in other parts of the country want to enter manual occupations (classes 1 and 2)?

7. Will there be a higher percentage of 9th graders who report that their parents want them to go to secondary school than of those who will report that their parents want them to get a steady job right after the 9th grade?

In only one of the research questions did the results show a difference between student groups living in areas where secondary education was offered and those who lived where secondary education was not available. All other conjectures for which significant results were gotten showed differences between those who lived in the city and those who lived in other parts of the country.

In several areas significant differences were found between the city and the rest of the country or between the city and some of the other residence groups. These differences were:

1. The 9th graders in the city did not find vocational counselors as helpful as did 9th graders in the rest of the country.

2. A lower percentage of 9th graders in the city than in coastal towns, villages and rural areas were in unskilled manual jobs while attending school.

3. A higher percentage of 9th graders in the city (and inland towns) than in the coastal towns, villages and rural areas were in unskilled clerical jobs while attending school.

4. A lower percentage of 9th graders in the city than in villages, inland towns and rural areas aspired to have skilled manual jobs as their future occupation.

5. A higher percentage of 9th graders in the city than in coastal towns, villages and rural areas aspired to enter an academic occupation in the future.

6. A lower percentage of 9th graders in the city than in inland towns and rural areas expected to have skilled manual jobs as their future occupation.

7. A lower percentage of 9th graders in the city than in coastal towns, villages and rural areas expected to have manual jobs (classes 1 and 2) as their future occupation.

8. A higher percentage of 9th graders in the city than in coastal towns, villages and rural areas expected to enter an academic occupation in the future.

9. A higher percentage of 9th graders in the city than in inland towns and rural areas had an out-of-school job.

10. A higher percentage of 9th graders in the coastal towns and villages than in the city were uncertain about what education they will complete in the future.

The present study reveals that a great majority of the students, above 70%, wants to go right on to secondary school after they have finished the 9th grade. The students in the city were more determined to continue their education right after the 9th grade, but most of those who didn't go right on only postponed their education since they intended to return to school within the next three years.

Why did a higher percentage of students outside the city postpone their education? A higher percentage of the students in the coastal towns, villages and rural areas than in the inland towns wanted to get a steady job right after the 9th grade. Possibly it was not as easy for the inland town students to get a job as for the others who often had jobs waiting for them in the fishing industry and on the farms. For some of these students, earning money may not have been the only reason for not continuing their education. Another reason may have been that they were in doubt that they would get grades high enough to go to a secondary school.

When the study was carried out the students had not taken the final school examinations and the results from the NCPS examination, which they took in February had not yet been released. A report from the Ministry of Culture and Education, on the final results on the NCPS examination for the whole country was released a week after the students answered the questionnaire. This report

revealed that 9th graders in the city got higher final grades in all four subjects than the students in other parts of the country (Ministry of Culture and Education, 1983). Since this examination was first introduced in 1977, the pattern had virtually remained the same, that is, that city students earned higher grades than the others. In 1982 72.5% of all 9th graders in the country got a passing grade, 79% of the city students and 65% of those outside the city (Ministry of Culture and Education, 1983).

Since performance, that is, pass or fail, on this examination is a crucial factor in the final decision making concerning whether to go to secondary school or not it is of importance to consider possible causes for this difference. In the above mentioned report the chairman of the committee which supervised the examination process pointed out several factors which may contribute to this difference. Among them were: 1) Different values and attitudes of teachers, students and parents. 2) Difference in environmental reinforcement. 3) Teachers education (or lack of it). 4) Frequent changes of teachers outside the city. 5) Different curriculum in the schools in various parts of the country, (Proppe, 1984).

To this can be added one important factor, that is, total length of "actual" schooling. In most of the villages, the rural areas and some of the towns the school year is only 8 or 8 1/2 months compared to 9 months in the city. When all school years (1-9th grade) are added up the outcome is that many of the 9th graders especially in the villages and rural areas only have 8 to 8 1/2 years of schooling when they undergo the NCPS examination while those in the city and larger towns have nine years.

The quality of the teaching is considered by many to be of a lower standard in villages and rural areas than in the city and towns because a higher proportion of the school staff is not fully trained as certified teachers. In a

newspaper interview in July, 1985, an administrator in the Educational Ministry revealed that 15% of the teachers in the country in the school year 1984-85 were not certified and that almost all of them taught in areas outside the city. In one village on the northwest coast only the principal was a certified teacher.

A teacher interviewed by the present researcher said that many 9th graders are afraid to leave their family for several years. They rather choose to stay home for some time and go to school when they become "more mature."

Encouragement or reward from agents in the student's environment was suggested in the Ministry's report as an important decisional factor in further schooling of the 9th graders. The present study reveals that, at least for the students in the villages, this reinforcement was not less than in other areas including the city. Indeed the village parents more often promised their children reward for good grades than parents in any of the other residence categories did. The parents in rural areas, on the other hand, more seldom promised a reward than parents in the other groups. Teachers in the villages also showed more interest in their students than teachers in the other groups by talking to a significantly higher percentage of students in this residence group than teachers in other residence categories talked to their students.

When explaining discrepancies in scholastic performance between city students and the others an educational administrator in one of the school districts stated in a newspaper in May 1983 that: "students outside the city more often worked with school than their agemates in the city did" (Arngrimsson & Bergmundsson, 1983, p. 21). Prior to the present study it has been assumed in Iceland that the discrepancy in scholastic performance between city students and others was due to more out-of-school employment outside the city (see Table B-34). This view was not supported by the present study. On the other hand, a

significantly higher percentage of the village students than students in inland towns and rural areas reported that they had held a job since the beginning of the school year in September, 1982 as Table B-36 shows. The difference was not significant between the villagers and the city/coastal town students.

School vacation in summer in Iceland is three months and a great majority of adolescents work through these months. In this way they are introduced to the job market and some may later choose to enter the occupation, or an occupation similar to that which they get to know during this time. However, influence from the job market is dependent on residence because the number of jobs available is different in the villages and rural areas from what it is in the city and the larger towns. The size of the job market or the number of jobs the youngsters are exposed to possibly decide in part equality of job opportunities in such a way that youngsters in the city easily can get information and knowledge about most of the jobs available in the country while the adolescents for example, in the villages, only have a fraction of the job market at their disposal in their area.

In Iceland the school system has not systematically tried to influence the career choices of students through career education programs and vocational counseling. This may change, however, in the coming years, because the Ministry of Culture and Education and culture is preparing such programs for the last grades of the Basic School. The schools in different parts of the country do not, however, have the same opportunities to fulfill their duties in this respect. The primary schools in the capital area can more easily than schools elsewhere introduce the "educational and occupational market" by visiting schools and worksites and be visited by personnel from them. Besides, many of the special training schools are in the capital area and it is in most cases

expensive to have people from them visit the primary schools in the towns, villages and rural areas. Also, the job market available to students in the towns, villages and rural areas is much "narrower," that is, consists of fewer types of occupations than the job market in the city and the largest towns.

At some times during the school year factories in the fishing industry in the coastal towns and especially in the villages virtually call on the schools to "release" the youngsters so they can come to work and save valuable goods for the community. This sometimes creates tension between the schools and the job market. The pressure on the schools to allow the students to work can in some areas be great and resistance to such requests can create a "bad image" for the school. The job market in the coastal towns and villages reflects the fact that this is a hunting society which needs more manpower at certain times than others.

This work during the peak of the fishing season is not considered an introduction to the job market. The youngsters rather look at it as a way to get "easy money" to spend on clothes, radios, etc. Although the youngsters become a part of the work force they do not get a systematic instruction about it or the job market, and when they come out of compulsory school most do not seem to want to make a living from fish processing in the future. This is also reflected in the fact that very few are interested in educating themselves for technical jobs in the fishing industry.

Although Icelanders admit that fishing and the fishing industry are still the foundation of their society many do not seem to look at it as a decent way of making a living. They rather want to earn social status in other fields. The present study reveals that even in the villages only ten percent of the adolescents consider fishermen the most important occupational group. And only one percent consider them the most prestigious group (see Tables B-100 and B-101).

In the villages and many of the coastal towns youngsters have been considered a valuable asset even as unskilled laborers. This, is however, beginning to change because fishing has fallen dramatically and these areas are now forced to change their occupational structure. Availability of education close to home as well as opening up of new job opportunities will be of great importance for these communities in the near future.

The influence of parents on career decisions may be stronger at the present time than it possibly will be in the future when the school has operated a special introductory program on the job market. It will, therefore, be of interest to compare the results of the present study which reveals considerable trust in parental career advice, to a research studying both parental and school influence on these choices.

Only systematic introduction of the already existing job market and the job opportunities which are likely to open up in the future will be beneficial for the students. The parents' advice may rather reflect the current situation while the school can be the force which is able to change the occupational development of a particular town or a village.

It will be necessary that municipal authorities outside the city have an occupational policy which makes it easier for the schools to introduce to and discuss with the students possible future occupations which will open up in their area. The government of Iceland has for the first time in the country's history been forced to set quotas on fishing which has for a long time been vital for towns and villages all around the country. Many look for guidance from the educational system for preparing individuals for new jobs to strengthen the basis of the occupational life of these communities. The present study reveals that both students and their parents are willing to take the educational challenge with help from the school system.

The results of the present study are based on information from the students only. Evaluation of the importance of the influence of parents, and others, on students' career choices would require a separate study.

Information about neither the subjects school grades on the NCPS examination nor their actual secondary school attendance in the fall 1983 were available from the Statistical Bureau of Iceland when the final work on the analysis was done. Both would have been valuable for this study.

It is necessary to be cautious in putting too much weight on the influence of career education and vocational counseling on the students' career choices. Too little is known about these career education programs and the counseling in the various schools in the study for conclusions about its effect on the adolescents' choice of education and occupation. However, career education will in the near future become a part of the school's curriculum and training of vocational counselors has already begun at the University of Iceland. Therefore, within the next ten years it should be possible to determine if this has an impact on students' career choices. The knowledge which the present study contributes to this field could be helpful for the preparational work on career education.

It has been a common view in Iceland that people in the smaller communities for example, the villages have rather negative attitudes toward schools and education. Values and attitudes of persons in the youngsters immediate surroundings are probably an important factor in how they perceive the school. It is thus valuable for understanding of adolescents' career development to study these persons' views of education.

Researches from various countries have shown that social class and sex influence adolescents' career choices. Since the main research tool of the present study, that is, the questionnaire, included both social class and sex

variables the research will be extended to study both of these factors in the coming years.

Within the next ten years the subjects of the present research will be sent another questionnaire. The purpose of this future study will be to get knowledge about what education the subjects have completed or what occupation they have entered. The results will then be compared with the present study to find how stable the subjects' career choices have been.

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APPENDIX A
QUESTIONNAIRE

Investigation of education and career choices of Icelandic adolescents.

Dear student.

This questionnaire has been designed to get information from you, and adolescents of your age, about your choice of school or occupation in the next year, or years.

This investigation is a part of my study in Educational Psychology at the University of Illinois in U.S.A. You can trust that nobody, except me will know anything about what you write in the questionnaire. This is in accordance with rules about researches of this kind, where all given answers are held in strict confidence.

The questionnaire is answered by adolescents in all parts of the country and the information which you give here will be helpful in organizing vocational counseling in the 9th grade in the coming years.

It is important that you write your name in the questionnaire (on page 25) because I will send you another questionnaire later, when you have been working or attending school for several years to get information about your work or study at that time.

Thank you for the consideration you are giving this study.

Hallur Skúlason

Hallur Skúlason
Nidbrekka 1
Olafsvik
ph. 93-6491

In this part of the questionnaire are questions about the school, education in general, your parents (or stepparents) interest in what you are doing in school, and career education and vocational counseling in your school.

Some of the questions you answer by marking your choice, like you do in multiple choice questions, others do you answer by writing a reply.

Read the question and the instructions carefully and remember to answer all of the questions (except of course those you are supposed to skip).

1. To what extent do you like attending school?

   1. ☐ I like it very much
   2. ☐ I like it somewhat
   3. ☐ I neither like it nor dislike it
   4. ☐ I do not like it very much
   5. ☐ I do not like it at all

2. To what extent do you think that what you are learning now (in 9th grade) will be useful in your future occupation?

   1. ☐ it will be very useful
   2. ☐ it will be rather useful
   3. ☐ it will be somewhat useful
   4. ☐ it will be of little use
   5. ☐ it will be of no use.

