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**LA THÈSE A ÉTÉ  
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THE UNIVERSITY OF ALBERTA

AN EVALUATIVE STUDY OF WORK EXPERIENCE EDUCATION  
IN CALGARY PUBLIC SENIOR HIGH SCHOOLS

by



ROBERT NEAL WHITING

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
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## ABSTRACT

The purpose of the study was to evaluate the work experience education program of the Calgary Board of Education, in terms of: students' opinions about benefits and problems interfering with effectiveness; and employers' opinions about several factors including reasons for participating and benefits and problems that they experience.

Student opinions were obtained by use of a survey instrument that was developed, pilot-tested and mailed to the total population of 157 students who participated in the program in the 1973-74 school year. Employer opinions were obtained by interviewing a sample of 24 employers with the use of an interview guide which was specially developed for the purpose. The interview guide was supplemented by "mini-questionnaires" requiring employers to express their opinions by indicating and ranking noteworthy problems, benefits and reasons for participating, among other aspects of their experience.

Responses to the 103 student questionnaires which were returned, were analysed and tabulated as to agreement or disagreement with preferred statements concerning benefits and problems. Answers to open-ended questions were analysed for additional noteworthy information. Employer responses to questions were grouped and listed for the purpose of identifying noteworthy elements in their experience with the program, and responses to "mini-questionnaires" were tabulated to ascertain the relative importance of the various factors being investigated.

The main findings and conclusions of the study were:

1. Students view the program as being beneficial, the principal

benefits being that it helps them learn how to get along with others in a work environment, it provides knowledge that cannot be acquired in the classroom, and it provides a better understanding of the world of work.

2. The main problem interfering with the effectiveness of the program was that the program was not long enough. Other problems are not of major proportions.

3. Compared with students in Work Experience 35, students in Work Study, the shorter of the two sub-programs, expressed more agreement that the program was not long enough. They also found it less helpful in making a career decision, but felt more help in giving them self-confidence in applying for a job.

4. Employers' main reasons for participating were an interest in helping students, as a public service, and as a means of recruitment.

5. Employers did not encounter serious problems in participating in the program.

6. Students provided some useful help, but the main benefit to employers was in providing a pool of potential employees.

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## Chapter 1

### INTRODUCTION

#### Background

Work experience might be considered the oldest form of education. Butts (1955, p. 9) notes that primitive tribes apparently had occupational groups that specialized in various tasks and young people were initiated into the "skills and secrets of the group." In ancient Athens (Butts, 1955, pp. 43, 44) and throughout ancient times and the middle ages, education for the world of work was by apprenticeship. Brubacher (1947, p. 279) observes that in England and later colonial America, apprenticeship was the pattern of organization for instruction, not only for the common trades, but for the professions as well. A master's degree was earned by being apprenticed to a scholar. Apprenticeship continued as the method of training physicians into the 19th century and, even into the 20th century, law was learned as an apprentice in a law office (Brubacher, 1947, p. 488). Further, Brubacher notes that, in colonial America, apprenticeship based on the English pattern, was responsible for education, not only in an occupation, but in morals as well (1947, p. 547). Butts (1955, p. 260) observes that during the Reformation period in America, humanism, entrenched in the Latin grammar school, resulted in badly needed vocational training being kept out of the schools; leaving the job of training for the skilled vocations to apprenticeship. With the coming of the Industrial Revolution, the ancient system of apprenticeship was no longer able to



meet the demands for trained workers.

An important landmark in the development of modern work experience education occurred in 1906 at the University of Cincinnati, when, according to Eisen (1966, p. 35), Herman Schneider "developed a plan of cooperative engineering education." Hayes (1971, p. 30) notes that the plan "combined engineering education with part-time shop and factory work." In Boston, a beginning had already been made in the field of distribution in 1905, when Lucinda Wyman Prince arranged for the augmenting of classroom instruction by practical work experience (Doneth, 1969, p. 17). Doneth notes that, by 1924, several cooperative distributive education programs were in operation.

In recent years there has been a renewal of interest in work experience education. There are a number of expressed reasons for such a renewal of interest:

1. Its usefulness in relating school learning to the requirements of regular employment.
2. As an environment for certain learnings for which the classroom is poorly suited.
3. In providing relevance in the educational program and thereby helping to retain in school, students who might otherwise drop out.
4. By enabling students to observe and thereby enhance their understanding of the world of work as an important segment of total society.
5. As a means of helping students decide upon a career.

It should be noted that the term "work experience" is applied with some variety of meaning. Mason and Haines (1972, pp. 7, 8) observe that the term is used, generically, to describe "any curriculum plan that employs experience in a productive work setting to derive educational outcomes." But they go on to argue that educational plans

making use of the world of work as an educational experience fall properly into five basic types:

1. For general education purposes
  - a. Work observation plans
  - b. General work experience plans
2. For occupational education purposes
  - a. Work-study plans and work exploration
  - b. Cooperative occupational education plans
  - c. Internships

In recent years, work experience education in the generic sense of the term, has expanded so that it is now employed by many school systems. Hayes (1971, p. 24) quotes the U. S. Advisory Council on Vocational Education: "the part-time cooperative plan is undoubtedly the best program we have in vocational education. It consistently yields high placement records, high employment stability and high job satisfaction." It should be noted that cooperative education is characterized by an individualized instructional plan for the student and close correlation between classroom learning and the experiences planned for the work station.

Work Experience Education in Alberta. Initiated by legislation in 1970, Work Experience Education is operated in Alberta in two sub-programs, one being designated Work Study, the other, Work Experience. The two sub-programs are defined by the Alberta Department of Education as follows:

Work Study. Employment undertaken by a student as an integral part of an approved school course which is under the cooperative supervision of a teacher-coordinator and the employer.

4

Work Experience. Employment undertaken by a student as an integral part of a planned school program which is under the cooperative supervision of a teacher-coordinator and the employer. (Alberta, 1972, p. 2)

It should be noted that Work Study is part of "an approved school course," whereas Work Experience is part of "a planned school program." As operated under the Calgary Board of Education the two sub-programs are defined as follows:

Work Study. This is a course-related program. The student is placed for a comparatively short period of time, and his work is evaluated as part of the grade for the course. Work Study provides an opportunity to apply subject skills, under the direction of a successful practitioner in the selected field, and to investigate career choices.

Work Experience 25/35 (5-credit programs). Course credit is obtained when 125 hours of successful experience have been completed. The placement may be in any area, and is not necessarily related to a vocational program (in the pilot year, however, participants were from vocational areas only.) (Calgary, 1974, p. 2)

Objectives for the overall program are stated by the Alberta Department of Education as follows:

The objectives of work experience are to provide students with the opportunity:

to participate in meaningful work

to gain an understanding of the importance of developing acceptable work habits, good grooming, and the need for self-discipline

to develop an understanding of positive attitudes for getting along with people

to learn about the organization of business and the relationships of employee to employer, unions, and government through direct contact with these agencies (Alberta, 1972, pp. 2, 3)

Specific objectives for the overall program for Calgary are stated as follows:

to provide career guidance, which will serve as a sound basis for a career choice, through

- a. an appraisal of individual aptitudes, abilities, and interests in the light of the future occupational outlook
- b. facilitating career conferences with successful practitioners in whatever fields may interest student
- c. meaningful, planned observation of and participation in work activities by the student in accordance with "a", above

to provide exploratory experiences and training opportunities which would not otherwise be available to the student

to encourage the development of pride in doing one's job well

to develop attitudes necessary for successful job performance and cooperation with fellow workers

to make use of and further develop, in a "REAL" job setting, the skills learned in school

to promote better understanding of the relationship between formal education and job success

to facilitate the transition from school to work (Calgary, 1974, pp. 1, 2)

The Problem

Although work experience education is generally highly regarded, there are no empirical data to demonstrate benefits or define problems that may exist in the program presently in operation by the Calgary Board of Education.

Rationale

Curriculum programs, while developed for the benefit of students, invariably embody some weaknesses. It seemed appropriate, therefore, to investigate benefits and weaknesses that might be identified by students.

In Work Experience Education, another population is involved, namely the employers who cooperate with the school system by providing work stations for students. While it might be that employers participate purely as a matter of civic responsibility, it is hoped that the program also results in some benefits for employers. Moreover, in developing and cultivating the cooperation of employers, as part of the overall administration of the program, it would be useful to have more concrete information concerning employers' reasons for participating.

It scarcely needs stating that good programming entails the identification and reinforcement of beneficial features, as well as the correction of defects. In Work Experience Education it seems desirable, therefore, to identify benefits and weaknesses in the program, as experienced by students and employers.

#### Significance of the Study

Inasmuch as Work Experience Education is a new program in Calgary, it is felt that the study will provide information that will be useful for making decisions. The study should help to identify valuable features that should be retained and/or reinforced. It might also identify weaknesses in the program, requiring correction. For anyone who is concerned with or interested in the program, it is of interest to know what contribution is being made to the education of participating students.

#### Purposes

The study was undertaken to evaluate the Work Experience Education program of the Calgary Board of Education. The 1974 Annual Report of the Calgary Board of Education states that high levels of

positive responses were received on the standard instrument of the Alberta Department of Education (p. 9). The 1972 Report on Work Experience in Alberta indicates an enthusiastic response by both students and employers (Alberta, 1972, pp. 16, 17). In addition, the present investigator performed an analysis of evaluative essays written by business education students in Work Experience Education in the 1973-74 school year and found that they generally assessed the program as being valuable.

As stated previously, Work Experience Education is operated in two sub-programs, Work Study and Work Experience 25/35. In addition, for operational purposes, the program in Calgary is divided into two areas, one being business education, the other, technical-vocational education. This corresponds to the general division of vocational and industrial education. In the 1973-74 school year 345 students were involved in Work Experience Education. Of that number 188 were excluded from this study. Eighty-one business education students were excluded for the reason that the work stations were in the offices of the students' schools. Concerning these on-campus work stations for business education students, the following observation was made:

Schools do not usually simulate successfully, since the student is not required to change his role from that of a student. Although "real" work may be required of him, he is not part of the staff, nor is he treated as such, except that he is given jobs to do. (Calgary, 1974, p. 6)

The other 107 students were technical-vocational students, excluded for the reason that they were engaged in group projects about which it was stated:

The work station is not completely realistic, because students are working with peer groups; they are not working with journeymen in a true "World of Work" situation. There is no trade union relationship, as there would be in a "shop" situation. (Calgary, 1974, p. 8)

Thus the study was concerned with 157 students.

Specifically, the study attempted to examine the program in relation to:

1. Students

- a. To ascertain the ways in which students feel that they benefit from the Work Experience Education program.
- b. To identify problems that students encounter which interfere with the effectiveness of Work Experience Education.
- c. To identify differences in perceptions of students in Work Study as compared with students in Work Experience 35 regarding benefits and problems as reflected in paragraphs 1.a. and 1.b., above.

2. Participating Employers

- a. To ascertain the ways in which employers feel that they benefit from the Work Experience Education program.
- b. To identify the reasons for which employers participate.
- c. To identify problems that employers experience in their participation in Work Experience Education.
- d. To identify differences in the experience of employers in providing work stations for students in Work Study as compared with students in Work Experience 35.
- e. To ascertain the ways in which employers feel that students benefit from the Work Experience Education program.
- f. To ascertain employers' attitudes regarding the effectiveness of teacher-coordinators.