3. To what extent do you think secondary education will be useful for you in the future?

1. ☐ it will be very useful
2. ☐ it will be rather useful
3. ☐ it will be somewhat useful
4. ☐ it will be of little use
5. ☐ it will be of no use

4. Which 2 subjects do you find most interesting?

1. _____ 2. _____

☐ no particular subject

5. Which 2 subjects do you find least interesting?

1. _____ 2. _____

☐ no particular subject

6. How much time do you spend each day on your homework, on the average?

1. ☐ less than ½ hour
2. ☐ approximately ½ to 1 hour
3. ☐ approximately 1 to 2 hours
4. ☐ approximately 2 to 3 hours
5. ☐ more than 3 hours. If more, how much? _____ hours.

7. How often does your father ask if you have completed your homework?

1. ☐ very often
2. ☐ often
3. ☐ sometimes
4. ☐ seldom
5. ☐ never

8. How often does your mother ask if you have completed your homework?
   1. ☐ very often
   2. ☐ often
   3. ☐ sometimes
   4. ☐ seldom
   5. ☐ never

9. How often does your mother help you with your homework?
   1. ☐ very often
   2. ☐ often
   3. ☐ sometimes
   4. ☐ seldom
   5. ☐ never

10. How often does your father help you with your homework?
   1. ☐ very often
   2. ☐ often
   3. ☐ sometimes
   4. ☐ seldom
   5. ☐ never

11. How much interest does your father show in what you are doing in school?
   1. ☐ very much
   2. ☐ much
   3. ☐ some
   4. ☐ little
   5. ☐ none

12. How much interest does your mother show in what you are doing in school?

1. ☐ very much
2. ☐ much
3. ☐ some
4. ☐ little
5. ☐ none

13. Have your parents ever promised to give you something in return for good grades?

1. ☐ no
2. ☐ yes. If yes, what? _____

14. How much time do you usually spend in extracurricular activities in your school, on the average?

1. ☐ 0 – 2 hours a week
2. ☐ 2 – 3 hours a week
3. ☐ 3 – 4 hours a week
4. ☐ 4 – 5 hours a week
5. ☐ more. If more, how much time? _____ hours a week

15. How much time do you usually spend in extracurricular activities outside the school, on the average?

1. ☐ 0–2 hours a week
2. ☐ 2–3 hours a week
3. ☐ 3–4 hours a week
4. ☐ 4–5 hours a week
5. ☐ more. If more, how much time? _____ hours a week.

16. Does your school have a career education program?

1. ☐ yes
2. ☐ no (if no go to question 18)
3. ☐ I don't know (if don't know go to question 18)

17. Have you found the career education program helpful in choosing a future education and/or occupation?

1. ☐ yes, very helpful
2. ☐ yes, somewhat helpful
3. ☐ no, not at all helpful

18. Is there a vocational counselor in your school?

1. ☐ yes
2. ☐ no, (if no go to question 21)
3. ☐ I don't know (if you don't know go to question 21)

19. If there is a vocational counselor in your school have you asked him to help you find the right school or job for you?

1. ☐ yes
2. ☐ no. If no, why? _____

_____

(if no go to question 21)

20. If you have asked the vocational counselor in your school for help, to what extent have you found him helpful in finding the right school or the right job for you?

1. ☐ very helpful
2. ☐ somewhat helpful
3. ☐ of rather little help
4. ☐ of no help

21. How useful do you think that help of vocational counselors is for students when they are trying to find the right school to attend after the 9th grade?

1. ☐ very useful
2. ☐ somewhat useful
3. ☐ of rather little use
4. ☐ of no use

22. How useful do you think that help of vocational counselors is for students when they are trying to find the right job to go to after the 9th grade?

1. ☐ very useful
2. ☐ somewhat useful
3. ☐ of rather little use
4. ☐ of no use

23. Has your teacher encouraged you to go to secondary school after the 9th grade?

1. ☐ yes, frequently
2. ☐ yes, several times
3. ☐ no, never

24. My teacher would probably make a better school or job choice for me than I could.

1. ☐ strongly agree
2. ☐ agree
3. ☐ uncertain
4. ☐ disagree
5. ☐ strongly disagree

25. Besides school, do you work for pay now? (do not count work during vacation)

1. ☐ no (if no go to question 30)
2. ☐ yes. If yes, what kind of work? _____

_____

26. If you work now, besides school, how many hours do you work each week, on the average?

1. ☐ 0-1 hour a week
2. ☐ 1-2 hours a week
3. ☐ 2-3 hours a week
4. ☐ 3-4 hours a week
5. ☐ 4-5 hours a week
6. ☐ 5-6 hours a week
7. ☐ more. If more, how much? _____ hours a week

27. If you work now, besides school, do you then work:

1. ☐ on weekends only
2. ☐ on weekends and schooldays
3. ☐ on schooldays only

28. If you work now besides school, why do you work:

I work because: _____

_____

29. Do you think your future occupation will be the kind of work, or a similar work, you have done, besides school, this school year?

1. ☐ yes. If yes, why? _____

_____

2. ☐ no. If no, why? _____

_____

30. Have you at any time had a paid job (not jobs during vacations) since school began last September?

1. ☐ yes. If yes, what kind of job? _____

_____

2. ☐ no

31. Do you expect to work part time later this school year? (do not count work during vacations)

1. ☐ yes. If yes, what kind of work? _____

_____

2. ☐ no

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Now we turn to your future education and/or future occupation.

1. Has your mother talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

   1. ☐ yes, and she thinks that I should go to a secondary school. What school? _____ (answer question 3 next)
   2. ☐ yes, and she thinks that I should get a steady job. What kind of job? _____
   3. ☐ yes, and she thinks that I should go to secondary school but it should be my choice what school to attend (answer question 3 next)
   4. ☐ yes, and she thinks that I should get a steady job but it should be my choice what job to get.
   5. ☐ yes, but she thinks it should be my choice whether I go to secondary school or get a steady job (answer question 3 next)
   6. ☐ no, she has never talked to me about it (answer question 3 next)

2. Why do you think your mother wants you to get a steady job (not a summer job) right after the 9th grade?

   Because _____

3. Has your father talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

1. ☐ yes, and he thinks that I should go to a secondary school. What school? _____ (answer question 5 next)
2. ☐ yes, and he thinks that I should get a steady job. What kind of job? _____
3. ☐ yes, and he thinks that I should go to secondary school but it should be my choice what school to attend (answer question 5 next)
4. ☐ yes, and he thinks that I should get a steady job but it should be my choice what job to get
5. ☐ yes; but he thinks it should be my choice whether I go to secondary school or get a steady job (answer question 5 next)
6. ☐ no, he has never talked to me about it (answer question 5 next)

4. Why do you think your father wants you to get a steady job (not a summer job) right after the 9th grade?

Because _____

5. Has your father's father talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

1. ☐ yes, and he thinks that I should go to secondary school. What school? _____
2. ☐ yes, and he thinks that I should get a steady job. What kind of job? _____
3. ☐ yes, but he thinks it should be my choice whether I go to secondary school or get a steady job
4. ☐ no, he has never talked to me about it

6. Has your mother's father talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

   1. ☐ yes, and he thinks that I should go to secondary school. What school? _____
   2. ☐ yes, and he thinks that I should get a steady job. What kind of job? _____
   3. ☐ yes, but he thinks it should be my choice whether I go to secondary school or get a steady job.
   4. ☐ no, he has never talked to me about it

7. Has your father's mother talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

   1. ☐ yes, and she thinks that I should go to secondary school. What school? _____
   2. ☐ yes and she thinks that I should get a steady job. What kind of job? _____
   3. ☐ yes, but she thinks it should be my choice whether I go to secondary school or get a steady job.
   4. ☐ no, she has never talked to me about it

8. Has your mother's mother talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

   1. ☐ yes, and she thinks that I should go to secondary school. What school? _____
   2. ☐ yes, and she thinks that I should get a steady job. What kind of job? _____
   3. ☐ yes, but she thinks it should be my choice whether I go to secondary school or get a steady job
   4. ☐ no, she has never talked to me about it

9. Do you have a brother(s)?

1. ☐ yes
2. ☐ no.(if no go to question 14)

10. I have _____ older brother(s)

11. I have _____younger brother (s)

12. Has your brother(s) talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

1. ☐ yes, and he thinks that I should go to secondary school. What school? _____
2. ☐ yes, and he thinks that I should get a steady job. What kind of job? _____
3. ☐ yes, but he thinks it should be my choice whether I go to secondary school or get a steady job
4. ☐ no, he has never talked to me about it

13. Has any of your brothers been in the school (or the same kind of school) or the job which you intend to go to right after the 9th grade?

1. ☐ yes
2. ☐ no

14. Do you have sister(s)?

1. ☐ yes
2. ☐ no (if no, go to question 19)

15. I have _____ older sister(s)

16. I have _____younger sister(s)

17. Has your sister(s) talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

1. ☐ yes, and she thinks that I should go to secondary school. What school? _____
2. ☐ yes, and she thinks that I should get a steady job. What kind of job? _____

3. ☐ yes, but she thinks it should be my choice whether I go to secondary school or get a steady job

4. ☐ no, she has never talked to me about it

18. Has any of your <u>sisters</u> been in the school (or the same kind of school) or the job which you intend to go to right after the 9th grade?

1. ☐ yes
2. ☐ no

19. Has your <u>uncle or aunt</u> talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

1. ☐ yes, and he/she thinks that I should go to secondary school. What school?_____
2. ☐ yes, and he/she thinks that I should get a steady job. What kind of job?_____
3. ☐ yes, but he/she thinks it should be my choice whether I go to secondary school or get a steady job
4. ☐ no, he/she has never talked to me about it

20. Has your <u>uncle or aunt</u> been in the school (or the same kind of school) or job which you intend to go to right after the 9th grade?

1. ☐ yes
2. ☐ no
3 ☐ I don't know

21. Has your friend(s) talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

1. ☐ yes, and he/she thinks that I should go to secondary school. What school?_____
2. ☐ yes, and he/she thinks that I should get a steady job. What kind of job? _____
3. ☐ yes, but he/she thinks it should be my choice whether I go to secondary school or get a steady job
4. ☐ no, he/she has never talked to me about it

22. Has your closest friend (or some of your closest friends) been in the school (or the same kind of school) or the job which you intend to go to right after 9th grade?

1. ☐ yes
2. ☐ no
3. ☐ I don't know

23. Has your teacher talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

1. ☐ yes, and he/she thinks that I should go to secondary school. What school?_____
2. ☐ yes, and he/she thinks that I should get a steady job What job? _____
3. ☐ yes, but he/she thinks it should be my choice whether I go to secondary school or get a steady job
4. ☐ no, he/she has never talked to me about it

24. Has the vocational counselor talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

1. ☐ yes, and he/she thinks that I should go to secondary school. What school? _____
2. ☐ yes, and he/she thinks that I should get a steady job. What job? _____
3. ☐ yes, but he/she thinks it should be my choice whether I go to secondary school or get a steady job
4. ☐ no, he/she has never talked to me about it

25. Whom of the below mentioned persons would you best trust to give you good advice about the right future education or occupation for you? (mark "1" the person you would trust best and mark "2" the person you would trust next best)

_____ my father
_____ my mother
_____ my brother
_____ my sister
_____ my grandfather
_____ my grandmother
_____ my aunt or uncle
_____ my friend
_____ my teacher
_____ a vocational counselor
_____ a person who is in the school or job which I want to go to

26. How often do you think your parents talk to each other about your future education and/or occupation?

1. ☐ very often
2. ☐ often
3. ☐ sometimes
4. ☐ seldom
5. ☐ never

27. What are you going to do within the next year?

1. ☐ go to school. What school?_____
(if you mark here go to question 29 next)
2. ☐ get a steady job. What job? _____
3. ☐ don't know

28. If you are going to get a steady job (not summer job) right after 9th grade do you expect to go to school within the next three years?

1. ☐ I don't know (if don't know go to question 35)
2. ☐ no (if no go to question 35)
3. ☐ yes. If yes, what school? _____
(you do not have to write the name of the school, just what kind of school it is)

29. If you have decided what secondary school to attend why do you want to attend this school?

Because _____

_____

30. Do you think your grades are/will be good enough to enter the secondary school you intend to attend?

1. ☐ yes
2. ☐ no
3. ☐ I don't know

31. Do you intend to go to college or university in the future?

1. ☐ yes
2. ☐ no
3. ☐ I don't know

32. What kind of education are you <u>interested</u> in getting?

(give as exact description as you can)

33. Sometimes people do not complete the education they are <u>interested</u> in getting. What education do you <u>really</u> think you will complete?

(give as exact description as you can)

34. If the education that you are most <u>interested</u> in getting is not the same as the one you <u>really</u> expect to get what do you think the reason for it is?