- g. To ascertain whether or not employers favour a change in the present method of developing work stations and assigning students.
- h. To ascertain whether or not the program has any public relations benefit for the school system.

### Scope

The study is intended to encompass only the Work Experience Education program offered and administered by the Calgary Board of Education, the students served by that authority, and employers cooperating in the program under investigation. It is hoped that the findings may be of interest to other secondary school authorities, especially considering the growing interest in work experience education and the shortage of Canadian literature in this area of interest.

### Definitions

"Work Experience Education" denotes Alberta's curriculum plan for the secondary schools which makes use of student work stations in the regular work environment. It encompasses both Work Study and Work Experience.

"Work Study" is a unit of study and "an integral part of an approved school course (Alberta, 1971, p. 18)." The student is assigned to a work station, usually for half-days for a period of two weeks. Credit is obtained for the course of which Work Study is only a part.

"Work Experience" refers to courses approved by the Alberta Department of Education, being Work Experience 25 and Work Experience 35, for either of which a student may receive five credits. The report for the



first year of operation (p. 2) by the Calgary Board of Education observes

Course credit is obtained when 125 hours of successful experience have been completed. The placement may be in any area, and is not necessarily related to a vocational program (in the pilot year, however, participants were from vocational areas only).

"Teacher-Coordinator" refers to a regularly employed teacher whose duties include supervision, on a school's behalf, of students who are employed in work stations.

#### Assumptions

It is assumed that information obtained by surveying students may be considered, to some degree, a reliable evaluation of experience in Work Experience Education.

Similarly, it is assumed that where a number of cooperating employers reflect the same views, the information may be taken as reliable.

#### Procedure

The study was composed of two parts: a survey, using a questionnaire mailed to the entire population of students who participated in the program in the 1973-74 school year; a survey of employers, by using an interview guide and five "mini-questionnaires."

After a telephone follow-up to obtain as high as possible a return from students, questionnaires were analysed. The analysis attempted to ascertain benefits and problems of the program as perceived by participating students, as well as differences in the perceptions of students in Work Study as compared with students in

Work Experience 35. Tables showing the results of the analyses are presented in Chapter 4.

The transcripts of employer interviews were examined to ascertain reasons for participation, problems encountered, benefits derived as well as employers' perceptions of benefits to be derived by participating students. In addition, the "mini-questionnaires" used to elicit employers' opinions were analysed to ascertain the order of importance of reasons for participating, problems encountered, benefits derived and benefits to students as perceived by employers. Tables showing the results of the analyses are presented in Chapter 4.

## Chapter 2

### REVIEW OF THE LITERATURE

Work experience education, in the generic sense of the term, has become a popular educational strategy in recent years. The numerous journal articles attesting to the effectiveness of work experience education as an educational strategy are exemplified by the following:

Fuller and Ridle (1971) described a program in Alaska, in the 1969-70 school year, for students from 12 high schools in remote communities. This program was designed to bridge the gap between the environment of the rural school and that of the world of work. Work stations were arranged in urban centres where students moved and boarded for periods of two or four weeks during which time they engaged in full-time work under the supervision of teacher-coordinators. Students were reported to be enthusiastic about the program and returned to classes with increased interest.

Hirsch (1974) described the Executive High School Internship program in which students work for a semester as (unpaid) special assistants to "distinguished leaders" in such fields as government, business, law, education and the arts. The program, begun in New York in 1971, includes the goals of providing career exploration and orientation, opportunity to test skills, and special education for gifted students. At the time of writing, long-term effects had not been assessed but immediate benefits were noted to include orientation to the world of work and increased interest in school.

Edholm (1971) described Sweden's vocational orientation program. Intended to facilitate the transition of students to the world of work, the purposes of the program included an orientation to "outside working life at large" as well as gaining a picture of the duties in various occupations. The program, compulsory in the eighth grade, entails three study visits followed by a three-week period spent "in the field." The program was assessed as having general educational value in providing an orientation to the whole community besides providing vocational orientation and facilitating better career choices.

Mincer (1973) observed that the work environment in which the majority of young people grew up in early America has largely disappeared, work around the home has been reduced and normal experience in regular employment is being postponed by longer periods of preparation. The implication is strong that work experience is important as a substitute for this previously natural encounter with a vital segment of society.

In the United States of America, work experience education leans heavily to cooperative education. Thus the National Business Education Association yearbooks for the years 1968, 1971, 1962 and 1974 have articles dealing with cooperative education. The 1968 yearbook (pp. 195 - 201), while dealing primarily with cooperative education, makes some comparison with work experience education in the more specific sense of the term. Another article in the same yearbook quotes Wagner:

The transition from the classroom to the office has been made easier through the work-experience program that has been adopted by some of the more progressive secondary schools and colleges. (National Business Education Association, 1968, p. 229)

A handbook prepared by the San Mateo Union High School District of San Mateo, California presents not only a description of that authority's program, but the philosophy of the program, program goals and expectancies, objectives for students and teacher-coordinators and an evaluation schedule.

In Canada, Manitoba and Nova Scotia have reported on work experience education in those provinces. The Annual Report of the Manitoba Department of Education for the year ended June 30, 1973, made reference to initial developments in the field of work experience and on-the-job training dating back to 1965. For the year ended June 30, 1974, Manitoba's Annual Report made reference to several schools including two of Winnipeg's largest high schools placing students in cooperative work education or work experience programs for periods ranging from five days to two months.

The Annual Report of Nova Scotia's Department of Education for the year ended July 31, 1973, mentioned as an innovative project, a work study program for handicapped students of school-leaving age, aimed at easing the transition to employment. Reports of other Canadian departments of education have given no indication of similar programs.

Although no Canadian studies have been located, a number have been conducted in the United States.

Hayes (1971) conducted a study of the status and an appraisal of Work Experience Education in California to determine to what degree administrators believed the objectives were being achieved. He developed a questionnaire to which he received responses from 464 deans of instruction in junior colleges and principals of high schools and

continuation schools. The greatest percentage of work experience education was found to be in the area of vocational education, as compared to general and exploratory. On the basis of opinions expressed by respondents, Hayes concluded that, "on the whole," the 14 objectives given consideration, were being met.

A study by Eisen (1966) of work experience education in California attempted to find answers to six questions including:

What is work experience education?

What practices are considered advisable for a successful program?

What are the present practices in the organization and operation of the programs?

What problems are most prevalent in the operation of work experience education programs?

He developed a list of 147 characteristics of work experience education, falling into nine categories:

1. Groups which should be involved in work experience education
2. Practices relating to trainees
3. Factors relating to the work experience education administrator
4. Factors relating to the initiation and organization of work experience education programs
5. "Other ingredients" required for a successful program
6. Status as reflected by clerical, office and other status elements
7. Advisory committees
8. Philosophy
9. Legal aspects

The characteristics thus classified were assessed by a jury of ten specialists to arrive at a judgement as to the desirability or essentiality of each factor. These criteria were incorporated into a guide used to interview 30 randomly selected administrators for the purpose of determining present practice. While citing several ways in which the overall program might be improved, he concluded that the program as being practiced in California was meeting many of the objectives set for it and was viewed by students as being a beneficial learning experience.

Responding to what appeared to be a great increase in the number of related programs, Kingston (1970) undertook to determine the status of cooperative office education in New Jersey in 1968-69, and to evaluate its effectiveness. Questionnaires were sent to all high school principals, business education department chairmen, cooperative office education coordinators, cooperative office education students and participating employers. The questionnaires were designed to answer 15 questions relating to a number of pertinent matters including the extent of current and planned programs, organizational format, and reactions to the program of all participants. Kingston's conclusions included that cooperative office education had grown substantially, with more programs being planned; businessmen were strong in their support and pleased with the performance of students in the program; and students believed the program to be beneficial. In comparing students who had participated in the program with a group who had not, it was concluded that cooperative office education was beneficial as reflected by job titles and, although there was no significant difference in starting salaries, five months after graduation from high

school, graduates from cooperative office education programs had received a greater number of salary increases.

Ku (1972), in investigating cooperative vocational education in Utah, developed a guideline by extracting "pertinent features, core activities and special suggestions" from two published guidelines. These items were then evaluated by a panel of 13 experts for inclusion in Ku's guideline, which he then submitted to coordinators and employers to determine the degree to which practice corresponded to the intent of programs. Ku concluded that, as administered, programs often are not consistent with the intent of legislation. He further concluded that, in the absence of specific state guidelines, programs were deficient in a number of respects, including inadequate qualifications of coordinators, insufficient instruction for students, as well as "substandard on-the-job supervision."

Doneth (1969) investigated the teaching beliefs and basic classroom methodology of distributive education teachers. The study entailed a comparison of teachers in the project plan, utilizing the classroom as a laboratory for teacher-supervised projects, with teachers in the cooperative plan in which local business firms cooperated with teachers in providing learning experiences for students. The study also compared the teaching beliefs and classroom methodology of teacher-coordinators rated as "outstanding" compared with those rated "least effective." Doneth concluded that teacher-coordinators in project-plan and cooperative-plan distributive education expressed the same basic beliefs with respect to the instructional phase of programs, and that distinctions could not be made between outstanding and ineffective teacher-coordinators on the basis of teaching belief statements.



## Chapter 3

### PROCEDURE

#### Populations and Samples

The study involved two populations: the population of students and the population of employers. The population of students was restricted to those participating in the Work Experience Education program in the 1973-74 school year. The population of students was classified according to whether

- (a) their school program was in the area of business education or technical-vocational education
- (b) they participated in Work Study or Work Experience 35

The population of employers was restricted to 119 who were active participants as of June 30, 1975. Employers were classified by number of workers including the owner and/or manager. Size categories were arbitrarily designated as

- 1 to 4 workers
- 5 to 20 workers
- 21 to 100 workers
- over 100 workers

These four categories were further sub-divided as to whether they were involved with business education or technical-vocational education students. Thus the population of participating employers was classified into eight categories. From each of the eight categories, three employers' names were drawn randomly. A total of 24 employers were included in the sample. The employers in the sample are listed in Appendix 1.

### Instrumentation

It was decided to obtain students' opinions by use of a mailed questionnaire, but to interview the 24 employers in the sample. The different approaches were decided upon for a number of reasons. Generally, it was reasoned, the population of ex-students would receive few requests to be involved in surveys and, accordingly, the probability was quite high that they would complete and return the questionnaire. Further, information to be requested of ex-students was, generally of a more structured nature and could be treated satisfactorily by questionnaire. By comparison, it was considered desirable to solicit information from employers in a relatively unstructured format in order to get as broad as possible an understanding of employers' perceptions of the program. It was decided, therefore, to survey the total population of ex-students by questionnaire but to interview employers. Because of the greater time requirement for interviews, it was decided to interview a sample of employers rather than the entire population.

Student questionnaire. In developing items for the student questionnaire, various people were consulted who were known to be interested and considered to be well-informed concerning the Work Experience Education program and who, consequently, would have ideas about benefits to, and problems encountered by, students in the program. Those consulted included the Work Experience Education Consultants, the Supervisor of Business Education and the Business Education Department Heads of the Calgary Board of Education. In addition, a number of related studies were consulted. Generally, their interests pertained

to other aspects of work experience education, however, Kingston's study (1970) suggested the format for the instrument. Items were then written on the basis of the suggestions received from the people consulted.