1. ☐ I think that I am not capable enough to complete the education that I am most interested in getting
2. ☐ my grades are not good enough to go to the school which I am most interested in attending although I am capable enough to graduate from that school
3. ☐ I can not go to the school which I am most interested in attending because my parents cannot afford to send me there
4. ☐ my parents have not encouraged me to go to the school which I am most interested in attending
5. ☐ I prefer to go to the same school as my friend(s) will attend although it is not the one that I am most interested in attending
6. ☐ the school I want to go to is so far away that I will not be able to see my family as often as I would like
7. ☐ my teachers have not encouraged me to go to the school which I am most interested in attending

35. What occupation are you most interested in entering as your future occupation?

1. ☐ I have not yet decided what occupation to enter
2. ☐ I am most interested in entering _____ (give as exact description of the occupation as you can)

Why are you interested in entering that occupation? _____

36. Sometimes people do not enter the same occupation they are most interested in entering. What occupation do you really expect to have as your life's work? _____ (give as exact description of the occupation as you can)

☐ I don't know (if you don't know go to question 38)

37. If you have decided what occupation to have as your future job when did you first think about entering that particular occupation?

When I was _____ years old

38. Have you ever tried to get an information about a job, you are considering as your future occupation, from a person which is already in that job?

1. ☐ yes, through my school's career education program only
2. ☐ yes, on my own without help from anyone
3. ☐ yes, but with help from others. Whom? _____
4. ☐ no, never

39. Does your father want you to enter a particular occupation in the future?

1. ☐ no, (if no, go to question 41)
2. ☐ yes. If yes, what occupation? _____
3. ☐ I don't know (go to question 41)

40. Why do you think your father wants you to enter that occupation?

Because _____

41. Does your mother want you to enter a particular occupation in the future?

1. ☐ no (if no, go to question 43)
2. ☐ yes. If yes, what occupation? _____
3. ☐ I don't know (go to question 43)

42. Why do you think your mother wants you to enter that occupation?

Because _____

43. I should be able to choose an occupation without relying on my parents advice

1. ☐ strongly agree
2. ☐ agree
3. ☐ uncertain
4. ☐ disagree
5. ☐ strongly disagree

44. My friends opinion about the job I want doesn't matter to me.

1. ☐ strongly agree
2. ☐ agree
3. ☐ uncertain
4. ☐ disagree
5. ☐ strongly disagree

45. Other people have better ideas than myself about the best job for me.

1. ☐ strongly agree
2. ☐ agree
3. ☐ uncertain
4. ☐ disagree
5. ☐ strongly disagree

46. Women do most work better than men.

1. ☐ strongly agree
2. ☐ agree
3. ☐ uncertain
4. ☐ disagree
5. ☐ strongly disagree

47. Men do most work better than women.

1. ☐ strongly agree
2. ☐ agree
3. ☐ uncertain
4. ☐ disagree
5. ☐ strongly disagree

48. What is the occupation of the fathers of your two best friends?

1. _____

2. _____

49. What do you think your best friend will do in the next two years?

1. ☐ go to school. What school? _____
2. ☐ get a steady job. What job? _____
3. ☐ I don't know what he/she will do
4. ☐ other. What? _____

50. If you have decided what will be your future occupation how much money do you think you will make a month in that job?

_____ krónur a month

☐ I don't know

In this part you will answer questions about your parent's education and occupation. Read all the questions carefully and remember to answer all of them.

1. What is your father's occupation? _____
(if needed, give a short description of his job)

2. How many hours does your father usually work <u>each day</u>, on the average?

1. ☐ 0-4 hours
2. ☐ 4-6 hours
3. ☐ 6-8 hours
4. ☐ 8-10 hours
5 ☐ 10-12 hours
6. ☐ more than 12 hours. If more, how many hours?

_____ hours a day

7. ☐ I don't know how many hours he works each day

3. How do you think your <u>father</u> likes his job?

1. ☐ he likes it very much
2. ☐ he likes it rather well
3. ☐ he neither likes it nor dislikes it
4. ☐ he finds it rather dull
5. ☐ he finds it very dull
6. ☐ I don't know if he likes it or dislikes it

4. Have you been to your <u>father's</u> workplace?

1. ☐ yes
2. ☐ no. If no, why? _____

5. What is your mother's occupation

1. ☐ housewife (if you mark here go to question 9)
2. ☐ housewife and works outside the home. What work? ____

_____

(if necessary give a short description of her job)

6. How many hours does your mother work each day, on the average, in her work outside the home?

1. ☐ 0-4 hours
2. ☐ 4-6 hours
3. ☐ 6-8 hours
4. ☐ 8-10 hours
5. ☐ 10-12 hours
6. ☐ more than 12 hours. If more, how many hours?

   _____ hours a day
7. ☐ I don't know how many hours she works each day

7. How do you think your mother likes her job outside the home?

1. ☐ she likes it very much
2. ☐ she likes it rather well
3. ☐ she neither likes it nor dislikes it
4. ☐ she finds it rather dull
5. ☐ she finds it very dull
6. ☐ I don't know if she likes it or dislikes it

8. Have you been to your mother's workplace outside the home?

1. ☐ yes
2. ☐ no. If no, why? _____

_____

9. What is/was your father's father occupation? _____

_____

(if necessary, give a short description of his job)

10. What is/was your mother's father occupation? _____

_____

11. Does your <u>father</u> have any formal education beyond compulsory education?

1. ☐ I don't know
2. ☐ no
3. ☐ yes. If yes, what kind of education? Give as exact description as you can. _____

12. Does your <u>mother</u> have any formal education beyond compulsory education?

1. ☐ I don't know
2. ☐ no
3. ☐ yes. If yes, what kind of education? Give as exact description as you can. _____

In this part are general questions about yourself and your family.
<u>Read all the questions carefully and remember to answer all of them.</u>

1. Are you a male ☐ a female ☐

2. Do you live:

1. ☐ in Reykjavik
2. ☐ in a town. What town? _____
3. ☐ in a village. What village? _____
4. ☐ on a farm. What farm? _____

3. With whom do you live?

1. ☐ both parents
2. ☐ mother only
3. ☐ father only
4. ☐ grandfather and/or grandmother
5. ☐ others. If others whom? _____

4. How many people currently live in your household, including you?

_____ adults

_____ adolescents (13-17 years old)

_____ children

5. Does your grandfather and/or grandmother live in your home?

1. ☐ grandfather only
2. ☐ grandmother only
3. ☐ both
4. ☐ neither of them

6. How often do you usually see your father, on the average?

1. ☐ many times each day
2. ☐ once or twice each day
3. ☐ less than once each day. If less than once a day, how often and why? _____

7. How often do you usually see your mother, on the average?

1. ☐ many times each day
2. ☐ once or twice each day
3. ☐ less than once each day. If less than once a day, how often and why? _____

8. Do you spend more time, with your parents or with your friends each day, on the average?

1. ☐ my parents
2. ☐ my friends
3. ☐ equal time with both

10. What is your name?

My name is: _____

(write your full name)

* 25 *

Here is a list of 12 occupations. People tend to think of them differently according to how important they are in the society.

a. For each occupation please indicate, by marking X on the scale under each occupation, if you consider it to be very important, somewhat important, not very important or not at all important.

Farmer

very important	somewhat important	not very important	not at all important

Physician

very important	somewhat important	not very important	not at all important

Carpenter

very important	somewhat important	not very important	not at all important

Fisherman

very important	somewhat important	not very important	not at all important

Teacher

very important	somewhat important	not very important	not at all important

Housewife

very important	somewhat important	not very important	not at all important

Worker

very important	somewhat important	not very important	not at all important

Clergyman

very important	somewhat important	not very important	not at all important

Preschool teacher

very important	somewhat important	not very important	not at all important

Politician

very important	somewhat important	not very important	not at all important

Bank clerk

very important	somewhat important	not very important	not at all important

Merchant

very important	somewhat important	not very important	not at all important

b. Which of the occupations listed above do you consider to be most important? _____

Here is a list of the same 12 occupations that appeared in the first list. Some of these occupations have more "prestige" or "status" than others. That is, you may tend to "look up to" and admire persons employed in certain of these occupations more than persons employed in other occupations.

a. For each occupation please indicate, by marking X on the scale under each occupation, if you consider it to have: great deal of status, some status, little or no status.

Farmer

great deal of status	some status	little status	no status

Physician

great deal of status	some status	little status	no status

Carpenter

great deal of status	some status	little status	no status

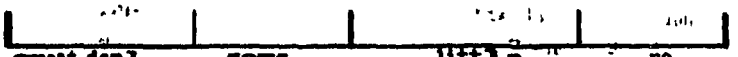
Fisherman

great deal of status	some status	little status	no status

Teacher

great deal of status	some status	little status	no status

Housewife



great deal of status	some status	little status	no status

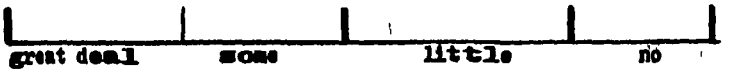
Worker

great deal of status	some status	little status	no status

Clergyman

great deal of status	some status	little status	no status

Pharmacist teacher.

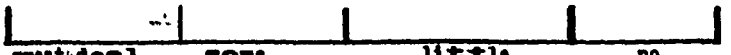


great deal of status	some status	little status	no status

Politician

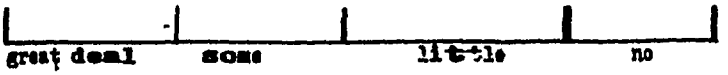
great deal of status	some status	little status	no status

Bank clerk



great deal of status	some status	little status	no status

Merchant



great deal of status	some status	little status	no status

b. Which of the above mentioned occupations do you consider to have the most status? _____

THANK YOU FOR THE COOPERATION.

APPENDIX B
TABLES

Table B-1

Family size.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Parents and 1-2 children	66	31.3	26	17.1	24	20.9	10	17.2	5	6.8
Parents and 3-4 children	120	56.9	97	63.8	58	50.4	41	70.7	28	38.4
Parents and more than 5 children	4	1.9	10	6.6	9	7.8	1	1.7	13	17.8
More than 2 adults and 1-2 children	3	1.4								
More than 2 adults and 3-6 children	1	.5								
Parents and 5-6 children	17	8.1	19	12.5	24	20.9	6	10.3	27	37.0
Total	211		152		115		58		73	

Chi-square	df	Significance	Contingency coefficient
93.43	20	.00	.36

Table B-2

Does your grandfather and/or grandmother live in your home?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Grandfather only	1	.5	3	2.1	4	3.5			4	5.8
Grandmother only	13	6.4	5	3.4	4	3.5	1	1.8	8	11.6
Both	6	2.9	4	2.8	3	2.7	3	5.3	2	2.9
Neither of them	184	90.2	133	91.7	102	90.3	53	93.0	55	79.7
Total	204		145		113		57		69	

Chi-square	df	Significance	Contingency coefficient
20.11	12	.06	.18

Difference significant between*:
(rows 1-3) Rural areas--rest of the country: Z=2.87

*Value of Z significant at P<.05 level is 1.96 in all tables showing a Z value.

Table B-3

With whom do you live?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Both parents	159	75.7	128	83.7	99	86.1	51	87.9	61	83.6
Mother only	36	17.1	17	11.1	11	9.6	3	5.2	7	9.6
Father only	4	1.9	2	1.3			3	5.2		
Grandfather and/or grandmother	4	1.9	1	.7	2	1.7				
Others	7	3.3	5	3.3	3	2.6	1	1.7	5	6.8
Total	210		153		115		58		73	

Chi-square	df	Significance	Contingency coefficient
24.21	16	.08	.19

Table B-4

How often do you usually see your father, on the average?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Many times each day	101	49.8	82	56.2	56	51.4	39	68.4	30	42.9
Once or twice each day	55	27.1	34	23.3	22	20.2	14	24.6	3	4.3
Less than once each day	47	23.2	30	20.5	31	28.4	4	7.0	37	52.9
Total	203		146		109		57		70	

Chi-square	df	Significance	Contingency coefficient
47.98	8	.00	.27

Differences significant between:
(rows 1 and 2) Rural areas--rest of the country: Z=5.60
(rows 1 and 2) Inland towns--city/coastal towns/villages: Z=2.85

Table B-5

See father less than once a day.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
He lives far away	31	73.8	11	36.7	8	28.6	2	50.0	6	16.7
He is a fisherman	3	7.1	4	13.3	14	50.0			2	5.6
He leaves early and comes home late	1	2.4								
He has irregular working hours	1	2.4								
He is dead	2	4.8	1	3.3	1	3.6	1	25.0		
He works far away from home	1	2.4	3	10.0	1	3.6				
He works on shifts	3	7.1	3	10.0	1	3.6				
I attend school far away from home			6	20.0			1	25.0	27	75.0
He is in a hospital					1	3.6			1	2.8
Other			2	67.7	2	7.1				
Total	42		30		28		4		36	

Chi-square	df	Significance	Contingency coefficient
125.94	36	.00	.68

Table B-6

How often do you usually see your mother, on the average?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Many times each day	168	80.8	126	83.4	105	91.3	51	89.5	37	50.7
Once or twice each day	27	13.0	16	10.6	7	6.1	3	5.3	4	5.5
Less than once each day	13	6.3	9	6.0	3	2.6	3	5.3	32	43.8
Total	202		151		115		57		73	

Chi-square	df	Significance	Contingency coefficient
114.22	8	.00	.39

Difference significant between:
(rows 1 and 2) Rural areas--rest of the country: Z=10.33

Table B-7

See mother less than once a day.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
She lives far away	7	58.3	3	33.3	3	75.0	1	33.3	3	9.4
She is a fisherman					1	25.0				
She leaves early and comes home late	1	8.3								
She has irregular working hours	1	8.3								
She is dead	2	16.7					1	33.3		
She works on shifts	1	8.3								
I attend school far away from home			6	66.7			1	33.3	29	90.6
Total	12		9		4		3		32	

Chi-square	df	Significance	Contingency coefficient
62.40	24	.00	.71

Table B-8

How many hours does your father usually work each day, on the average?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Ø-4 hours	2	1.Ø	1	.7						
4-6 hours	1	.5	1	.7	3	2.9	1	1.8	2	3.Ø
6-8 hours	36	18.2	1Ø	6.9	6	5.8	6	1Ø.9	5	7.5
8-1Ø hours	51	4Ø.9	63	43.8	28	27.2	28	5Ø.9	13	19.4
1Ø-12 hours	39	19.7	32	22.2	24	23.3	13	23.6	19	28.4
More than 12 hours	7	3.5	8	5.6	4	3.9	1	1.8	5	7.5
I don't know how many hours he works each day	32	16.2	29	2Ø.1	38	36.9	6	1Ø.9	23	34.3
Total	198		144		1Ø3		55		67	

Chi-square	df	Significance	Contingency coefficient
6Ø.37	24	.ØØ	.31

Table B-9

What is your mother's occupation?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Housewife	45	21.6	32	21.1	35	30.7	16	28.6	38	52.1
Housewife and works outside the home	163	78.4	120	78.9	79	69.3	40	71.4	35	47.9
Total	208		152		114		56		73	

Chi-square	df	Significance	Contingency coefficient
29.43	4	.00	.21

Difference significant between:
Rural areas--rest of the country: Z=5.01

Table B-10

How many hours does your mother work each day, on the average, in her work outside the home?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
0-4 hours	24	15.2	26	21.7	17	21.5	11	27.5	5	15.2
4-6 hours	31	19.6	32	26.7	21	26.6	9	22.5	8	24.2
6-8 hours	44	27.8	23	19.2	15	19.0	10	25.0	4	12.1
8-10 hours	41	25.9	23	19.2	13	16.5	8	20.0	6	18.2
10-12 hours	6	3.8	4	3.3	2	2.5			1	3.0
More than 12 hours	1	.6	4	3.3					2	6.1
I don't know how many hours she works each day	11	7.0	8	6.7	11	13.9	2	5.0	7	21.2
Total	158		120		79		40		33	

Chi-square	df	Significance	Contingency coefficient
33.50	24	.09	.26

Table B-11

To what extent do you like attending school?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
I like it very much	18	8.5	5	3.2					3	4.1
I like it somewhat	64	30.3	47	30.5	28	24.3	5	8.8	16	21.9
I neither like it nor dislike it	107	50.7	82	53.2	73	63.5	37	64.9	39	53.4
I do not like it very much	18	8.5	17	11.0	14	12.2	14	24.6	15	20.5
I do not like it at all	4	1.9	3	1.9			1	1.8		
Total	211		154		115		57		73	

Chi-square	df	Significance	Contingency coefficient
46.34	16	.00	.26

Difference significant between:
(rows 1 and 2) Inland towns--rest of the country: Z=3.15
(rows 4 and 5) Inland towns--rest of the country: Z=2.78

Table B-12

To what extent do you think that what you are learning now (in 9th grade) will be useful in your future occupation?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
It will be very useful	28	13.3	23	15.2	20	17.5	10	17.2	11	15.1
It will be rather useful	80	38.1	64	42.4	49	43.0	36	62.1	30	41.1
It will be somewhat useful	81	38.6	52	34.4	37	32.5	10	17.2	26	35.6
It will be of little use	18	8.6	11	7.3	7	6.1	2	3.4	6	8.2
It will be of no use	3	1.4	1	.7	1	.9				
Total	210		151		114		58		73	

Chi-square	df	Significance	Contingency coefficient
17.47	16	.35	.16

Table B-13

To what extent do you think secondary education will be useful for you in the future?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
It will be very useful	126	60.6	96	64.9	74	66.1	34	58.6	22	30.1
It will be rather useful	67	32.2	36	24.3	29	25.9	22	37.9	30	41.1
It will be somewhat useful	14	6.7	14	9.5	7	6.3	2	3.4	16	21.9
It will be of little use	1	.5	2	1.4	2	1.8			3	4.1
It will be of no use									2	2.7
Total	208		148		112		58		73	

Chi-square	df	Significance	Contingency coefficient
57.43	16	.00	.29

Table B-14

How much time do you spend each day on your homework on the average?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Less than 1/2 hour	74	35.2	41	26.8	26	23.0	32	55.2	21	29.2
Approximately 1/2 to 1 hour	84	40.0	69	45.1	53	46.9	19	32.8	27	37.5
Approximately 1 to 2 hours	44	21.0	35	22.9	31	27.4	6	10.3	14	19.4
Approximately 2 to 3 hours	7	3.3	7	4.6	3	2.7	1	1.7	10	13.9
More than 3 hours	1	.5	1	.7						
Total	210		153		113		58		72	

Chi-square	df	Significance	Contingency coefficient
40.55	16	.00	.25

Differences significant between:
(rows 1 and 2) Inland towns--rest of the country: Z=2.06

Table B-15

How much time do you usually spend in extracurricular activities in your school, on the average?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
0-2 hours a week	139	69.2	78	52.0	68	63.6	33	60.0	23	34.3
2-3 hours a week	24	11.9	36	24.0	24	22.4	11	20.0	20	29.9
3-4 hours a week	23	11.4	17	11.3	8	7.5	2	3.6	5	7.5
4-5 hours a week	10	5.0	11	7.3	4	3.7	7	12.7	12	17.9
More	5	2.5	8	5.3	3	2.8	2	3.6	7	10.4
Total	201		150		107		55		67	

Chi-square	df	Significance	Contingency coefficient
51.18	16	.00	.28

Difference significant between:
(rows 1-3) Rural areas--rest of the country: Z=4.42

Table B-16

How much time do you usually spend in extracurricular activities outside the school on the average?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
0-2 hours a week	10	5.0	8	5.4	5	4.6	2	3.6	15	22.7
2-3 hours a week	18	8.9	11	7.4	12	11.1	10	17.9	11	16.7
3-4 hours a week	28	13.9	15	10.1	13	12.0	5	8.9	8	12.1
4-5 hours a week	43	21.3	37	25.0	30	27.8	7	12.5	15	22.7
More	103	51.0	77	52.0	48	44.4	32	57.1	17	25.8
Total	202		148		108		56		66	

Chi-square	df	Significance	Contingency coefficient
48.99	16	.00	.27

Difference significant between:
(rows 4 and 5) Rural areas--rest of the country: Z=4.17

Table B-17

More than 5 hours in extracurricular activities outside the school?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
5-10 hours a week	30	30.3	29	39.7	14	29.2	11	34.4	6	37.5
11-14 hours a week	20	20.2	14	19.2	11	22.9	3	9.4	3	18.8
15-20 hours a week	21	21.2	18	24.7	1	2.1	9	28.1	2	12.5
25-30 hours a week	4	4.0	3	4.1	12	25.0	4	12.5	2	12.5
35-45 hours a week	10	10.1	1	1.4	1	2.1	2	6.3	1	6.3
I don't know	14	14.1	8	11.0	9	18.8	3	9.4	2	12.5
Total	99		73		48		32		16	

Chi-square	df	Significance	Contingency coefficient
41.02	20	.00	.36

Table B-18

How much interest does your father show in what you are doing in school?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Very much	25	13.0	10	6.8	11	10.1	3	5.3	3	4.2
Much	54	28.1	42	28.6	34	31.2	12	21.1	15	21.1
Some	53	27.6	49	33.3	32	29.4	17	29.8	27	38.0
Little	44	22.9	33	22.4	24	22.0	20	35.1	19	26.8
None	16	8.3	13	8.8	8	7.3	5	8.8	7	9.9
Total	192		147		109		57		71	

Chi-square	df	Significance	Contingency coefficient
15.67	16	.47	.16

Table B-19

How much interest does your mother show in what you are doing in school?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Very much	34	16.3	17	11.2	21	18.4	6	10.5	4	5.5
Much	79	38.0	54	35.5	44	38.6	19	33.3	23	31.5
Some	64	30.8	52	34.2	29	25.4	19	33.3	28	38.4
Little	24	11.5	25	16.4	18	15.8	11	19.3	14	19.2
None	7	3.4	4	2.6	2	1.8	2	3.5	4	5.5
Total	208		152		114		57		73	

Chi-square	df	Significance	Contingency coefficient
17.03	16	.38	.16

Table B-20

How often does your father ask if you have completed your homework?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Very often	11	5.6	7	4.8	8	7.3	2	3.5		
Often	21	10.7	12	8.3	14	12.7	3	5.3	2	2.8
Sometimes	49	25.0	32	22.1	22	20.0	8	14.0	10	14.1
Seldom	54	27.6	43	29.7	34	30.9	15	26.3	18	25.4
Never	61	31.1	51	35.2	32	29.1	29	50.9	41	57.7
Total	196		145		110		57		71	

Chi-square	df	Significance	Contingency coefficient
31.90	16	.01	.22

Difference significant between:
(rows 1 and 2) Rural areas--rest of the country: Z=2.86

Table B-21

How often does your mother ask if you have completed your homework?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Very often	34	16.5	18	11.9	15	13.0	2	3.5	3	4.2
Often	48	23.3	27	17.9	33	28.7	10	17.5	10	14.1
Sometimes	52	25.2	50	33.1	31	27.0	17	29.8	8	11.3
Seldom	47	22.8	31	20.5	28	24.3	16	28.1	28	39.4
Never	25	12.1	25	16.6	8	7.0	12	21.1	22	31.0
Total	206		151		115		57		71	

Chi-square	df	Significance	Contingency coefficient
53.08	16	.00	.28

Difference significant between:
(rows 1 and 2) Inland towns/rural areas--city/villages: Z=3.73

Table B-22

How often does your mother help you with your homework?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Very often	2	1.0	1	.7			1	1.8		
Often	10	4.9	5	3.3	6	5.2	4	7.0	1	1.4
Sometimes	43	20.9	22	14.6	13	11.3	14	24.6	10	14.3
Seldom	78	37.9	50	33.1	41	35.7	14	24.6	19	27.1
Never	73	35.4	73	48.3	55	47.8	24	42.1	40	57.1
Total	206		151		115		57		70	

Chi-square	df	Significance	Contingency coefficient
22.99	16	.11	.19

Difference significant between:
(rows 1-3) City/inland towns--villages/rural areas: Z=2.94

Table B-23

How often does your father help you with your homework?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Very often	2	1.0	1	.7	1	.9				
Often	19	9.7	10	6.9	8	7.3	2	3.5		
Sometimes	41	21.0	33	22.8	19	17.4	15	26.3	7	10.1
Seldom	57	29.2	44	30.3	36	33.0	19	33.3	25	36.2
Never	76	39.0	57	39.3	45	41.3	21	36.8	37	53.6
Total	195		145		109		57		69	

Chi-square	df	Significance	Contingency coefficient
19.14	16	.26	.17

Differences significant between:
(rows 1-3) Rural areas--rest of the country: Z=3.43

Table B-24

Have your parents ever promised to give you something in return for good grades?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
No	140	68.3	117	78.0	67	59.3	45	77.6	63	87.5
Yes	65	31.7	33	22.0	46	40.7	13	22.4	9	12.5
Total	205		150		113		58		72	

Chi-square	df	Significance	Contingency coefficient
22.70	4	.00	.19

Differences also significant between:
(row 2) Villages--towns/rural areas: Z=4.32
(row 2) Rural areas--city/village: Z=3.72