The student questionnaire was organized in three parts: biographical data; a section on benefits; and a section on problems encountered which tended to reduce the effectiveness of the program. Students were asked to respond to statements by placing a check mark so as to indicate whether they

- strongly agreed
- agreed
- neither agreed nor disagreed
- disagreed
- strongly disagreed

Accordingly, in the section dealing with benefits to students, strong agreement indicated an opinion that a particular item represented a highly beneficial result of the program, whereas disagreement indicated that the item did not represent a benefit. In the problem section of the questionnaire, agreement indicated that the item represented a problem that tended to reduce the effectiveness of the program.

The section pertaining to benefits included 20 items. In addition, an open-ended question asked students to list other benefits not included in the questionnaire. Further, they were asked to rank the benefits.

The section dealing with problems contained 10 items, as well as an open-ended item asking students to list other problems that they had encountered. As with the section on benefits, respondents were asked to indicate which problem they considered to be the most

serious, which the second and which the third most serious. A copy of the student questionnaire and covering letter appear as Appendix 2.

Employer interview guide. In developing items for the employer interview guide, the principal people consulted were the Work Experience Consultants of the Calgary Board of Education since they were the people primarily in contact with employers and, accordingly, considered to be the most attuned to difficulties that employers might encounter. The interview guide sought information in the following categories:

- (a) reasons for employers' participation
- (b) problems encountered
- (c) benefits derived by the employer
- (d) benefits to students as perceived by employers
- (e) arrangements that would best suit the employer regarding the solicitation of work stations and the assignment of students
- (f) public relations benefits to the education system as a result of the program

In each of the categories listed as (a) to (d) above, employers were asked for a spontaneous response, that is, their reason for participating, the problems encountered, and so on. They were then presented with a list of items pertaining to the particular category and, for each item in the list, were asked to indicate whether or not it was important to their firm by checking those items that they considered to be worthy of note. Then, they were asked to rank, in the order of their importance, those items which they had indicated as noteworthy. (These lists have been referred to as "mini-questionnaires" and, in relation to the interview guide, were designated as Supp Sheets A to E.)

To ascertain what differences might exist in providing work stations for students in Work Study as compared with students in Work Experience 35, employers were asked, in each category, if their experience applied equally to both types of students.

The interview guide appears in Appendix 3.

Both instruments were submitted to an expert on testing, Dr. V. R. Nyberg of the Department of Educational Psychology of the University of Alberta. Changes that he recommended were incorporated into the instruments.

#### Pilot Studies

Student questionnaire. A pilot study was carried out in order to identify any area of the student questionnaire that might be unclear. Four students, two from business education and two from technical-vocational education were randomly selected and appointments were made to administer the instruments. In the interview with students in the pilot sample, they were presented with the questionnaire and the covering transmittal letter that had been prepared. They were asked to simply follow the instructions and to note any part that might be unclear. When the student respondent had finished the questionnaire, he or she was asked if there was any part that was not clear. In all four cases they had been able to understand the instructions and the questions without difficulty. On this basis the student questionnaire was judged to be satisfactory.

Employer interview guide. A pilot study was also carried out with employers for the purpose of ensuring that questions were clear.

Initially, a sample of four employers was randomly drawn, but, one employer was dropped from the sample when it was learned that the employee who had been involved in the Work Experience Education program was no longer in the firm's employ. Each of the three remaining employers were sent a letter explaining the purpose of the study. Subsequently a telephone call was made requesting an appointment. At the time of the appointment, before commencing with the interview, it was explained that this was the pilot phase of the study and that it would be appreciated if any questionable points would be noted. The interview guide proved to be clear to the three employers in the pilot sample.

#### Data Collection

Student questionnaires. The questionnaires, accompanied by covering letters and stamped, return envelopes, were mailed to 148 students on October 8, 1975. (Of the initial 157 students, addresses were not available for 9.) After a heavy initial response, questionnaire returns had diminished by October 19. Postal workers went on strike on October 21 and, as a result, it was necessary to follow up by telephone and personally pick up completed questionnaires. A total of 103 questionnaires were returned.

Figure 1 shows the distribution of the 103 respondents classified according to participation in Work Study or Work Experience 35, and according to Business Education or Technical-Vocational Education.

Employer interviews. As previously mentioned, a letter had been developed to explain to employers the purpose of the study and to request an

	Business Education	Technical- Vocational Education	
Work Study	40	26	(66)
Work Experience 35	16	21	(37)
	(56)	(47)	(103)

Figure 1

Distribution of 103  
Student Respondents

interview. (Because of the strike by postal workers, it was necessary to personally deliver these letters.) This was followed, from three to five days later, by a telephone call, to request and set a time for an interview. Interviews were conducted from November 4 to December 15, 1975.

Student responses. Students were required to respond in three different ways: first, to the list of 20 possible benefits and 10 possible problems, they were required to indicate degree of agreement or disagreement on a Likert-type scale; second, to describe any other benefits or problems not covered by the statements in the questionnaire and, third, to rank the three greatest benefits and the three most serious problems.

For the first class of responses, tabulations were made to determine, for each statement, the number of responses in each of the five response categories. In order to compare the opinions of students in Work Study with those in Work Experience 35, separate tabulations were made.

Responses were tabulated according to frequency and were converted to percentages in order to facilitate comparison.

Concerning students' ranking of benefits and problems as to the most important and second and third most important, frequencies were tabulated to show the combined ranking of the items.

Where the differences between Work Study and Work Experience 35 students were more than ten percentage points, these statements were examined in an attempt to discover the implications of the differences.

Student responses to open-ended items have been analysed and condensed and are presented, with other data, in Chapter 4.

Employer interviews were analysed and condensed and the results are presented in Chapter 4. It was anticipated that the main source of information in this phase of the study would be employers' answers to the questions. However, that approach did not yield a large amount of information and, consequently, the information derived from the "mini-questionnaires" seems more beneficial than had been expected. Accordingly, the "mini-questionnaires" were analysed by tabulating the frequency with which they received various ranking. The results of these analyses are also presented in Chapter 4.

In questioning the 24 employers about their participation in Work Study or Work Experience 35, and whether involved with students in



Business Education or Technical-Vocational Education, they were found to be distributed as shown in Figure 2.

	Business Education	Technical- Vocational Education	
Work Study	6	3	(9)
Work Experience 35	7	11	(18)
	(13)	(14)	(27)

Figure 2

Distribution of Employers in Sample  
(with adjustment for three employers having  
experience in both sub-programs)

## Chapter 4

### FINDINGS AND ANALYSES

The study is comprised of two main parts: the collection and evaluation of students' opinions by use of a mailed questionnaire; and the gathering and assessment of employers' opinions by interviewing a sample of employers.

The student questionnaire had a section on benefits to students and another section on problems that interfered with the effectiveness of the program.

#### STUDENTS' EVALUATION OF THE PROGRAM

Benefits to Students. When student responses on the Likert-type scale were ranked on the basis of the percentage of agreement, the results were as shown in Table 1. The three statements receiving the most support in terms of percentage of students agreeing were, respectively, those numbered 13, 8 and 5:

Learned how to get along with people in a work situation

Provided me with knowledge that I could not have acquired in regular school classes

Gave me a better idea of what regular employment was like

The three statements receiving the least support in terms of percentage of agreement in descending order of support, were those numbered 20, 17 and 15:

Table 1

Rank Order of Student Benefit Statements Based on Total Percentage of Agreement Responses; and Comparison of Agreement Responses of Students in Work Study Versus Students in Work Experience 35

Statement	Agreement Responses (%)		
	Total Population (N = 103)	Work Study (N = 66)	Work Experience 35 (N = 37)
Learned how to get along with people in a work situation (#13)	83.5	83.3	83.8
Provided me with knowledge that I could not have acquired in regular school classes (#8)	80.6	77.3	86.5
Gave me a better idea of what regular employment was like (#5)	80.6	80.3	81.1
I learned to communicate better with people in a work situation (#14)	74.8	74.2	75.7
Helped me to improve my work skills (#10)	74.8	72.7	78.4
Gave me more confidence in my ability to carry out the duties of a job (#2)	70.9	68.2	75.7
Gave me more confidence in my skills (#3)	68.0	66.7	70.3
Made it possible for me to get away from school part of the time (#9)	68.0	69.7	64.9
Helped me to develop good work habits (#16)	65.0	60.6	73.0
Was able to list it as experience on a job application (#4)	63.1	53.0	81.1

Table 1 (continued)

Statement	Agreement Responses (%)		
	Total Population (N = 103)	Work Study (N = 66)	Work Experience 35 (N = 37)
Gave me more self-confidence when applying for a job (#1)	59.2	65.2	48.6
Found out about new machines with which I was not familiar (#11)	58.3	57.6	59.5
It made it easier to make the move from school to the world of work (#18)	55.3	54.5	56.8
Received useful information (and/or help) from the teacher-coordinator (#6)	55.3	50.0	64.9
Learned to operate machines which I had not previously operated (#12)	52.4	48.5	59.5
Received useful information from the orientation sessions (#7)	44.7	45.5	43.2
Helped me to decide on a career (#19)	38.8	36.4	43.2
It was a good opportunity to earn extra money (#15)	26.2	15.2	45.9
Introduced me to an employer with whom I secured full-time employment (#17)	18.4	7.6	37.8
It gave me a better knowledge of the value of money (#20)	16.5	15.2	18.9

It was a good opportunity to earn extra money

Introduced me to an employer with whom I secured full-time employment

It gave me a better knowledge of the value of money

Data showing the development of the rank order of the statements is shown in Tables 15 to 19 in Appendix 4.

There are four instances in Table 1 in which it may be seen that two items have the same "Total of Agreement" scores. In the first instance, involving Statements 5 and 8, both also had the same "Total of Disagreement" scores, but they were ranked in the order 8, 5 because of Statement 8 having a higher score in the "Strongly Agree" category. The other three instances involve the Statements: 10 and 14; 3 and 9; 6 and 18. In these three cases, the rank has been determined on the basis of the "Total Disagreement" scores, the statement having the lower number of disagreement scores being given the higher rank. Admittedly, this is arbitrary but the difference of one place in rank is not felt to be crucial with respect to the purposes of the study.

#### Differences in Students' Perceptions of Work Study and Work Experience 35

The purposes of the study included the identification of differences in the perceptions of students in Work Study as compared with Work Experience 35, regarding benefits of the program, as well as problems interfering with the effectiveness of the program. Table 1, besides showing the percentage of agreement responses for the total population of respondents, also lists the percentage of agreement responses of the Work Study and Work Experience 35 sub-groups.\* As may be seen, there are

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\*Treatment of data to arrive at these values appears in Tables 17, 18 and 19 in Appendix 4.

seven instances in which the percentage of agreement responses made by the two sub-groups differ by approximately ten or more percentage points. These seven statements are listed below with one addition, Statement 19. Ranked on the basis of the magnitude of the difference in percentage of agreement responses (or disagreement responses in the case of Statement 19), the statements are:

It was a good opportunity to earn extra money (#15)

Was able to list it as experience on a job application (#14)

Gave me more self-confidence when applying for a job (#1)

Helped me to decide on a career (#19)

Received useful information (and/or help) from the teacher-coordinator (#6)

Helped me to develop good work habits (#16)

Learned to operate machines which I had not previously operated (#12)

Provided me with knowledge that I could not have acquired in regular classes (#8)

Statement 19 is included because, while differing by only 6.8 percentage points in agreement responses, the two sub-groups differ by 16.1 percentage points in disagreement responses: 33.3 per cent of Work Study students disagreed while only 16.2 per cent of Work Experience 35\*students disagreed.\*

With reference to the above list of statements about which the two sub-groups disagreed by approximately ten or more percentage points, with the exception of the third statement listed, all conform to the pattern of a larger number of students in Work Experience 35 being in agreement than is the case with students in Work Study.