Table B-25

Reward for good grades.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Money	17	27.4	6	20.0	5	11.9	2	16.7	3	42.9
Travelling	6	9.7	4	13.3	4	9.5	4	33.3	1	14.3
Clothes, books, motor vehicles, pets	12	19.4	14	46.7	18	42.9	5	41.7	1	14.3
Learning assistance	1	1.6							1	14.3
Entertainment	6	9.7			1	2.4				
Other	20	32.3	6	20.0	14	33.3	1	8.3	1	14.3
Total	62		30		42		12		7	

Chi-square	df	Significance	Contingency coefficient
36.95	20	.01	.44

Difference significant between:
(row 3) Towns/villages--city/rural areas: Z=3.30

Table B-26

Does your school have a career education program?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes	186	89.4	105	68.2	105	91.3	53	91.4	69	94.5
No	18	8.7	45	29.2	10	8.7	5	8.6	3	4.1
I don't know	4	1.9	4	2.6					1	1.4
Total	208		154		115		58		73	

Chi-square	df	Significance	Contingency coefficient
51.40	8	.00	.27

Difference significant between:
(row 2) Coastal towns--rest of the country: Z=6.22

Table B-27

Is there a vocational counselor in your school?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes	29	14.4	34	22.4	51	45.9	1	1.8	3	4.1
No	114	56.4	97	63.8	48	43.2	38	66.7	609	82.2
I don't know	59	29.2	21	13.8	12	10.8	18	31.6	10	13.7
Total	202		152		111		57		73	

Chi-square	df	Significance	Contingency coefficient
93.85	8	.00	.36

Difference significant between:
(row 1) Villages--rest of the country: Z=7.65

Table B-28

Have you found the career education program helpful in choosing a future education and/or occupation?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, very helpful	9	4.9	9	9.2	10	9.4	6	11.1	4	6.0
Yes, somewhat helpful	60	32.8	39	39.8	47	44.3	19	35.2	33	49.3
No, not at all helpful	114	62.3	50	51.0	49	46.2	29	53.7	30	44.8
Total	183		98		106		54		67	

Chi-square	df	Significance	Contingency coefficient
13.05	8	.11	.15

Table B-29

If there is a vocational counselor in your school have you asked him to help you find the right school or job for you?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes	3	10.3	16	47.1	27	51.9	2	100.0		
No	26	89.7	18	52.9	25	48.1			3	100.0
Total	29		34		52		2		3	

Chi-square	df	Significance	Contingency coefficient
19.41	4	.00	.37

Differences significant between:
(row 1) City/rural areas--towns/villages: Z=4.12

Table B-30

Why was help of vocational/counselor not sought?

	City		Coastal towns		Villages		Rural areas	
	N	%	N	%	N	%	N	%
I decide without help from anyone	5	23.8	6	33.3	9	39.1	1	50.0
I don't know	7	33.3	5	27.8	3	13.	1	50.0
I didn't need help then	5	23.8	3	16.7	3	13.0		
I get help from others	1	4.8			1	4.3		
I didn't have courage to see him					2	8.7		
I will see him later	2	9.5	3	16.7	4	17.4		
He wanted to see everybody					1	4.3		
He cannot help me			1	5.6				
None of your business	1	4.8						
Total	21		18		23		2	

Chi-square	df	Significance	Contingency coefficient
16.26	24	.87	.45

Table B-31

If you have asked the vocational counselor in your school for help, to what extent have you found him helpful in finding the right school or the right job for you?

	City		Coastal towns		Villages		Inland towns	
	N	%	N	%	N	%	N	%
Very helpful	1	25.0	3	17.6	5	20.8		
Somewhat helpful			11	64.7	12	50.0		
Of rather little help	3	75.0	2	11.8	5	20.8	1	100.0
Of no help			1	5.9	2	8.3		
Total	4		17		24		1	

Chi-square	df	Significance	Contingency coefficient
11.93	9	.21	.45

Table B-32

How useful do you think that help of vocational counselors is for students when they are trying to find the right school to attend after the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Very useful	25	12.7	38	25.7	25	22.9	20	35.1	15	20.8
Somewhat useful	112	56.9	90	60.8	72	66.1	28	49.1	48	66.7
Of rather little use	52	26.4	17	11.5	12	11.0	9	15.8	8	11.1
Of no use	89	4.1	3	2.0					1	1.4
Total	197		148		109		57		72	

Chi-square	df	Significance	Contingency coefficient
40.48	12	.00	.25

Differences significant between:
(rows 1 and 2) City--rest of the country: Z=5.11

Table B-33

How useful do you think that help of vocational counselors is for students when they are trying to find the right job to go to after the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Very useful	12	6.2	21	14.7	18	16.8	9	16.1	8	11.3
Somewhat useful	87	45.1	81	56.6	57	53.3	32	57.1	47	66.2
Of rather little use	76	39.4	38	26.6	29	27.1	15	26.8	15	21.1
Of no use	18	9.3	3	2.1	3	2.8			1	1.4
Total	193		143		107		56		71	

Chi-square	df	Significance	Contingency coefficient
39.68	12	.00	.25

Difference significant between:
(rows 1 and 2) City--rest of the country: Z=5.01

Table B-34

Do you have an out-of-school job now?(do not count work during vacation).

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
No	145	68.4	116	75.8	86	74.8	48	82.8	59	80.8
Yes	67	31.6	37	24.2	29	25.2	10	17.2	14	19.2
Total	212		153		115		58		73	

Chi-square	df	Significance	Contingency coefficient
7.86	4	.09	.11

Difference significant between:
(row 2) City--Inland towns/rural areas: Z=2.70

Table B-35

Type of out-of-school job.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Unskilled workers	13	20.3	20	54.1	19	65.5	2	20.0	13	100.0
Skilled workers	2	3.1	1	2.7	5	17.2				
Clerical workers	47	73.4	14	37.8	5	17.2	6	60.0		
Teachers, etc.	2	3.1	2	5.4			2	20.0		
Total	64		37		29		10		13	

Chi-square	df	Significance	Contingency coefficient
63.57	12	.00	.54

Differences significant between:
(row 1) City/inland--coastal/villages/rural: Z=5.67
(row 3) City--coastal towns/villages: Z=5.09

Table B-36

Have you at any time had a paid job (not jobs during vacations) since school began last September?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes	81	40.5	55	37.7	49	45.8	15	27.8	19	27.1
No	119	59.5	91	62.3	58	54.2	39	72.2	51	72.9
Total	200		146		107		54		70	

Chi-square	df	Significance	Contingency coefficient
9.19	4	.06	.12

Differences significant between:
(row 1) Villages--inland towns/rural areas: Z=2.90

Table B-37

Type of an out-of-school job held earlier in the school year.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Unskilled manual workers.	19	24.1	36	66.7	30	63.8	7	46.7	18	94.7
Skilled manual workers.	3	3.8	1	1.9	7	14.9				
Unskilled clerical workers and civil servants trained on the job.	56	70.9	16	29.6	10	21.3	8	53.3	1	5.3
Technical, teaching and lower managerial	1	1.3	1	1.9						
Total	79		54		47		15		19	

Chi-square	df	Significance	Contingency coefficient
64.22	12	.00	.48

Table B-38

Do you expect to work part-time later this school year? (Do not count work during vacations.)

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes	47	24.1	41	27.9	25	22.3	9	17.0	18	25.7
No	148	75.9	106	72.1	87	77.7	44	83.0	52	74.3
Total	195		147		112		53		70	

Chi-square	df	Significance	Contingency coefficient
2.89	4	.57	.07

Table B-39

If you work now, outside school, how many hours do you work each week, on the average?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
0-1 hour a week	2	3.1	4	11.4	2	7.4				
1-2 hours a week	5	7.8	1	2.9	1	3.7			1	7.1
2-3 hours a week	6	9.4	1	2.9	2	7.4	1	10.0	1	7.1
3-4 hours a week	8	12.5	2	5.7	1	3.7	2	20.0	1	7.1
4-5 hours a week	3	4.7	5	14.3	3	11.1	2	20.0	1	7.1
5-6 hours a week	8	12.5	8	22.9	2	7.4	1	10.0		
More	32	50.0	14	40.0	16	59.3	4	40.0	10	71.4
Total	64		35		27		10		14	

Chi-square	df	Significance	Contingency coefficient
22.89	24	.52	.36

Difference significant between:
(row 7) Rural areas--coastal towns/inland towns: Z=1.98

Table B-40

More than six hours of work outside school.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
6-10 hours a week	11	35.5	1	7.1	7	46.7	2	50.0	3	30.0
11-15 hours a week	8	25.8	5	35.7	2	13.3	1	25.0	4	40.0
16-20 hours a week	6	19.4	5	35.7	4	26.7	1	25.0	1	10.0
21-25 hours a week	2	6.5	2	14.3	1	6.7				
26-30 hours a week	2	6.5	1	7.1					1	10.0
30-35 hours a week	2	6.5			1	6.7			1	10.0
Total	31		14		15		4		10	

Chi-square	df	Significance	Contingency coefficient
13.41	20	.85	.39

Table B-41

If you work now outside school, why do you work?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
I need money	52	82.5	25	69.4	25	86.2	7	70.0	2	14.3
The family needs money	3	4.8							1	7.1
Good to get to know job	1	1.6								
I have to work to support myself	2	3.2	2	5.6			1	10.0	1	7.1
Part-time job pleasant	3	4.8	3	8.3	1	3.4	1	10.0	4	28.6
Was asked to take job	1	1.6	5	13.9	2	6.9	1	10.0	4	28.6
I like hard physical working			1	2.8	1	3.4			1	7.1
Other	1	1.6							1	7.1
Total	63		36		29		10		14	

Chi-square	df	Significance	Contingency coefficient
45.49	28	.01	.47

Differences significant between:
(row 1) Rural areas--rest of the country: Z=5.19
(row 5) Rural areas--city/villages: Z=3.20
(row 6) Rural areas--city/villages: Z=3.55

Table B-42

Do you think your future occupation will be the kind of work, or a similar work, as your out-of-school job this school year?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes	8	11.9	2	5.7	4	14.8	1	10.0	4	28.6
No	49	73.1	23	65.7	13	48.1	4	40.0	4	28.6
I don't know	10	14.9	10	28.6	10	37.0	5	50.0	6	42.9
Total	67		35		27		10		14	

Chi-square	df	Significance	Contingency coefficient
18.00	8	.02	.32

Differences significant between:
(row 1) Rural areas--coastal towns: Z=2.20

Table B-43

What are you going to do within the next year?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Go to school	201	95.3	118	76.6	97	85.1	50	86.2	52	71.2
Get a steady job	7	3.3	26	16.9	15	13.2	4	6.9	17	23.3
Don't know	3	1.4	10	6.5	2	1.8	4	6.9	4	5.5
Total	211		154		114		58		73	

Chi-square	df	Significance	Contingency coefficient
41.68	8	.00	.25

Difference significant between:
(row 1) City--all other residence groups: Z=5.19
(row 1) Rural areas--city/villages/inland towns: Z=4.68
(row 2) Rural areas--city/inland towns: Z=5.31
(row 3) City/villages--towns/rural areas: Z=3.09

Table B-44

If you are going to get a steady job (not a summer job) right after 9th grade do you expect to go to school within the next three years?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
I don't know			12	34.3	7	43.8	2	28.6	6	27.3
No			1	2.9	1	6.3			1	4.5
Yes	7	100	22	62.9	8	50.0	5	71.4	15	68.2
Total	7		35		16		7		22	

Chi-square	df	Significance	Contingency coefficient
6.15	8	.62	.25

Table B-45

Schools attended within the next year.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Continuation classes	3	1.5	12	10.3	20	20.6	5	10.0	10	19.6
Vocational schools	20	9.9	7	6.0	18	18.6	5	10.0	11	21.6
Technical schools II	2	1.0	1	.9	2	2.1				
Commercial schools	33	16.3	2	1.7	6	6.2	1	2.0	1	2.0
Gymnasiums Comprehensive secondary schools	118	58.4	73	62.4	33	34.0	32	64.0	18	35.3
No particular	26	12.9	22	18.8	18	18.6	7	14.0	11	21.6
Total	202		117		97		50		51	

Chi-square	df	Significance	Contingency coefficient
89.68	20	.00	.38

Difference significant between:
(row 2) Rural areas--city/towns: Z=2.84
(row 4) City--all other residence groups: Z=5.29
(row 5) City/towns--villages/rural areas: Z=5.35