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\*Supporting data may be found in Table 19, Appendix 4.

The third statement previously listed and not conforming to the general pattern, "Gave me more self-confidence when applying for a job (#1)," shows a greater number of Work Study students in agreement than is the case with students in Work Experience 35.

Concerning the first statement listed above, "It was a good opportunity to earn extra money," it should be noted that students in Work Study received no pay, whereas students in Work Experience 35 received one dollar per hour. It is surprising, therefore, that even 15 per cent of the students in Work Study agreed with the statement.

Concerning the second statement, "Was able to list it as experience on a job application," it is notable that, spending a minimum of 125 hours in the work station, a larger percentage of students in Work Experience 35 felt that the experience could be listed on a job application.

It appears that all the statements listed and referred to above, except for the third, are a function of time—because of Work Experience 35 being of longer duration, the benefits were greater. Even in the case of the statement, "Helped me to decide on a career," although the notable difference is in the degree of disagreement, it still appears to be a function of time in that more students appear to have received help in the longer of the two sub-programs.

It was noted above that the third statement listed, "Gave me more self-confidence when applying for a job," does not conform to the general pattern. In this case, agreement is stronger among Work Study students. No reason is offered for the fact that they show a higher degree of agreement, but, it is notable that students experience this benefit even though the time in the work station is relatively brief.

### Additional Benefits to Students

In addition to the 20 statements to which students were asked to respond in the benefits section of the questionnaire, they were asked to describe any other benefit that was not covered by the 20 statements. Quite a number of students made statements that had already been covered.

For example:

Tried the switchboard for a short time (covered by Statement 12)

Learned that office personnel and school kids are two different worlds (covered by Statement 5)

Gave me a better idea of working and associating with people outside of school (covered by Statements 13 and 14)

Learned what it was like to work eight hours a day five days a week (covered by Statement 5)

Had a job as soon as I got out of school (covered by Statement 17)

But there were other statements made, representing, in some cases, distinct additions to the benefits which had already been listed. In other cases, statements made by students added distinctive features to statements that had been presented in the questionnaire. Such are listed below. In some cases, similar statements were made by more than one student.

Gave an opportunity to apply theory learned in school

Learned that I like working on my own

Found it was a more effective way to learn

Learned that I don't like shift work

Enabled me to fully appreciate what the instructor was teaching in class

Learned about the "patheticness" of the outcasts of society



I bought more stuff and got a better job with more responsibility

Would rather work with handicapped as a volunteer than on a full-time career basis

Made some good friends in the trade

You HAD to do a good job and do it right

Had a chance to observe good and bad behaviour in an office

Had to think for yourself and make decisions on your own

Gave insight into computer accounting not possible at school

Learned the value of allotting time carefully

Broke the monotony of going to school all day

Rank order of benefits to students. Students were asked to rank the benefits according to their usefulness in response to the question:

Of all the possible benefits that have been listed, which three did you feel were most useful?

By assigning weighting factors of three, two and one, respectively, for statements designated first, second and third most useful, a rank order of the statements was arrived at, as shown in Table 2. It may be seen that the statements indicated as representing the most beneficial aspects of the program are numbers 8, 5 and 13:

Provided me with knowledge that I could not have acquired in regular school classes

Gave me a better idea of what regular employment was like

Learned how to get along with people in a work situation

These are the same as ascertained previously, by ranking on the basis of percentage of agreement responses.

Table 2

Rank Order of Student Benefit Statements Based on Students' Designation as First, Second and Third Most Beneficial

Rank	Statement
1.	Provided me with knowledge that I could not have acquired in regular school classes (#8)
2.	Gave me a better idea of what regular employment was like (#5)
3.	Learned how to get along with people in a work situation (#13)
4.	Helped me to improve my work skills (#10)
5.	Gave me more confidence in my ability to carry out the duties of a job (#2)
6.	Helped me to decide on a career (#19)
7.	Gave me more self-confidence when applying for a job (#1)
8.	It made it easier to make the move from school to the world of work (#18)
9.	I learned to communicate better with people in a work situation (#14)
10.	Was able to list it as experience on a job application (#4)
11.	Learned to operate machines which I had not previously operated (#12)
12.	Introduced me to an employer with whom I secured full-time employment (#17)
13.	Gave me more confidence in my skills (#3)
14.	Helped me to develop good work habits (#16)
15.	Found out about new machines with which I was not familiar (#11)
16.	Made it possible for me to get away from school part of the time (#9)
17.	It was a good opportunity to earn extra money (#15)

Table 2 (continued).

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- 
- |     |   |
|-----|---|
| 18. | Received useful information (and/or help) from the teacher-coordinator (#6) |
| 19. | Received useful information from the orientation sessions (#7)              |
| 20. | It gave me a better knowledge of the value of money (#20)                   |
- 

Tabulation of the student responses and calculations to arrive at the rank order of each statement appears in Appendix 4 in Table 20.

Of the twenty statements presented to students, the three representing the least beneficial aspects of the program are numbers 6, 7 and 20:

Received useful information (and/or help) from the teacher-coordinator

Received useful information from the orientation sessions

It gave me a better knowledge of the value of money

Comparing this ranking of the benefits with that on p. 28, it is seen that the same three statements do not appear as the least beneficial in both rankings. Statement 20 appears last in both lists and the remaining four statements appear relatively low in both rankings.

In addition to the twenty statements presented to students in the questionnaire, there were five instances of students identifying another benefit—one that they had listed—as being among the most useful. One student identified the most beneficial result of the program with the statement:

I learned that I like working on my car but I would not like to make it a life career

Two students identified the second most beneficial aspect of the program:

It helped me to learn the value of allotting my time carefully at work

I bought more stuff, and got a better job with more responsibility

With regard to the latter statement, it is interesting to note that the respondent agreed strongly with only one statement, his own, as listed above, although he agreed with 12 other statements.

### Problems Interfering with Effectiveness for Students

Student evaluation of possible problems. When student responses in this section of the questionnaire were ranked on the basis of percentage of agreement responses, the results were as shown in Table 3. Data showing the development of the rank order of the statements and comparisons between the two sub-groups appear in Tables 21 to 25 in Appendix 4. The statements receiving the greatest percentage of agreement as being problems interfering with the effectiveness of the program are those numbered 9, 5 and 4:

The program was not long enough

There was no variety in the work given me

The employer did not provide enough work for me

It is important to note the actual percentage of respondents expressing agreement with these statements. Only the first of the statements listed above received substantial agreement with over 50 per cent of students in agreement. Of the remaining nine statements, about 20 per cent agreed with two of them, the second and third listed above, and only about 10 per cent or less are in agreement with the other seven.

A further comment should be made concerning Statement 3:

The distance to the job was too great

Table 3

Rank Order of Statements Pertaining to Problems Interfering With Effectiveness of the Program and Comparison of Agreement Responses of Students in Work Study Versus Students in Work Experience 35

Statement	Agreement Responses (%)		
	Total Population (N = 103)	Work Study (N = 66)	Work Experience 35 (N = 37)
The program was not long enough (#9)	54.4	62.1	40.5
There was no variety in the work given me (#5)	22.3	27.3	13.5
The employer did not provide enough work for me (#4)	20.4	25.8	10.8
My supervisor on the job seemed to feel that I was a nuisance (#8)	10.7	10.6	10.8
My skills were not good enough (#10)	9.7	4.5	18.9
The employer seemed to feel that I was a nuisance (#7)	7.8	7.6	8.1
The distance to the job was too great (#3)	7.8	9.1	5.4
Teachers in other subject areas objected to my absence (#1)	6.8	9.1	2.7
Was not able to get answers to questions that I had (#6)	4.9	6.1	2.7
It was difficult to keep up my work in other subject areas (#2)	4.9	4.5	5.4

In the biographical section of the questionnaire, respondents were asked to indicate the distance travelled. For the eight students represented by the 7.7 per cent, the travel involved from as little as four miles or twenty minutes by bus to a half hour by bus or, in one case, a half hour drive. It appears, therefore, that only in very rare cases is the time or distance travelled a problem of serious proportions.

It may be seen in Table 3 that there are four statements about which the percentage of agreement responses made by the two sub-groups differ by more than ten percentage points. The four statements are listed below together with Statement 7, "The employer seemed to feel that I was a nuisance." The latter statement is included in the list because, while there is not a notable difference with regard to agreement responses, in disagreement responses there was a difference of 12.1\* percentage points between the two sub-groups. The five statements are:

The program was not long enough (#9)

The employer did not provide enough work for me (#4)

My skills were not good enough (#10)

There was no variety in the work given me (#5)

The employer seemed to feel that I was a nuisance (#7)

Three of these statements follow the pattern that more students in Work Study affirmed experiencing the problem than was the case with students in Work Experience 35. The third statement listed, "My skills were not good enough," does not conform to the pattern in that the percentage of students agreeing is greater for those in Work Experience

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\*Supporting data appear in Table 25 in Appendix 4.

35 than for those in Work Study. It should be noted that the majority of students did not experience this as a problem. Out of the total of 103, 10 signified that it was a problem. The fact that it was experienced as a problem by a higher percentage of Work Experience 35 students seems to indicate that these students, employed for a longer period of time, discovered that their skills were not good enough.

The second exception to the pattern is in the case of the last statement listed, "The employer seemed to feel that I was a nuisance." The difference between the two sub-groups is in the magnitude of the difference between the percentage of disagreement responses. However, this is not felt to be noteworthy since only relatively small numbers, 7.6 and 8.1 per cent (representing 8 students in total), felt this to be a problem.

The three remaining statements conform to the pattern that more Work Study students indicated experiencing the problem than was the case with students in Work Experience 35. That Work Study students should feel more acutely that "the program was not long enough," is not surprising since they spent no more than 40 hours on the job compared with a minimum of 125 hours for students in Work Experience 35. The two remaining statements that "the employer did not provide enough work for me" and "there was no variety in the work given me," appear to be other manifestations of the function of time. It seems probable that more employers might find it difficult to provide enough work and meaningful work for students who were in the work station for such a short period of time.

### Additional Problems

Students were asked to describe any other problem that interfered with the effectiveness of the program. Their responses fell into three categories: those which were covered by the ten statements presented in the questionnaire; those which are more in the nature of complaints than problems; and those that properly qualify as problems that might interfere with the effectiveness of the program. The latter are listed in detail in Appendix 5. Of ten problems listed, the two that appear to be most serious are:

Personnel would not accept I wasn't in the union

Didn't have proper clothes for an office

It should be noted that these problems were listed by only 2 of the 103 respondents.

Most serious problems. Students were asked to indicate, by listing the corresponding numbers, the most serious, the next most serious and the third most serious problem, in response to the question:

Of the problems listed above, were there some that you felt were more serious than others?

Table 26 in Appendix 4 shows the treatment of these data to arrive at the ranking that appears in Table 4. Comparing this ranking with that in Table 3, it may be seen that the first three appear in the same order. The remaining seven appear in a differing order but, as noted previously, they do not appear to be of a serious magnitude.