Table B-46

Schools attended later, but within the next three years.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Continuation classes			2	9.5					1	8.3
Technical schools I			1	4.8						
Vocational schools	1	14.3	4	19.0	2	25.0	3	60.0	8	66.7
Technical schools II			2	9.5	3	37.5				
Commercial schools			1	4.8						
Gymnasium-Comprehensive secondary schools	2	28.6	6	28.6	1	12.5	1	20.0		
No particular	4	57.1	5	23.8	2	25.0	1	20.0	3	25.0
Total	7		21		8		5		12	

Chi-square	df	Significance	Contingency coefficient
27.21	24	.29	.58

Table B-47

Schools attendance--one and three year plans combined.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Continuation classes	3	1.4	14	10.1	20	19.1	5	9.1	11	17.5
Technical schools I			1	.7						
Vocational schools	21	10.0	11	8.0	20	19.1	8	14.5	19	30.1
Technical schools II	2	1.0	3	2.2	5	4.7				
Commercial schools	33	15.8	3	2.2	6	5.7	1	1.9	1	1.6
Gymnasiums-Comprehensive secondary schools	120	57.4	79	57.2	34	32.3	33	60.0	18	28.6
No particular	30	14.4	27	19.6	20	19.1	8	14.5	14	22.2
Total	209		138		105		55		63	

Differences significant between:
(row 6) city/towns--villages/rural areas: Z=5.82

Table B-48

What kind of education are you interested in getting?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Continuation classes	1	.5	1	.7	1	.9				
Technical schools I	5	2.4	5	3.4	2	1.8	1	1.7	3	4.2
Vocational schools	23	11.0	24	16.2	26	23.9	13	22.4	35	49.3
Technical schools II	17	8.1	15	10.1	17	15.6	5	8.6	6	8.5
Commercial schools	9	4.3	7	4.7	4	3.7	4	6.9	2	2.8
Gymnasiums-Comprehensive secondary schools	18	8.6	12	8.1	7	6.4	8	13.8	2	2.8
University	82	39.0	36	24.3	17	15.6	12	20.7	10	14.1
No particular	55	26.2	48	32.4	35	32.1	15	25.9	13	18.3
Total	210		148		109		58		71	

Chi-square	df	Significance	Contingency coefficient
81.24	28	.00	.34

Difference significant between:
(row 3) Rural areas--rest of the country: Z=6.47

Table B-49

Do you intend to go to college or university in the future?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes	67	32.8	22	15.5	16	15.2	8	13.8	8	12.5
No	48	23.5	58	40.8	40	38.1	13	22.4	38	59.4
I don't know	89	43.6	62	43.7	49	46.7	37	63.8	18	28.1
Total	204		142		105		58		64	

Chi-square	df	Significance	Contingency coefficient
52.90	8	.00	.29

Difference significant between:
(row 1) City--rest of the country: Z=5.11
(row 2) Rural areas--rest of the country: Z=4.46

Table B-50

Sometimes people do not complete the education they are interested in getting. What education do you really think you will complete?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Continuation classes	2	1.0	2	1.4			1	1.8	1	1.4
Technical schools I	4	1.9	4	2.7	1	.9			1	1.4
Vocational schools	23	11.0	13	8.8	19	17.4	6	10.5	20	28.6
Technical schools II	10	4.8	7	4.7	11	10.1	2	3.5	3	4.3
Commercial schools	9	4.3	6	4.1			2	3.5	2	2.9
Gymnasiums-Comprehensive secondary schools	24	11.4	16	10.8	6	5.5	11	19.3	4	5.7
University	54	25.7	24	16.2	8	7.3	7	12.3	7	10.0
No particular	84	40.0	76	51.4	64	58.7	28	49.1	32	45.7
Total	210		148		109		57		70	

Chi-square	df	Significance	Contingency coefficient
63.33	28	.00	.31

Differences significant between:
(row 3) Rural areas--city/towns: Z=3.87
(row 7) City--rest of the country: Z=4.28
(row 8) City--coastal towns/villages: Z=3.11

Table B-51

Reason for not completing the most aspired education.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
I am not capable enough	14	56.0	13	54.1	11	45.7	6	40.0	8	66.7
My grades are not good enough	5	20.0	4	16.7	3	12.5	4	26.7	3	25.0
Parents cannot afford my education	3	12.0	4	16.7	1	4.2				
Parents have not encouraged me					2	8.4	1	6.6		
I prefer to go to the same school friend does	1	4.0								
School is too far away from home	2	8.0	3	12.5	6	25.0	4	26.7	1	8.3
My teachers have not encouraged me					1	4.2				
Total	25		24		24		15		12	

Table B-52

Has your mother talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, and she thinks that I should go to a secondary school.	68	32.7	39	25.3	26	22.6	19	33.3	15	20.8
Yes, and she thinks that I should get a steady job.	1	.5			2	1.7			2	2.8
Yes, and she thinks that I should go to secondary school but it should be my choice what school to go to.	111	53.3	76	49.6	70	60.9	28	49.1	30	41.7
Yes, and she thinks that I should get a steady job but it should be my choice what job to get.			3	1.9	2	1.7			2	2.8
Yes, but she thinks it should be my choice whether I go to secondary school or get a steady job.	22	10.6	28	18.2	13	11.3	9	15.8	20	27.8

Table B-52 cont.

	City N	City %	Coastal towns N	Coastal towns %	Villages N	Villages %	Inland towns N	Inland towns %	Rural areas N	Rural areas %
She has never talked to me about it.	6	2.9	8	5.2	2	1.7	1	1.8	3	4.2
Total	208		154		115		57		72	

Chi-square	df	Significance	Contingency coefficient
37.21	20	.02	.24

Differences significant between:
(rows 1 and 3) Rural areas--city/villages/inland towns: Z=4.42
(row 5) Rural areas--city/villages: Z=3.75

Table B-53

Has your father talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, and he thinks that I should go to a secondary school.	61	30.8	31	20.9	21	19.4	14	24.6	10	14.3
Yes, and he thinks that I should get a steady job.	1	.5			2	1.9	1	1.8		
Yes, and he thinks that I should go to secondary school but it should be my choice what school to attend.	91	46.0	64	43.2	59	54.6	27	47.4	21	30.0
Yes, and he thinks that I should get a steady job but it should be my choice what job to get.	1	.5	2	1.4					2	2.9
Yes, but he thinks it should be my choice whether I go to secondary school or get a steady job.	25	12.6	24	16.2	9	8.3	8	14.0	17	24.3

Table B-53 cont.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
No, he has never talked to me about it.	19	9.6	27	18.2	17	15.7	7	12.3	20	28.6
Total	198		148		108		57		70	

Chi-square	df	Significance	Contingency coefficient
45.77	20	.00	.27

Differences significant between:
(row 5) Rural areas--villages: Z=2.94

Table B-54

Mother's choice of school for student.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Continuation classes	1	1.5	4	10.3	2	7.7			2	13.3
Vocational schools	5	7.5	5	12.8	3	11.5	1	5.3	5	33.3
Commercial schools	14	20.9	1	2.6	1	3.8			1	6.7
Gymnasium-Comprehensive secondary schools	47	70.2	29	74.4	20	76.9	18	94.7	7	46.7
Total	67		39		34		19		15	

Chi-square	df	Significance	Contingency coefficient
30.19	12	.01	.39

Difference significant between:
(row 2) City/rural areas--inland towns: Z=3.02
(row 3) City--other parts of the country: Z=3.91

Table B-55

Father's choice of school for student.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Continuation classes			4	13.3	1	4.8			1	10.0
Vocational schools	4	6.6	3	10.0	1	4.8	1	7.1	4	40.0
Technical schools II	1	1.6			1	4.8				
Commercial schools	10	16.4			3	14.3				
Gymnasiums-Comprehensive secondary schools	28	45.9	21	70.0	12	57.1	12	85.7	5	50.0
University	1	1.6			1	4.8				
No particular	17	27.9	2	6.7	2	9.5	1	7.1		
Total	61		30		21		14		10	

Chi-square	df	Significance	Contingency coefficient
47.66	24	.00	.50

Difference significant between:
(row 2) Rural areas--other parts of the country: Z=3.07

Table B-56

Has your father's father talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, and he thinks that I should go to secondary school	17	8.9	8	7.3	4	5.5	2	3.6		
Yes, and he thinks that I should get a steady job			1	.9						
Yes, but he thinks it should be my choice whether I go to secondary school or get a steady job	7	3.6	6	5.5	6	8.2	5	8.9	5	7.8
No, he has never talked to me about it	88	45.8	45	40.9	47	64.4	33	58.9	35	54.7
Dead	80	41.7	50	45.5	16	21.9	16	28.6	24	37.5
Total	192		110		73		56		64	

Chi-square	df	Significance	Contingency coefficient
29.42	16	.02	.23

Table B-57

Has your mother's father talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, and he thinks that I should go to secondary school	22	11.2	10	9.5	7	9.6	4	7.4	2	3.0
Yes, but he thinks it should be my choice whether I go to secondary school or get a steady job	10	5.1	11	10.5	4	5.5	3	5.6	4	6.1
No, he has never talked to me about it	101	51.5	55	52.4	45	61.6	23	42.6	38	57.6
Dead	63	32.1	29	27.6	17	23.3	24	44.4	22	33.3
Total	196		105		73		54		66	

Chi-square	df	Significance	Contingency coefficient
14.74	12	.25	.17

Difference significant between:
(row 1) City-rural areas: Z=2.00

Table B-58

Has your father's mother talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, and she thinks that I should go to secondary school	34	17.0	17	15.0	8	10.4	7	12.5	4	5.9
Yes, and she thinks that I should get a steady job									1	1.5
Yes, but she thinks it should be my choice whether I go to secondary school or get a steady job	23	11.5	14	12.4	8	10.4	6	10.7	8	11.8
No, she has never talked to me about it	90	45.0	57	50.4	49	63.6	30	53.6	39	57.4
Dead	53	26.5	25	22.1	12	15.6	13	23.2	16	23.5
Total	200		113		77		56		68	

Chi-square	df	Significance	Contingency coefficient
19.52	16	.24	.19

Difference significants between:
(row 1) City—rural areas: Z=2.43

Table B-59

Father's mother choice of school for student.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Vocational schools	1	3.3								
Commercial schools	2	6.7							1	50.0
Gymnasium-Comprehensive secondary schools	11	36.7	6	37.5	1	12.5	3	42.9		
University	1	3.3								
No particular	15	50.0	10	62.5	7	87.5	4	57.1	1	50.0
Total	30		16		8		7		2	

Chi-square	df	Significance	Contingency coefficient
16.16	16	.44	.45

Table B-60

Has your mother's mother talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, and she thinks that I should go to secondary school	43	21.2	19	17.0	15	18.8	7	12.1	9	13.8
Yes, and she thinks that I should get a steady job	1	.5								
Yes, but she thinks it should be my choice whether I go to secondary school or get a steady job	28	13.8	15	13.4	10	12.5	8	13.8	9	13.8
No, she has never talked to me about it	91	44.8	61	54.5	47	58.8	27	46.6	38	58.5
Dead	40	19.7	17	15.2	8	10.0	16	27.6	9	13.8
Total	203		112		80		58		65	

Chi-square	df	Significance	Contingency coefficient
15.68	16	.47	.17

Table B-61

Mother's mother choice of school for student.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Continuation classes			1	6.3						
Vocational schools	1	2.4	1	6.3	3	23.1			1	11.1
Technical schools II	1	2.4								
Commercial schools	3	7.1			1	7.7			1	11.1
Gymnasium-Comprehensive secondary schools.	17	40.5	4	25.0	1	7.7	4	57.1		
No particular	20	47.6	10	62.5	8	61.5	3	42.9	7	77.8
Total	42		16		13		7		9	

Chi-square	df	Significance	Contingency coefficient
24.39	20	.22	.46

Table B-62

Trust grandfather best.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
First choice					1	50.0				
Second choice	3	100.0	4	100.0	1	50.0	1	100.0	1	100.0
Total	3		4		2		1		1	

Chi-square	df	Significance	Contingency coefficient
4.95	4	.29	.55

Table B-63

Trust grandmother best.

	City		Coastal towns		Villages	
	N	%	N	%	N	%
First choice	1	25.0	1	50.0		
Second choice	3	75.0	1	50.0	3	100.0
Total	4		2		3	

Chi-square	df	Significance	Contingency coefficient
1.76	2	.41	.40

Table B-64

Has your brother(s) talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, and he thinks that I should go to secondary school	39	27.3	21	18.9	14	18.2	6	14.0	15	25.0
Yes, and he thinks that I should get a steady job	1	.7	1	.9	3	3.9	1	2.3		
Yes, but he thinks it should be my choice whether I go to secondary school or get a steady job	16	11.2	18	16.2	12	15.6	6	14.0	15	25.0
No, he has never talked to me about it	87	60.8	71	64.0	48	62.3	30	69.8	30	50.0
Total	143		111		77		43		60	

Chi-square	df	Significance	Contingency coefficient
16.85	12	.15	.19

Table B-65

Has your sister(s) talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, and she thinks that I should go to secondary school	52	38.5	28	24.8	17	23.3	10	24.4	17	27.9
Yes, but she thinks it should be my choice whether I go to secondary school or get a steady job	24	17.8	25	22.1	16	21.9	12	29.3	10	16.4
No, she has never talked to me about it	59	43.7	60	53.1	40	54.8	19	46.3	34	55.7
Total	135		113		73		41		61	

Chi-square	df	Significance	Contingency coefficient
10.84	8	.21	.15

Table B-66

Brother's choice of school for student.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Continuation classes					1	8.3			1	6.7
Vocational schools	3	8.3	1	5.3	1	8.3			1	6.7
Technical schools II									1	6.7
Commercial schools	6	16.7							1	6.7
Gymnasium-Comprehensive secondary schools	13	36.1	9	47.4	3	25.0	6	100.0	5	33.3
University					1	8.3				
No particular	14	38.9	9	57.4	6	50.0			6	40.0
Total	36		19		12		6		15	

Chi-square	df	Significance	Contingency coefficient
32.30	24	.11	.51

Table B-67

Sister's choice of school for student.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Continuation classes	1	2.0	3	10.7	2	12.5			1	6.3
Vocational schools	3	6.1	1	3.6	1	6.3			1	6.3
Technical schools II	1	2.0	1	3.6						
Commercial schools	2	4.1	1	3.6	1	6.3			1	6.3
Gymnasium-Comprehensive secondary schools	29	59.2	10	35.7	4	25.0	5	50.0	9	56.3
No particular	13	26.5	12	42.9	8	50.0	5	50.0	4	25.0
Total	49		28		16		10		16	

Chi-square	df	Significance	Contingency coefficient
14.81	20	.78	.33

Table B-68

Trust brother best.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
First choice	14	63.6	4	36.4	3	20.0	3	37.5	3	37.5
Second choice	8	36.4	7	63.6	12	80.0	5	62.5	5	62.5
Total	22		11		15		8		8	

Chi-square	df	Significance	Contingency coefficient
7.47	4	.11	.32

Table B-69

Trust sister best.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
First choice	9	32.1	13	59.1	4	50.0	6	60.0	3	37.5
Second choice	19	67.9	9	40.9	4	50.0	4	40.0	5	62.5
Total	28		22		8		10		8	

Chi-square	df	Significance	Contingency coefficient
4.75	4	.31	.24

Table B-70

Has your uncle or aunt talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, and he/she thinks that I should go to secondary school	57	27.4	32	21.3	29	26.1	17	30.4	11	15.5
Yes, and he/she thinks that I should get a steady job	1	.5					1	1.8		
Yes, but he/she thinks it should be my choice whether I go to secondary school or get a steady job	32	15.4	30	20.0	24	21.6	13	23.2	14	19.7
No, he/she has never talked to me about it	118	56.7	88	58.7	58	52.3	25	44.6	46	64.8
Total	208		150		111		56		71	

Chi-square	df	Significance	Contingency coefficient
14.54	12	.26	.15

Table B-71

Relatives' choice of school for student.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Continuation classes			2	6.9						
Vocational schools	1	1.8	1	3.4	3	10.7	1	6.7	1	9.1
Technical schools II			1	3.4						
Commercial schools	7	12.5			1	3.6	1	6.7		
Gymnasium-Comprehensive secondary schools	19	33.9	15	51.7	7	25.0	6	40.0	3	27.3
No particular	29	51.8	10	34.5	17	60.7	7	46.7	7	63.6
Total	56		29		28		15		11	

Chi-square	df	Significance	Contingency coefficient
26.82	20	.14	.40

Table B-72

Trust uncle/aunt best.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
First choice	9	45.0	2	33.3	4	66.7			1	33.3
Second choice	11	55.0	4	66.7	2	33.3	3	200.0	2	66.7
Total	20		6		6		3		3	

Chi-square	df	Significance	Contingency coefficient
4.01	4	.40	.30

Table B-73

Has your friend(s) talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, and he/she thinks that I should go to secondary school	114	55.6	58	38.2	46	40.7	29	50.0	15	20.8
Yes, and he/she thinks I should get a steady job			1	.7	1	.9	2	3.4	2	2.8
Yes, but he/she thinks it should be my choice whether I go to secondary school or get a steady job	62	30.2	59	38.8	33	29.2	20	34.5	37	51.4
No, he/she has never talked to me about it	29	14.1	34	22.4	33	29.2	7	12.1	18	25.0
Total	205		152		113		58		72	

Chi-square	df	Significance	Contingency coefficient
44.97	12	.00	.26

Differences significant between:
(row 1) Rural areas--other parts of the country: Z=2.58

Table B-74

Friend's choice of school for student.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Continuation classes			2	3.5	1	2.3	2	7.1		
Vocational schools	5	4.5	1	1.8	3	7.Ø	6	21.4	2	13.3
Technical schools II			2	3.5			1	3.6		
Commercial schools	17	15.2			3	7.Ø			1	6.7
Gymnasium-Comprehensive secondary schools	5Ø	44.6	31	54.4	14	32.6	1Ø	35.7	6	5Ø.Ø
No particular	4Ø	35.7	21	36.8	22	51.2	9	32.1	6	4Ø.Ø
Total	112		57		43		28		15	

Chi-square	df	Significance	Contingency coefficient
45.33	2Ø	.ØØ	.38

Table B-75

Trust friend(s) best.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
First choice	6	54.5	3	21.4	4	66.7	1	20.0	3	25.0
Second choice	5	45.5	11	78.6	2	33.3	4	80.0	9	75.0
Total	11		14		6		5		12	

Chi-square	df	Significance	Contingency coefficient
6.60	4	.15	.34

Table B-76

My friends opinion about the job I want doesn't matter to me.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Strongly agree	96	46.2	69	45.1	40	35.1	27	46.6	26	36.1
Agree	78	37.5	64	41.8	51	44.7	19	32.8	29	40.3
Uncertain	26	12.5	17	11.1	18	15.8	10	17.2	12	16.7
Disagree	6	2.9			3	2.6	1	1.7	5	6.9
Strongly disagree	2	1.0	3	2.0	2	1.8	1	1.7		
Total	208		153		114		58		72	

Chi-square	df	Significance	Contingency coefficient
19.17	16	.25	.17

Table B-77

Has your teacher talked to you about whether you should go to secondary school or get a steady job right after you have finished the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, and he/she thinks that I should go to secondary school	50	24.2	22	14.5	27	24.5	6	10.5	11	15.1
Yes, but he/she thinks it should be my choice whether I go to secondary school or get a steady job	24	11.6	24	15.8	25	22.7	12	21.1	10	13.7
No, he/she has never talked to me about it	133	64.3	106	69.7	58	52.7	39	68.4	52	71.2
Total	207		152		110		57		73	

Chi-square	df	Significance	Contingency coefficient
19.31	8	.01	.17

Differences significant between:
(row 3) Villages--rest of the country: Z=2.92

Table B-78

Teacher's choice of school for student.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Continuation classes									1	9.1
Technical schools I	1	2.3								
Vocational schools	2	4.7	1	4.8						
Commercial schools	2	4.7	1	4.8						
Gymnasium-Comprehensive secondary schools	17	39.5	8	38.1	5	23.8	3	60.0	5	45.5
No particular	21	48.8	11	52.4	16	76.2	2	40.0	5	45.5
Total	43		21		21		5		11	

Chi-square	df	Significance	Contingency coefficient
17.39	20	.62	.38

Table B-79

Has your teacher encouraged you to go to secondary school after the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, frequently	21	10.2	14	9.2	20	17.5	3	5.3	4	5.5
Yes, several times	59	28.6	45	29.6	43	37.7	23	40.4	21	28.8
No, never	126	61.2	93	61.2	51	44.7	31	54.4	48	65.8
Total	206		152		114		57		73	

Chi-square	df	Significance	Contingency coefficient
17.66	8	.02	.16

Table B-80

My teacher would probably make a better school or job choice for me than I could.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Strongly Agree	1	.5					1	1.7		
Agree	11	5.2	4	2.6	8	7.0	7	12.1	2	2.8
Uncertain	63	30.0	42	27.5	33	28.9	15	25.9	28	39.4
Disagree	63	30.0	44	28.8	40	35.1	16	27.6	8	11.3
Strongly disagree	72	34.3	63	41.2	33	28.9	19	32.8	33	46.5
Total	210		153		114		58		71	

Chi-square	df	Significance	Contingency coefficient
30.63	16	.01	.21

Difference significant between:
(rows 1 and 2) Inland towns--rest of the country: Z=2.84

Table B-81

Trust teacher best.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
First choice	4	22.2	7	36.8	8	38.1	1	20.0	3	50.0
Second choice	14	77.8	12	63.2	13	61.9	4	80.0	3	50.0
Total	18		19		21		5		6	

Chi-square	df	Significance	Contingency coefficient
2.46	4	.65	.18

Table B-82

Trust vocational counselor best.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
First choice	5	25.0	19	63.3	10	47.6	7	77.8	8	72.7
Second choice	15	75.0	11	36.7	11	52.4	2	22.2	3	27.3
Total	20		30		21		9		11	

Chi-square	df	Significance	Contingency coefficient
11.76	4	.01	.33

Table B-83

Has the vocational counselor talked to you about whether you should go to secondary school or get a job right after you have finished the 9th grade?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, and he/she thinks that I should go to secondary school	1	1.9	11	25.0	25	44.6			1	10.0
Yes, but he/she thinks it should be my choice whether I go to secondary school or get a steady job	4	7.4	12	27.3	16	28.6				
No, he/she has never talked to me about it	49	90.7	21	47.7	15	26.8	6	100.0	9	90.0
Total	54		44		56		6		10	

Chi-square	df	Significance	Contingency coefficient
59.43	8	.00	.50

Difference significant between:
(row 3) City/inland towns/rural areas--coastal towns/villages: Z=7.22

Table B-84

What occupation are you most interested in entering as your future occupation?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
I have not yet decided what occupation to enter	97	46.2	71	46.4	48	42.5	30	51.7	35	47.9
I am most interested in	113	53.8	82	53.6	65	57.5	28	48.3	38	52.1
Total	210		153		113		58		73	

Chi-square	df	Significance	Contingency coefficient
1.43	4	.83	.04

Table B-85

Most interesting future occupation.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Unskilled manual workers	2	1.8	5	6.1	2	3.0			10	26.3
Skilled manual workers	17	15.0	20	24.4	22	33.3	9	32.1	12	31.6
Unskilled clerical workers and civil servants trained on the job	3	2.7	9	11.0	4	6.1	1	3.6	1	2.6
Technical, teaching and lower managerial	26	23.0	21	25.6	26	39.4	7	25.0	5	13.2
Business, managerial and entrepreneurial	5	4.4	4	4.9	1	1.5				
Academic professional	60	53.1	23	28.0	11	16.7	11	39.3	10	26.3
Total	113		82		66		28		38	

Chi-square	df	Significance	Contingency coefficient
78.19	20	.00	.43

Differences significant between:
(row 1) Rural areas--rest of the country: Z=5.74
(row 2) City—villages/inland towns/rural areas: Z=3.18
(rows 1 and 2) City--rest of the country: Z=3.85
(rows 1 and 2) Rural areas--rest of the country: Z=3.94
(row 4) Villages--city/rural areas: Z=2.90
(row 6) City—coastal towns/villages/rural areas: Z=5.18

Table B-86

Why are you interested in entering that occupation?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
"Pleasant job"	52	53.6	31	42.5	26	49.1	12	48.0	20	60.6
"I have capacities for this kind of work"	9	9.3	14	19.2	15	28.3	5	20.0	8	24.2
"Paid job"	13	13.4	8	11.0	3	5.7	4	16.0	1	3.0
"Job related school subject is interested"	4	4.1	9	12.3	1	1.9			1	3.0
"Little schooling needed for job"	1	1.0							1	3.0
"Parent is in the same occupation"	4	4.1	1	1.4			1	4.0		
Total	83		63		45		22		31	

Table B-86 cont.