In addition to the ten statements presented to students in the questionnaire, there were nine instances of students identifying another problem—one that they had listed—as being among the most



Table 4

Rank Order of Statements Pertaining to Problems Interfering  
With Effectiveness, Based on Students' Designation as  
First, Second, and Third Most Serious

Rank	Statement
1.	The program was not long enough (#9)
2.	There was no variety in the work given me (#5)
3.	The employer did not provide enough work for me (#4)
4.	My skills were not good enough (#10)
5.	My supervisor on the job seemed to feel that I was a nuisance (#8)
6.	The employer seemed to feel that I was a nuisance (#7)
7.	It was difficult to keep up my work in other subject areas (#2)
8.	Teachers in other subject areas objected to my absence (#1)
9.	The distance to the job was too great (#3)
10.	Was not able to get answers to questions that I had (#6)

serious. Five students identified the most serious problems with the statements:

The employer did not know I was coming on that particular day

When on switchboard for short period insufficient instruction

Employer where I was working gave me all the odd jobs- I got nothing out of the program

The employees and employer only seemed to know how to do their job, not why it worked the way it did

I had to get up too early

Three students identified the second most serious problems as:

I felt my working at [employer] did not give me any idea of the kind of work that I wanted to do when I finished school. There was no challenge at all to this job

Because the time was so short in this program, there was not time for me to learn the more involved or complicated office procedures. This therefore did not prepare me for the learning situations which occur when starting a new job and the full-time responsibility of it

Girls were not allowed the same type of experiences of work as the guys were which I felt unfair. The guys got to work at a sign shop but the girls were not allowed to because they believe the work too difficult for girls

And one student identified the third most serious problem as:

Only real problem was I didn't have the proper clothes to wear to an office job (no dresses)

#### EMPLOYERS' EVALUATION OF THE PROGRAM

To obtain employers' evaluation of the Work Experience Education program, an interview guide was developed, which, after pilot-testing, was used to interview a sample of 24 employers.

It should be observed that there were some differences in the experience of employers with Work Study, as compared with Work Experience 35. To identify such differences was one of the purposes of the study. However, they are not considered to be of major proportions and, accordingly, are presented later in the chapter. Other data of seemingly greater consequence are presented here, for the total sample, without regard for the relatively minor differences that have been identified.

Reasons for participating. Employers were asked:

One of the things we would like to find out about the Work Experience Education program is: Why do employers

participate in it? Would you tell me please, what, as far as you can say, the reasons are for your company participating in the program?

Responses have been grouped for reporting below. A more detailed list appears in Appendix 6. Numbers appearing in brackets indicate the number of times responses were given that fall into the particular group.

- To help students (13)
- A public service (9)
- Means of recruitment (7)
- To recruit for our particular industry (5)
- Good for public relations (1)
- Others (4)

Next, employers were asked, if they had given more than one reason, which was the most important reason for their participation. The 24 principal reasons for participating given by the 24 employers are (reasons that are considered sufficiently similar are combined and the number in brackets represents the number of employers giving the reason listed):

- To recruit permanent workers (5)
- A public service (4)
- Extra help (4)
- To help students (3)
- To recruit for the industry (3)
- To give students a chance to see what the world of work is like (2)
- Feel a responsibility in helping to educate young people (1)

An opportunity to operate a training program for tellers (1)

To help students with a vocational decision (1)

Employers were next presented with a list of six possible reasons for participating in the program and were requested, first, to designate which of the six statements represented a significant reason for their firm participating; and second, to rank them in order of importance. The result, as displayed in Table 5, was a ranking of the six statements as follows:

Desire to help young people

A direct benefit to the firm

A benefit to the business community

A public service

An economic benefit to the whole community

Good for public relations

Finally, in this phase of the interview, employers were asked:

Are there any other reasons that come to mind, for your firm cooperating in this program?

Responses (given in detail in Appendix 6) were:

To help students (2)

To provide help in the business (2)

A means of recruitment (1)

Other reasons (3)

Problems encountered. Another purpose of the study was to identify problems that employers encounter in their participation in the Work Experience Education program. In this regard employers were asked

Table 5  
 Rank Order of Reasons for Employers' Participation in the Program

Statement	Times Indicated as a Noteworthy Reason	Rank of Importance Designated by Employers						Indicated Rank Order of Importance
		1	2	3	4	5	6	
Desire to help young people	23	11	8	3	1	-	-	1
A direct benefit to the firm	14	7	1	3	2	-	1	2
A benefit to the business community	15	3	3	6	-	3	-	3
A public service	13	1	7	1	3	1	-	4
An economic benefit to the whole community	13	2	3	4	2	-	2	5
Good public relations	15	-	2	6	3	2	2	6

What problems have you encountered that represent a serious disadvantage of the Work Experience Education program?

Further, if more than one problem was indicated, they were asked which was the most important and, after ranking a list of possible problems, were asked again if any other problem came to mind. As displayed in Table 6, of the 24 employers, 10 indicated that they had experienced no problem while the remaining 14 responded with 23 problems, some of which tended toward duplication while others fell into the same general area. Details of employer responses are presented in Appendix 6. The problems stated to be the most serious by the 14 employers

responding were:

Hesitation to involve students in regular business matters in view of the confidential nature of the business

Would be better if student worked full-time, i.e., all day for three weeks [rather than half-days for six weeks]

Some students not mature—it was stated that this applied to only one student.

Work of unsuitable quality

Students standing waiting rather than asking for direction

Making arrangements with the union to allow students to work in the shop without regular pay

Lack of routine organization—would be better on a regularly scheduled basis

Getting students who are not interested in becoming tradesmen

Would be convenient if time was longer

Providing staff to supervise

Difficult at times to make necessary staff available

Table 6

Frequency of Employers' Response to Question Concerning Problems Encountered With Work Experience Education Program

Employers Who Thought of:	Number of Employers	Number of Problems
No problem	10	0
One problem - on initial asking	8	8
- on second asking	1	1
More than one problem	5	14

Time required to lay out work for student

Costs the company money—takes a journeyman's time to train the student

In some cases students not mature enough to benefit from the program

Employers were next presented with a list of five possible problems with instructions to check those representing problems to their organization and then to rank them in order of their importance.

It should be noted that of the 24 employers, 17 signified that they had experienced no problem sufficiently serious to warrant mentioning. As displayed in Table 7, the remaining seven employers ranked the statements as follows:

Takes too much of employee's time

An irritation to regular customers

The risk of a student making a serious mistake

The cost of paying students

Benefits to employers. Interviewees were asked to state any ways in which their organization benefited from the program and to identify the most important benefit. They were then asked to indicate which, of a list of benefits, applied to their firm and to assign numbers to indicate the order of their importance. They were then asked if they were able to think of any additional benefits.

As shown in Table 8, 1 employer listed six benefits, 7 each listed one benefit, 9 each listed two, and 4 each listed three benefits.

Three employers indicated that they did not benefit from the program. Two of those, however, checked benefits when presented with the related "mini-questionnaire."



Table 7  
 Rank Order of Problems Experienced by Employers

Statement	Rank of Importance: No. of Times Designated by Employers					Total Number of Times Designated by Employers	Rank Order of Importance
	1	2	3	4	5		
Takes too much of employees' time	4	-	-	-	-	4	1
An irritation to regular employees	1	2	-	-	-	3	2
The risk of a student making a serious mistake	1	-	1	-	-	2	3
The cost of paying students	1	-	-	-	-	1	4
Students working in the office or shop make a poor impression on the public	-	-	-	-	-	0	-

Table 8

## Number of Benefits Listed by Employers

Number of Benefits Listed	0	1	2	3	4	5	6
	3	7	9	4	-	-	1

One of the remaining 21 employers did not rank a benefit as being most important. The 20 remaining designated the following as the most important benefits (numbers in brackets indicate the number of times the benefit was designated):

Possible source of workers	(10)
Provide useful work	(5)
Do some useful work	(1)
Industry benefits--better graduates	(1)
Good for developing employees' supervisory capability	(1)
Serves as a motive to keep up one's knowledge	(1)
For the industry, screens out students who find they are not interested in this line of work	(1)

The foregoing data indicate the main benefits listed. A detailed list of the 41 employer responses appears in Appendix 6. In addition to the benefits listed on page 51, those which were mentioned two or more times were:

Means of evaluating a student	(2)
Recruiting for the industry	(3)

Good for public relations

(4)

As shown in Table 9, 19 of the 24 employers designated one or more statements on the related "mini-questionnaire" as representing a benefit to their firm. The resulting rank order of importance was:

Provides a good pool of potential employees

~~Provides a good opportunity to screen prospective employees without the problem of having to let them go~~

Good for public relations

Comparison of Work Study with Work Experience 35. One of the purposes of the study was to identify differences in the experience of employers in providing work stations for students in Work Study as compared with students in Work Experience 35. In their participation in Work Experience Education, the employers interviewed were classified as to whether their experience had been with students in Work Study, Work Experience 35 or both.

Figure 2 (p. 26) shows the distribution of employers with regard to their involvement in Work Study or Work Experience 35. Three employers had had experience with students in both sub-programs. Of the 21 employers who had experience with students in only one of the sub-programs, 6 had been involved with Work Study and 15 with Work Experience 35.

Concerning reasons for participating in the program, the three employers having experience in both sub-programs made no distinction between the two. In examining the response statements by employers having experience with only one of the sub-programs, no differences between the two groups have been identified. Considering responses to

Table 9

Employers' Views Concerning Benefits of the Program to Themselves

Statement	Rank of Importance: No. of Times Designated by Employers			Total Number of Times Designated by Employers	Rank Order of Importance
	1	2	3		
Provides a good pool of potential employees	13	6	-	19	1
Provides a good opportunity to screen prospective employees without the problem of having to let them go	7	6	-	13	2
Good public relations	2	5	8	15	3

Table 10

A Comparison of Employers Participating in Work Study  
Versus Those in Work Experience 35 Concerning  
Reasons for Participating

Statement	Times Designated as Noteworthy as Percentage of Total Sub-group		Rank Based on Weighting Assigned Relative to Employer Ranking	
	WS (N = 6)	WE35 (N = 15)	WS (N = 6)	WE35 (N = 15)
A public service	50	53	4	5
Desire to help young people	100	93	1	1
A benefit to the business community	50	60	3	3
An economic benefit to the whole community	33	60	6	4
Good for public relations	50	67	5	6
A direct benefit to the firm	50	53	2	2

the "mini-questionnaire" on this topic, Table 10 shows the percentage of employers in the two sub-groups who considered the statements presented to them to represent noteworthy reasons for participating. Also shown is a composite ranking of the statements. Only in the case of one of the statements is the difference between the two sub-groups judged to have any possible significance. It should be noted that the Work Study sub-group included only six employers and, consequently, a shift of only one employer would represent a difference of 17 percentage points. Having noted that reservation, it may be seen that only 33 per

cent of the Work Study employers compared with 60 per cent of the Work Experience 35 employers considered the statement "An economic benefit to the whole community" to be worthy of note as a reason for participating. It should also be noted that this statement is only ranked sixth and fourth respectively in its importance as a reason for participating. Considering the size of the sub-groups, other differences regarding reasons for participating are not considered to be significant.

The employers who had experience with both sub-programs stated that they benefited more from Work Experience 35 than from Work Study.