	City N	City %	Coastal towns N	Coastal towns %	Villages N	Villages %	Inland towns N	Inland towns %	Rural areas N	Rural areas %
"One has to use the brain in this job"	2	2.1	1	1.4						
"I want to be a member of a certain occupational class"							1	4.Ø		
"I want to help others in my job"	4	4.1	5	6.8	4	7.5	2	8.Ø	1	3.Ø
"Long summer vacation"	2	2.1								
"Necessary to spread the Christian religion"			1	1.4						
"Learn to know myself better"									1	3.Ø
"No special reason"	6	6.2	3	4.1	4	7.5				
Total	97		73		53		25		33	

Chi-square	df	Significance	Contingency coefficient
64.39	48	.Ø5	.43

Table B-87

Occupation which student expects to enter.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Unspecified occupation	2	3.5							1	3.4
Unskilled manual workers	1	1.8	5	10.4	7	21.2			10	34.5
Skilled manual workers	8	14.0	14	29.2	8	24.2	4	33.3	9	31.0
Unskilled clerical workers and civil servants trained on the job	4	7.0	4	8.3			2	16.7		
Technical, teaching and lower managerial	12	21.1	12	25.0	12	36.4	2	16.7	4	13.8
Business, managerial and entrepreneurial	3	5.3	3	6.3					1	3.4
Academic Professional	27	47.4	10	20.8	6	18.2	4	33.3	4	13.8
Total	57		48		33		12		29	

Table B-87 cont.

Chi-square	df	Significance	Contingency coefficient
51.98	24	.00	.47

Differences significant between:
(row 2) Rural areas--city/towns: Z=4.53
(row 3) City--inland towns/rural areas: Z=2.10
(rows 2 and 3) City--coastal towns/villages/rural areas: Z=4.10
(row 5) Villages--rural areas: Z=2.02
(row 7) City--coastal towns/villages/rural areas: Z=3.97

Table B-88

Have you ever tried to get information about a job, you are considering as your future occupation, from a person who is already in that job?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Yes, through my school's career education program only	43	22.6	28	19.2	32	29.1	29	50.9	10	14.5
Yes, on my own without help from anyone	28	14.7	25	17.1	19	17.3	7	12.3	9	13.0
Yes, but with help from others. Whom?	46	24.2	43	29.5	26	23.6	8	14.0	22	31.9
No, never	73	38.4	50	34.2	33	30.0	13	22.8	28	40.6
Total	190		146		110		57		69	

Chi-square	df	Significance	Contingency coefficient
32.53	12	.00	.23

Differences significant between:
(row 1) Inland towns--rest of the country: Z=4.79
(row 3) Inland towns--coastal towns/rural areas: Z= 2.45

Table B-89

Sources of informations about future occupation.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Family	25	59.5	27	75.Ø	13	54.2	5	83.3	13	68.4
School	4	9.5			2	8.3			1	5.3
Work site	6	14.3	5	13.9	6	25.Ø	1	16.7	1	5.3
Friends	7	16.7	2	5.6	3	12.5			3	15.8
Others			2	5.6					1	5.3
Total	42		36		24		6		19	

Chi-square	df	Significance	Contingency coefficient
15.2Ø	16	.5Ø	.32

Table B-90

Does your father want you to enter a particular occupation in the future?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
No	109	53.4	71	48.3	56	51.4	30	52.6	40	57.1
Yes	24	11.8	9	6.1	11	10.1	6	10.5	4	5.7
I don't know	16	7.8	20	13.6	20	18.3	3	5.3	7	10.0
It is my choice	55	27.0	47	32.0	22	20.2	18	31.6	19	27.1
Total	204		147		109		57		70	

Chi-square	df	Significance	Contingency coefficient
18.13	12	.11	.17

Differences significant between:
(row 3) Villages--inland: Z=2.31
(row 3) Villages--city: Z=2.77
(row 4) Villages--coastal: Z=2.10

Table B-91

Father's opinion about student's future occupation.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Unspecified occupation	2	8.3					1	16.7	1	25.0
Unskilled manual workers			2	22.2	2	18.2			1	25.0
Skilled manual workers			2	22.2	5	45.5	1	16.7		
Unskilled clerical workers and civil servants trained on the job	1	4.2	1	11.1						
Technical, teaching and lower managerial	4	16.7	1	11.1	1	9.1				
Business, managerial and entrepreneurial	1	4.2								
Academic professional	16	66.7	3	33.3	3	27.3	4	66.7	2	50.0
Total	24		9		11		6		4	

Chi-square	df	Significance	Contingency coefficient
30.11	24	.18	.59

Difference significant between:
(row 7) City/Inland towns--villages: Z=2.25

Table B-92

Why do you think your father wants you to enter that occupation?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
It is a good future occupation	7	29.2	1	10.0	6	54.5	3	50.0		
He thinks I am good at it	1	4.2			1	9.1			1	33.3
Because I want it	4	16.7	3	30.0	2	18.2	1	16.7	1	33.3
He is in that occupation	6	25.0	2	20.0	1	9.1	1	16.7	1	33.3
He doesn't want me to get a difficult job which doesn't pay well			1	10.0			1	16.7		
One grows personally in it	3	12.5	1	10.0						
I don't know	3	12.5								
Take over the family business	2	20.0	1	9.1						
Total	24		10		11		6		3	

Chi-square	df	Significance	Contingency coefficient
29.70	28	.37	.59

Table B-93

Does your mother want you to enter a particular occupation in the future?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
No	105	51.0	69	45.4	54	48.2	27	47.4	28	38.4
Yes	20	9.7	18	11.8	7	6.3	7	12.3	11	15.1
I don't know	19	9.2	17	11.2	21	18.8	3	5.3	12	16.4
It is my choice	62	30.1	48	31.6	30	26.8	20	35.1	22	30.1
Total	206		152		112		57		73	

Chi-square 15.88 | df 12 | Significance .19 | Contingency coefficient .16

Difference significant between:
(row 2) Villages--rural areas: Z=1.98
(row 3) Inland towns--villages/rural areas: Z=2.33

Table B-94

Mother's opinion about student's future occupation.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Unspecified occupation	2	10.0	1	5.6	1	14.3	1	14.3	1	9.1
Unskilled manual workers			1	5.6					1	9.1
Skilled manual workers	2	10.0	3	16.7	5	71.4	3	42.9	2	18.2
Unskilled clerical workers and civil servants trained on the job.	1	5.0	3	16.7						
Technical, teaching and lower managerial	4	20.0	3	16.7			2	28.6	4	36.4
Academic professional	11	55.0	7	38.9	1	14.3	1	14.3	3	27.3
Total	20		18		7		7		11	

Chi-square	df	Significance	Contingency coefficient
24.95	20	.20	.53

Differences significant between:
(row 3) Villages--city/coastal towns/rural areas: Z=3.44
(row 6) City/coastal towns--villages/inland towns: Z=2.40

Table B-95

Why do you think your mother wants you to enter that occupation?

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
It is a good future occupation	8	40.0	6	33.3	1	16.7	2	28.6	3	27.3
She thinks I am good at it	4	20.0	2	11.1			2	28.6	4	36.4
She wanted to enter that occupation but couldn't			1	5.6						
Because I want it							2	28.6		
I want to learn it	3	15.0	4	22.2	2	33.3				
She is in that occupation	1	5.0			1	16.7			2	18.2
Total	16		13		4		6		9	

Table B-96

Trust father best.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
First choice	75	71.4	53	67.9	33	70.2	18	62.1	24	64.9
Second choice	30	28.6	25	32.1	14	29.8	11	37.9	13	35.1
Total	105		78		47		29		37	

Chi-square	df	Significance	Contingency coefficient
1.27	4	.86	.06

Table B-97

Trust mother best.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
First choice	62	57.4	31	43.7	31	57.4	19	50.0	23	63.9
Second choice	46	42.6	40	56.3	23	42.6	19	50.0	13	36.1
Total	108		71		54		38		36	

Chi-square	df	Significance	Contingency coefficient
5.47	4	.24	.13

Table B-98

I should be able to choose an occupation without relying on my parents advice.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Strongly agree	40	19.2	27	17.6	15	13.3	11	19.3	7	9.6
Agree	69	33.2	37	24.2	31	27.4	9	15.8	19	26.0
Uncertain	60	28.8	47	30.7	44	38.9	21	36.8	38	52.1
Disagree	29	13.9	39	25.5	21	18.6	16	28.1	9	12.3
Strongly disagree	10	4.8	3	2.0	2	1.8				
Total	208		153		113		57		73	

Chi-square	df	Significance	Contingency coefficient
38.44	16	.00	.24

Difference significant between:
(rows 1 and 2) City--rest of the country: Z=3.06

Table B-99

Other people have better ideas than myself about the best job for me.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Strongly agree	8	3.8	6	4.0					2	2.8
Agree	6	2.9	3	2.0	8	7.1	1	1.7	5	6.9
Uncertain	41	19.7	31	20.5	22	19.6	11	19.0	16	22.2
Disagree	72	34.6	52	34.4	40	35.7	21	36.2	27	34.5
Strongly disagree	81	38.9	59	39.1	42	37.5	25	43.1	22	30.6
Total	208		151		112		58		72	

Chi-square	df	Significance	Contingency coefficient
16.09	16	.44	.16

Table B-100

The most important occupation.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Farmer	22	12.2	14	9.3	3	2.8	10	18.2	25	34.2
Physician	91	50.3	86	57.3	61	56.5	30	54.5	33	45.2
Carpenter					1	.9				
Fisherman	8	4.4	6	4.0	10	9.3			2	2.7
Teacher	9	5.0	6	4.0	2	1.9	2	3.6	3	4.1
Housewife	11	6.1	8	5.3	6	5.6	4	7.3		
Worker	4	2.2	4	2.7	1	.9	1	1.8	1	1.4
Clergyman			3	2.0					1	1.4
Nursery school teacher	1	.6			1	.9				
Policeman	3	1.7	4	2.7	3	2.8	2	3.6	3	4.1
Bank Clerk	1	.6	2	1.3						
Merchant	1	.6					1	1.8		
I don't know	16	8.8	12	8.0	9	8.3	3	5.5	4	5.5

Table B-100 cont.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
All equally important	14	7.7	5	3.3	11	10.2	2	3.6	1	1.4
Total	181		150		108		55		73	

Chi-square	df	Significance	Contingency coefficient
86.97	52	.00	.36

Table B-101

The most prestigious occupation.

	City		Coastal towns		Villages		Inland towns		Rural areas	
	N	%	N	%	N	%	N	%	N	%
Farmer	2	1.1	1	.7			2	3.6	1	1.4
Physician	112	61.9	65	44.2	46	44.7	26	46.4	26	36.6
Fisherman					1	1.0				
Teacher	1	.6					1	1.8	1	1.4
Housewife	1	.6	1	.7	1	1.0				
Worker			1	.7					1	1.4
Clergyman	25	13.8	53	36.1	23	22.3	12	21.4	15	21.1
Policeman	13	7.2	11	7.5	7	6.8	6	10.7	11	15.5
Bank Clerk	6	3.3	5	3.4	7	6.8			7	9.9
Merchant	5	2.8	2	1.4	2	1.9	1	1.8	3	4.2
I don't know	12	6.6	7	4.8	12	11.7	8	14.3	5	7.0
All equal	4	2.2	1	.7	4	3.9			1	1.4
Total	181		147		103		56		71	

Chi-square	df	Significance	Contingency coefficient
73.40	44	.00	.34

VITA

Hallur Skulason was born in Reykjavik, Iceland, on August 20, 1947. He attended the Teacher's Training College in Reykjavik from 1966 to 1969 when he received his general teacher's certificate. After one more year of study at the Teacher's Training College he passed the university entrance examination. He entered the University of Iceland and studied psychology there for four years. He received his B.A. degree in psychology in October 1974. While he attended the university he worked as a part-time teacher in the primary schools in the Reykjavik school district, except for one year, 1972-73 when he worked as a psychological assistant at a rehabilitation clinic for juvenile delinquents. After graduation from the University of Iceland he worked as a high school teacher and a school counselor in Reykjavik. In the summer of 1975 he was admitted to the Department of Educational Psychology at the University of Illinois at Urbana-Champaign.

After he earned his M.A. degree in Educational Psychology in 1977 he went back to Iceland. There he worked as a school psychologist at the School Psychological Services of Reykjavik. He worked there until September 1979 when he started to work as a psychological counselor for the Ministry of Justice in Reykjavik. In these years he also was a lecturer at the University of Iceland and the Teacher's Training College of Iceland. He worked in the correctional system in Reykjavik and prisons in other parts of the country until August 1981, except in the spring semester of 1980 when he was admitted to the doctoral program in educational psychology at the University of Illinois at Urbana-Champaign. In the school year 1980-81 he worked as a part-time teacher and school counselor besides his work for the Ministry of Justice. From August 1981 he continued his doctoral studies at the University of Illinois. In August 1982 he returned to Iceland and besides his work on his doctoral dissertation, worked

as a high school teacher and a school psychologist in a village on the west coast for the next two years.