The response statements of employers having experience in only one of the sub-programs showed no distinction as between the two sub-groups with regard to benefits. One Work Study employer, compared to two Work Experience 35 employers stated that they received no benefit. These numbers are roughly in proportion to the numbers in the sub-groups.

Table 11 shows employers' designations of statements as noteworthy, as well as a composite ranking, of statements concerning benefits. The tabulation tends to support the statements of the three employers having experience with both sub-programs, in that more employers in Work Experience 35 than in Work Study signify the statements as representing benefits.

With regard to problems encountered, statements by those employers having experience with both sub-programs indicated that two problems applied more to students in Work Study than Work Experience 35: that it was difficult at times to have the staff available for supervision, and that it would be convenient if students were in work stations for a longer period of time. Responses to the related "mini-

Table 11

A Comparison of Employers Participating in Work Study  
Versus Those in Work Experience 35 Concerning  
Benefits to Employers

Statement	Times Designated as Noteworthy as Percentage of Total Sub-group		Rank Based on Weighting Assigned Relative to Employer Ranking	
	WS (N = 6)	WE35 (N = 15)	WE (N = 6)	WE35 (N = 15)
Provides a good pool of potential employees	67	80	1	1
Provides a good opportunity to screen prospective employees without the problem of having to let them go	33	53	3	2
Good for public relations	67	60	2	3

questionnaire" by the other 21 employers support that criticism, but, as applying to Work Experience 35 rather than Work Study. Table 12 presents a comparison of responses to the "mini-questionnaire" concerning problems encountered. It might be noted that, of these 21 employers, only 6 indicated any problem worth noting. Of those 6, 4 indicated the statement "Takes too much of employees time" as representing a problem. It might be noted also, that of those 4, 3 made corresponding statements when initially asked about problems encountered.

An aspect of the employer interviews that bears noting is that when initially asked about problems encountered, 12 of the 21 employers stated problems. However, when presented with the related "mini-questionnaire," only 6 of the 21 felt any problem to be worth noting.

Table 12

A Comparison of Employers Participating in Work Study  
Versus Those in Work Experience 35 Concerning  
Problems Experienced

Statement	Times Designated as Noteworthy as Percentage of Total Sub-group		Rank Based Weighting Assigned Relative to Employer Ranking	
	WS (N = 6)	WE35 (N = 15)	WS (N = 6)	WE35 (N = 15)
Takes too much of employees' time	0	27	-	1
The cost of paying students	0	0	-	-
Students working in the office or shop make a poor impression on the public	0	0	-	-
The risk of a student making a serious mistake	0	13	-	3
An irritation to regular employees	17	13	1	2

Teacher-coordinator effectiveness. The study also attempted to ascertain employers' attitudes regarding the effectiveness of teacher-coordinators. In this connection they were asked:

Do you feel that the teacher-coordinators serve any useful purpose?

(If "yes,") In what way?

(If "no,") Do you feel that he/she could serve a useful purpose?

(If "yes,") How?

And,

Do visitations by teacher-coordinators cause any problem?



(If "yes,") Would you explain please?

Eight of the employer representatives had not met a teacher-coordinator. Of these, 4 gave no opinion. The remaining 20 felt that useful purposes were served and those which were stated by more than 1 employer are listed below, with the number of employers making the point being indicated in brackets. A detailed list of responses is given in Appendix 6.

No useful purpose for the employer, might be some for the student	(4)
A useful purpose in communicating with the student	(4)
Could help to resolve a problem if one should occur	(3)
Helps the employer to understand the student	(3)
Helpful in evaluating the student	(3)
The teacher can get a better idea of what is happening in the work station	(3)
Encourages the student	(3)

Preferred form of administration. Employers' preferences concerning the method of developing work stations and assigning students are shown in Table 13. As indicated, 5 expressed no preference, but 14 expressed a preference for having all arrangements made by one representative of the whole school system, compared with 5 who would prefer having arrangements made by each school individually.

Benefits to students—employers' views. When asked what benefits they felt were derived by students, the following were cited as the most important:

Table 13

Employers' Preferences Concerning Administration  
of Work Experience Education

Statement	No. of Employers Indicating This Preference
To have all arrangements made by one representative of the whole school system	14
To have arrangements made by each school individually	5
Either one would be satisfactory	5

Information to help with vocational choice including finding out what an industry is like or what office or shop work is like (11)

Learn about the world of work (4)

An opportunity to test a tentative vocational choice (1)

Develop self-confidence (2)

Learn about the limitations of their knowledge (1)

Gain practical experience (3)

Develop ability to work with others (1)

No response was obtained from one employer (1)

The 24 employers interviewed cited a considerable variety of benefits to students. Grouped and consolidated, the principal benefits cited are listed below and a detailed list is given in Appendix 6.

Learning about the world of work (18)

Information to help with vocational choice (16)

Practical experience (10)

Develop ability to work with other people (8)

When interviewees were asked to rank eight statements representing possible benefits to students, the results were as shown in Table 14. The three statements ranked highest were, respectively:

Provides a better idea of what regular employment is like

More self-confidence when applying for a job

Learns to communicate with adults in the working world

Public relations. Half of the employers interviewed reported having gained more knowledge about education in Calgary as a result of the program. Fifteen reported having a better opinion of education in Calgary, whereas nine did not. No derogatory, but a number of commendatory statements were made, such as:

Yes, Calgary has a good educational program

No, I've always had a good opinion of education in Calgary

Table 1.  
Employers' Ranking of Benefits of the Program to Students

Statement	No. of Employers Designating Statement in Indicated Rank of Importance								Rank Based on Employers' Designations of Importance
	1	2	3	4	5	6	7	8	
Provides a better idea of what regular employment is like	1	3	4	2	1	2	0	1	1
Helps self-confidence when applying for a job	3	8	3	6	3	1	-	-	2
Learns to communicate with adults in the working world	4	4	5	6	2	1	0	1	3
Helps to develop good work habits	1	5	3	3	5	2	2	1	4
Learns the standards of business behavior and appearance	1	3	3	4	6	2	4	1	5
Able to list it as experience on a job application	2	1	3	1	3	4	3	6	6
Introduced to employer with whom he/she secures full-time employment	1	0	2	1	2	7	7	4	7
Learn to operate machines with which he/she was previously unfamiliar	1	0	1	1	2	4	6	8	8

## Chapter 5

### SUMMARY

#### The Problem

The study was undertaken to ascertain whether or not Work Experience Education is a beneficial program in the opinion of students and participating employers. Another aspect of the problem was to define problems that are encountered by students and employers, in participating in the program.

#### Populations and Samples

Two populations were involved in the study. Students who participated in the Work Experience Education program in the 1973-74 school year comprised one population, all members of which were included in the study. The other population was comprised of employers—in this case those who were listed as active participants at the end of the 1974-75 school year. With regard to participating employers, it was decided to survey a sample of 24.

#### Procedure

A questionnaire was developed to obtain students' opinions concerning benefits of the program, as well as problems that interfered with the effectiveness of the program. The questionnaire incorporated three approaches to eliciting opinions: (1) students were asked to indicate agreement or disagreement with statements pertaining to benefits and problems; (2) they were asked to indicate any other

benefits or problems not covered by the statements of the questionnaire; and (3) they were asked to identify the three most important benefits and the three most serious problems encountered.

With regard to employers, it was decided to obtain information by means of interview rather than mailed questionnaire. An interview guide was developed to obtain information related to seven questions, the main ones concerning employers' reasons for participating, benefits to employers and problems encountered.

Data were tabulated to determine the frequency with which employers stated benefits and problems experienced with the program. Answers to open-ended questions were grouped and examined for the purpose of identifying any degree of consensus that might exist concerning benefits of, or problems with, the program.

## FINDINGS

### Students' Evaluation

The major findings derived from the student questionnaires were as follows:

Benefits to students. The data revealed that 83.5 per cent of the students indicated that Work Experience Education helped them to learn how to get along with others in a work environment; 80.6 per cent indicated that it provided knowledge that they could not have acquired in the classroom; and 80.6 per cent indicated that it provided a better understanding of the world of work.

Problems interfering with effectiveness. The findings of the study showed that 54.5 per cent of the respondents indicated that the program

was not long enough; 22.3 per cent indicated that there was no variety in the work allocated; and 20.4 per cent indicated that they were not given enough work.

Differences in student perceptions. Between the two sub-programs, Work Study and Work Experience 35, concerning the item, "Helped me to decide on a career," 33.3 per cent of Work Study students responded negatively whereas only 16.2 per cent of Work Experience 35 students responded negatively. Concerning the item, "Gave me more self-confidence when applying for a job," 65.2 per cent of Work Study students agreed and 48.6 per cent of Work Experience 35 students agreed.

Approximately 81 per cent of Work Experience 35 students compared to 53 per cent of Work Study students indicated that they were able to list their experience in the program on a job application form; 64.9 per cent of Work Experience 35 students compared to 50.0 per cent of Work Study students indicated that they had received help from the teacher-coordinator; and 59.5 per cent of Work Experience 35 students compared to 48.5 per cent of Work Study students indicated that they had learned to operate machines that they had not previously operated.

Regarding problems experienced, 18.9 per cent of the Work Experience 35 students compared to only 4.5 per cent of Work Study students indicated that their skills were not good enough. Approximately 62 per cent of Work Study students compared to 40.5 per cent of Work Experience 35 students responded that the program was not long enough; 25.8 per cent of Work Study students compared to 10.8 per cent of Work Experience 35 students indicated that the employer did not provide sufficient work; and 27.3 per cent of Work Study students com-

pared to 13.5 per cent of Work Experience 35 students indicated that there was no variety in the work allocated.

#### Employers' Evaluation

The major findings derived from interviewing the sample of 24 employers were as follows:

Reasons for participating. Helping students was stated 13 times by employers as a reason for participating in the Work Experience Education program; providing a public service was stated 9 times; and providing a means of recruitment was stated 7 times.

Problems encountered. The most predominant opinion expressed was that no problems worth noting had been encountered. Of the 24 employers, 17 declined to check any problem as being serious. Of the remaining 7, 4 stated that the amount of time required for supervision was the most serious problem; one stated that the possibility of irritating regular employees was the most serious problem; another stated that the risk of a student making a serious mistake was the most serious problem; and another stated that the cost of paying students was the most serious problem. As to problems stated spontaneously by employers, 10 could think of no problem.

Benefits to employers. Of the 24 employers, 3 could think of no benefit contributed by Work Experience Education to their organization; 10 stated that the students as a pool of potential employees was a benefit; and 6 stated that work done by students in the program was a benefit. A number of other benefits were stated less frequently.



Comparison of Work Study with Work Experience 35. Only 3 employers were in a position to compare the two sub-programs. Their opinions were that both students and employers benefited more from the longer sub-program, Work Experience 35, and that more problems were associated with the shorter sub-program, Work Study. Of the 21 employers having experience with only one of the sub-programs, 4 of those involved with Work Experience 35 signified that providing supervision was a problem. Otherwise no consensus was identifiable concerning differences between the two sub-programs.

Benefits to students. Employers stated what they considered to be a number of benefits to students. Of the 24 employers in the sample, learning about the world of work was cited by 18 to be a benefit to students; the provision of information to help with a vocational choice was cited by 16; and gaining practical experience was cited by 10 employers.

Teacher-coordinator effectiveness. Of the 24 employers interviewed, 4 felt that no useful purpose was served by the teacher-coordinator. The remaining 20 indicated that a number of purposes were served. The purposes included communicating with the student; helping to understand, encourage and evaluate the student; helping to resolve any problem that might exist; and providing the teacher with a better idea of what is happening in the work station.

Preferred form of administration. Only 5 of the 24 employers favored having each school make its own arrangements for work stations and the placement of students. Fourteen preferred having such functions centralized.

Public relations for the educational system. Half of the employers interviewed stated that they had acquired knowledge about education in Calgary as a result of the program; 15 had a better opinion of education in Calgary. No derogatory opinion was expressed.

#### CONCLUSIONS

The following conclusions are derived from the findings of the study.

In general, students viewed Work Experience Education as being a valuable program. The benefits indicated by the largest numbers of students were that it helped them learn how to get along with others in a work environment, it provided knowledge that they could not have acquired in the classroom, and it provided them with a better understanding of the world of work.

Slightly more than fifty per cent of the students indicated that they felt the program was too short. A few students expressed the opinion that they were not given sufficient work and that there was no variety in the work allocated.

Work Study students held different opinions than Work Experience 35 students on some aspects of the Work Experience Education program. More of the Work Study students than the Work Experience 35 students indicated that the program was not long enough. Likewise, more of the Work Study than the Work Experience 35 students indicated that they were not given enough work and that there was insufficient variety in the work. On the other hand, a smaller percentage of Work Study students indicated that they found the program helpful in deciding on a career.

In general, Work Experience 35 students were satisfied with the program and less than fifty per cent expressed the opinion that the program was not long enough. Approximately twenty per cent of Work Experience 35 students were concerned that their skills were not good enough to perform the tasks they had been assigned. It is interesting to note that this was not expressed as a problem by employers. A high percentage of the Work Experience 35 students appeared to feel comfortable about listing their experience in the work station on a job application form; approximately two thirds indicated that they had received help from the teacher-coordinator, and that they had learned to operate machines that were new to them.

Among employers' main reasons for participating in the program were: an interest in helping students; a public service; and a means of recruitment. In general, they expressed the view that they did not benefit greatly from the program but some considered their organization to benefit from the resulting pool of potential employees and from the work done by students in the work station.

Approximately two thirds of the employers indicated that they did not experience serious problems with the program. The main problem expressed by a small number of employers was the amount of time required for the supervision of students.

A comparison of employers' opinions concerning Work Study and Work Experience 35 was inconclusive because few employers had had experience with both sub-programs. Although expressed by only a small number of employers, there was some indication that providing the necessary supervision for students was a problem but the distinction is not clear between Work Study and Work Experience 35.

Employers considered the Work Experience Education program beneficial for students. Of several benefits, the main ones were learning about the world of work, gaining information upon which to base a vocational choice, and acquiring practical experience.

Some employers expressed the view that no useful purpose was served by the teacher-coordinator. The majority of the employers, however, considered some useful purpose to be served, mainly in the area of communication between the work station and the school.

Approximately sixty per cent of the employers expressed a preference for having the administration of the Work Experience Education program centralized. Only about twenty per cent favored having each school make its own arrangements.

The majority of employers in the sample appeared to have a good opinion of education in Calgary.

In summary, the conclusion is drawn that the Work Experience Education program operated by the Calgary Board of Education is viewed by both students and employers as having value.

#### DISCUSSION OF THE FINDINGS

In considering the findings of this study, it seems useful to comment on some things that have come to the investigator's attention which appear relevant although outside the immediate focus of the study.

Length of program. Approximately fifty per cent of the students indicated that the Work Experience Education program was not long enough. On this item there was more agreement by students in the Work Study sub-group, which prompts one to recommend that wherever possible

students be placed in Work Experience rather than Work Study. It appears, however, that the weakness may lie in the objectives for the two sub-programs. An examination of the objectives leads to the conclusion that the same outcomes are expected for Work Study as for Work Experience. This raises the question of whether there should be some differentiation of objectives for the two sub-programs.

The teacher-coordinator. The study revealed that some employers consider the function of the teacher-coordinator as having little value for them, while others appear to feel that the value is primarily to the school although having possible value for students. This finding suggests some questions:

Are there ways in which the teacher-coordinator might serve a useful function, working through employers, to improve the Work Experience Education program?

Are those teachers who are serving as teacher-coordinators given sufficient time to adequately carry out their function in the Work Experience Education program?

Are the functions of the teacher-coordinator clearly defined?

Is there a need for a more highly structured organization of the Work Experience Education program placing more emphasis on the role of the teacher-coordinator as in cooperative education?

The instructional function of the work station. The study revealed that roughly one fifth to one quarter of the student respondents felt it to be a problem that they had not received enough work or enough variety in the work given them. This situation gives occasion to question if employers are sufficiently informed about the instructional function of the work station in the program. On the other hand, it is seen as a

possibility that students' expectations may be unrealistic in some cases and that they may not be sufficiently informed about what the employer can provide in a work station.

Guidance function of work experience education. One of the specific objectives of the program as stated by the Calgary Board of Education is "to provide career guidance, which will serve as a sound basis for a career choice (Calgary, 1974, p. 1, 2)." It is noted that this objective is claimed as a benefit of the vocational orientation program in Sweden as reviewed on page 13. This appears to be one of the valuable features of the Calgary program in that 38.6 per cent of the student respondents agreed that the program helped them to decide on a career.

Students securing employment. In the period under investigation a number of students, 18.4 per cent of the respondents, secured full-time employment. It is noted on page 2 that the U. S. Advisory Council on Vocational Education commented on the "high placement records, high employment stability and high job satisfaction" resulting from the cooperative plan as a variety of work experience education. Although in the present study this aspect of the program did not apply to a majority of the participants, it is considered a worthwhile feature that 18.4 per cent of the respondents did secure full-time employment.

Social studies through work experience education. Reference was made previously to the vocational orientation program operated in Sweden. Another feature of that program claimed as a benefit was that it gave students an orientation to the whole community. Considering the highly

specialized division of labour that characterizes the Canadian work environment and concerns that young people are isolated from contact with the world of work, work experience education may be a valuable strategy for enabling students to learn about the world in which they live, especially in such fields as geography, economics, psychology and sociology.

### RECOMMENDATIONS

The findings of this study lead the investigator to make the following recommendations:

1. That consideration be given to including Work Experience Education, preferably Work Experience 25/35 rather than Work Study, in the programs of students in business and technical-vocational education.
2. That the objectives of Work Study and Work Experience be studied to see if there are differentiations that should be made between the two sub-programs.
3. That the role of the teacher-coordinators be examined to ascertain if there are ways in which they might serve a more useful function to employers and in the program as a whole.
4. That consideration be given to the briefing of those employers providing work stations, to ensure that, as far as possible, the features of the work station be used to provide the best possible educational experience for students.
5. That consideration be given to expanding the program to provide a greater number of students with the opportunity to test vocational choices.

The following recommendations are suggested for further study:

1. To explore the respects in which students perceive their skills to be inadequate and to investigate the validity of that perception.

2. To explore the reasons for some employers declining to participate in the program.
3. To explore further, with employers who have been involved with both Work Study and Work Experience 35, the differences between the two sub-programs with respect to benefits and problems.



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APPENDIX 1

EMPLOYERS IN SAMPLE AND PILOT STUDY

## EMPLOYERS IN SAMPLE

Dale-Chandler-Kennedy Partnership Architects

Phoenix Press Company Limited

Keith Ferris Construction

Farley & Loewen Chartered Accountants

MacGillivray & Company Chartered Accountants

Government of Alberta

Style Craft Printing Limited

Calgary Diagnostic Laboratories

Canuck Engineering Limited

Canadian Imperial Bank of Commerce

Emily Follensbee School

Alberta Security Printing

Excello Printing Limited

Active Electronics Limited

Stevenson, Raines & Associates

Jack Carter Limited

Canadian Limousin Association

Canadian Acceptance Corporation Limited

Maclin Ford

Apache Superior Printing Limited

Kristian Electronics Limited

Great West Steel Industries Limited

Pacific Petroleum Limited

Roberts-Fenton-McConnell Limited

EMPLOYERS IN PILOT STUDY

Office Assistance Limited

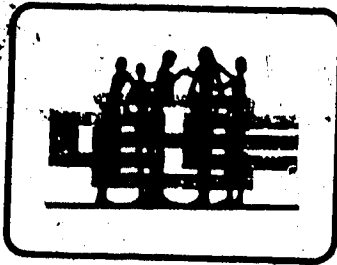
Northwest Printing & Lithographing Limited

Pan Canadian Petroleum Limited

APPENDIX 2

STUDENT QUESTIONNAIRE WITH COVERING LETTER

TRUSTEES  
John Curran, Chairman  
Alex Proudfoot, Vice-Chairman  
Sam Blakely  
Bill Knights  
J. C. Martini (Mrs.)  
Jean Reid (Mrs.)  
Scott D. Saville



81  
SUPERINTENDENTS  
C. Safran, B. Sc., M. Ed., Ed.D.  
Chief Superintendent of Schools  
G.L. Fowler, M. Ed.  
Superintendent of Instruction  
G.E. Holmes, F.C.A.  
Secretary-Treasurer and  
Superintendent of Support Services

Our File No.

## Calgary Board of Education

September 26, 1975

Greetings, Ex-Student:

During the 1973-74 school year you took part in the Work Experience Education program. We would sincerely appreciate your help in evaluating that program, now that you have been out of it for about a year and a half.

A questionnaire is enclosed which we ask you to complete. It should not take you more than about fifteen minutes to complete it. Please be frank with any criticisms that you may have--we are interested in knowing about any way in which the program might be improved. Your replies to the questionnaire will be treated in the strictest confidence.

For your convenience, a stamped return envelope is enclosed.

It is extremely important that we obtain the information requested. We therefore ask that you complete and return the questionnaire as soon as possible.

Thanks again.

Yours Truly

  
R. N. Whiting



Name \_\_\_\_\_ Address \_\_\_\_\_

1. Please check one box to indicate whether you were in:
- Work Study (2 weeks, working 1/2 days or equivalent)
- OR
- Work Experience 35 (125 hours for 5 credits)

2. Please describe in a few words the job you had while you were in the Work Experience Education program \_\_\_\_\_

3. For each of the following statements please place a check mark in the appropriate space to indicate whether or not it applies to the job you had while you were in Work Experience Education.

	<u>Yes</u>	<u>No</u>
Did you work in an office?	_____	_____
Did you deal with the public?	_____	_____
Concerning the work station in which you were employed, was it related to or part of a trade or technical occupation?	_____	_____
If "yes," which one? _____		

4. Please place a check mark beside one of the following to indicate the subject you were taking in connection with your work experience assignment.

Accounting _____	Electricity _____	Office Practice _____
Auto Body _____	Electronics _____	Sheet Metal _____
Automotives _____	Food Service _____	Welding _____
Building Construction _____	Graphic Art _____	Other - please specify: _____
Commercial Art _____	Machine Shop _____	
Drafting _____	Merchandising _____	

5. How far did you have to travel to your work station? (miles, or time, or from where to where) \_\_\_\_\_

PLEASE GO ON TO PAGE 2



(p.3)

- 15. It was a good opportunity to earn extra money
- 16. Helped me to develop good work habits
- 17. Introduced me to an employer with whom I secured full-time employment
- 18. It made it easier to make the move from school to the world of work
- 19. Helped me to decide on a career
- 20. It gave me a better knowledge of the value of money
- 21. Were there any other beneficial results that you experienced from the program?

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

(Use back of sheet if more space is needed)

Of all the possible benefits that have been listed, which three did you feel were most useful? Place the numbers of those three items here: Most useful \_\_\_\_\_

Next most useful \_\_\_\_\_

Third most useful \_\_\_\_\_

PLEASE GO ON TO PAGE 4

(p.4)

### PROBLEMS THAT INTERFERED WITH THE EFFECTIVENESS OF THE PROGRAM

It will be useful to the program supervisors to know whether or not the statements listed below represent problems that interfered with the effectiveness of the program for you. You are asked to indicate whether you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree, concerning the statements that follow.

In your opinion, do the statements that are listed below represent problems that interfered with the effectiveness of the program?

For each statement, please place a check mark in one of the boxes at the right to indicate your opinion.

1. Teachers in other subject areas objected to my absence
2. It was difficult to keep up my work in other subject areas
3. The distance to the job was too great
4. The employer did not provide enough work for me
5. There was no variety in the work given me
6. Was not able to get answers to questions that I had
7. The employer seemed to feel that I was a nuisance
8. My supervisor on the job seemed to feel that I was a nuisance
9. The program was not long enough
10. My skills were not good enough
11. Did you encounter any problem not listed above?  
If so, please describe \_\_\_\_\_

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					

(Use back of sheet if more space is needed)

Of the problems listed above, were there some that you felt were more serious than others? If so, please list the numbers of the items here:

Most serious \_\_\_\_\_

Next most serious \_\_\_\_\_

Third most serious \_\_\_\_\_

THANK YOU. YOUR HELP IS GREATLY APPRECIATED.

APPENDIX 3

EMPLOYER INTERVIEW GUIDE AND LETTER REQUESTING INTERVIEW

TRUSTEES  
John Curran, Chairman  
Alex Proudfoot, Vice-Chairman  
Sam Blakely  
Bill Knights  
I. C. Martini (Mrs.)  
Jean Reid (Mrs.)  
Scott D. Saville



87  
SUPERINTENDENTS  
C. Safran, B. Sc., M. Ed., Ed.D.  
Chief Superintendent of Schools  
G.L. Fowler, M. Ed.  
Superintendent of Instruction  
G.E. Holmes, F.C.A.  
Secretary-Treasurer and  
Superintendent of Support Services

Our File No.

## Calgary Board of Education

SUBJECT: Work Experience Education Program

Your cooperation in the Work Experience Education program has been very much appreciated.

Now, we would like to get your opinion on a number of points concerning whether or not the program is serving the needs of the business community and providing a useful service for students. The object, of course, is to improve the program wherever possible.

I am assisting the program supervisors in collecting this information. In order to obtain your evaluation, I would be grateful for an interview sometime within the next week or two.

The interview should not take more than about 30 minutes. I realize your time is valuable but hope that you can spare the time to provide me with this information. I will telephone within the next day or two to make an appointment.

Again, we are thankful for the contribution you have already made and will be most appreciative of your help in this evaluation.

Yours very truly,

R. N. Whiting

Name of Business \_\_\_\_\_  
 Type of Business \_\_\_\_\_ No. of Employees \_\_\_\_\_  
 Person Interviewed \_\_\_\_\_ Position \_\_\_\_\_

1. Mr. (Mrs., Miss, Ms, etc.) \_\_\_\_\_, some of the questions that I will ask may seem redundant. They have been organized that way in an effort to make sure that no useful information is overlooked. One of the things we would like to find out about the Work Experience Education program is: Why do employers participate in it? Would you tell me please, what, as far as you can say, the reasons are for your company participating in the program?
2. (If more than one reason given, ask:) Which of those would you say, from your point of view, is the most important reason for taking part in the program?
3. Now I would like to go at it in another way. Here is a sheet on which are listed some of the most apparent reasons for employers participation. Would you please read the instructions and complete it as indicated?

PRESENT SUPP SHEET A

4. Are there any other reasons that come to mind, for your firm cooperating in this program?
5. Now to go on to problems that you may have encountered or criticisms that you may have.

What problems have you encountered that represent a serious disadvantage of the Work Experience Education program?

6. (If more than one problem stated, ask:)

Which do you feel is the most serious problem?

7. As you may know, the Work Experience Education program has two parts: Work Study, in which a student is usually in a work station for about 40 hours. This is often made up of half days for two weeks, although other arrangements are possible

The other part of the program is Work Experience for which students receive five school credits. They spend a minimum of 125 hours on the job—often made up of half days for six weeks.

Did you have students in both types of program?

(If not, ask:) In which one did you have students?

(If both, ask:) Do the problems which you mentioned apply equally to work experience and to work study students?

(If not, ask:) Would you explain please?

8. Here is a list of possible problems. Would you please read the instructions and complete as you did with the previous list?

PRESENT SUPP SHEET B

9. (If employer has had experience with both work study and work experience students, ask:) As you ranked these problems, do they apply equally to work study and work experience students?

(If not, ask:) Would you explain please?

10. Are there any other problems that come to mind?

11. Are there any changes that you feel should be made in the Work Experience Education program?

(If "yes," ask:) How?

(If "no," ask:) Do you feel that it should be retained in its present form?

12. For each work experience student with your firm, you should be visited by a teacher from the student's school. This person, as you may know, is called a teacher-coordinator. If there is more than one student from a particular school, there may be only one teacher-coordinator for all the students from that one school.

Have you met one or more teacher-coordinators?

13. Do you feel that the teacher-coordinators serve any useful purpose?

(If "yes," ask:) In what way?

(If "no," ask:) Do you feel that he/she could serve a useful purpose?

(If "yes," ask:) How?

14. Do visitations by teacher-coordinators cause any problem?

(If "yes," ask:) Would you explain please?

15. Here is a sheet concerning the initial arrangements for work stations and the placement of students. Would you please indicate which of these possibilities expresses your feelings.

PRESENT SUPP SHEET C

16. Now, concerning benefits to employers—are there any ways in which you feel your firm benefits from the Work Experience Education program?

17. (If more than one benefit given, ask:)

Which do you feel is the greatest benefit to your firm?



18. Here is a short list of possible benefits. Would you please read the instructions and complete as you did before?

PRESENT SUPP SHEET D.

19. Do any other benefits come to mind?
20. (If employer has had experience with both work study and work experience students, ask:) Would you make any distinction between work study students and work experience students as to the benefit to your firm? (In other words, does your firm benefit more from involvement with the one type of student than with the other?)
21. How about benefits to students? You have had a chance to see how the Work Experience Education program functions, in what ways do you feel it benefits students?
22. (If more than one benefit stated, ask:)  
Which do you think is the greatest benefit to students?
23. (If employer has had experience with both work study and work experience students, ask:)  
With respect to these benefits, would you make any distinction between work experience and work study students?
24. I am going to show you a list of eight benefits which are felt to be among the most important to students. I would like to have your opinion as to which of these are the most important.

PRESENT SUPP SHEET E.

25. Is there any other benefit to students that you would place ahead of the ones listed?
26. As a result of the Work Experience Education program, do you feel that you have more knowledge of the education system in Calgary?
27. As a result of the program, do you have a better opinion concerning education in Calgary?

## INTERVIEW GUIDE - SUPP SHEET A

1. In the first column of blank spaces, please place a check mark beside each statement that represents a significant reason for your firm participating in the Work Experience Education program.

	Significant reasons for participating	Order of importance
A public service		
Desire to help young people		
A benefit to the business community		
An economic benefit to the whole community		
Good public relations		
A direct benefit to the firm		

2. For those statements that you have checked, please place numbers in the second column of blank spaces, to rank them in what you consider to be their order of importance. That is, put the number "1" beside the most important, "2" beside the next most important, and so on, for all those that you checked.

## INTERVIEW GUIDE - SUPP SHEET B

Problems Experienced

1. In the first column of blank spaces please place check marks to indicate which of the statements represent problems for your firm.

	Problems Experienced	Order of Importance
Takes too much of employees' time	—	—
The cost of paying students	—	—
Students working in the office or shop make a poor impression on the public	—	—
The risk of a student making a serious mistake	—	—
An irritation to regular employees	—	—

2. For those statements that you have checked, please place numbers in the second column of blank spaces to show how you rank them in importance. That is, place "1" beside the most serious problem, "2" beside the next most serious and so on, for all those that you checked.

## INTERVIEW GUIDE - SUPP SHEET C

Preference Concerning General Coordination

Concerning the initial arrangements for work stations and the placement of students with your firm, which do you prefer? (Please check one.)

To have all arrangements made by one representative  
of the whole school system \_\_\_\_\_

To have arrangements made by each school individually \_\_\_\_\_

Either one would be satisfactory \_\_\_\_\_

INTERVIEW GUIDE - SUPP SHEET D

Benefits to Employer

1. In the first column of blank spaces please place check marks to indicate which of the statements represent benefits to your firm.

Provides a good pool of potential employees

Provides a good opportunity to screen prospective employees without the problem of having to let them go

Good for public relations

Benefits to our firm	Order of importance

2. As before, for those statements that you have checked, please place numbers in the second column of blank spaces to show how you rank them in importance.

INTERVIEW GUIDE - SUPP SHEET E

Benefits to Students

Listed below are eight possible benefits to students. Please place numbers in the blank spaces on the right to indicate how you feel these should be ranked in order of importance as benefits that students actually receive from the program.

- More self-confidence when applying for a job
- Able to list it as experience on a job application
- Provides a better idea of what regular employment is like
- Learn to operate machines with which he/she was previously unfamiliar
- Introduced to employer with whom he/she secures full-time employment
- Helps to develop good work habits
- Learns to communicate with adults in the working world
- Learns the standards of business behavior and appearance

Order of importance

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX 4

TABLES PROVIDING DETAILS OF STUDENT RESPONSES  
AND CALCUATIONS OF RANK ORDER

Table 15

Distribution of Students' Responses to Questionnaire Concerning  
Benefits of the Work Experience Education Program  
(N = 103)

Statement	SA	A	NA/D	D	SD	NR	Total Agreement Responses	Total Disagreement Responses
Gave me more self-confidence when applying for a job	15	46	24	17	1	—	64	18
Gave me more confidence in my ability to carry out the duties of a job	19	54	19	8	2	1	71	10
Gave me more confidence in my skills	11	59	22	10	1	1	70	10
Was able to list it as experience on a job application	26	39	16	16	6	—	65	22
Gave me a better idea of what regular employment was like	37	46	10	8	2	—	83	10
Received useful information (and/or help) from the teacher-coordinator	15	42	27	14	5	—	57	19
Received useful information from the orientation sessions	8	38	39	9	6	3	46	15
Provided me with knowledge that I could not have acquired in regular school classes	50	33	10	7	3	—	83	10



Table 15 (continued)

Statement	SA	A	NAND	D	SD	NR	Total Agreement Responses	Total Disagreement Responses
Made it possible for me to get away from school part of the time	26	44	22	8	3	—	70	11
Helped me to improve my work skills	33	44	16	6	4	—	77	10
Found out about new machines with which I was not familiar	21	39	14	19	9	1	60	28
Learned to operate machines which I had not previously operated	17	37	13	25	10	1	54	35
Learned how to get along with people in a work situation	25	61	14	3	—	—	86	3
I learned to communicate better with people in a work situation	24	53	18	8	—	—	77	8
It was a good opportunity to earn extra money	8	19	21	24	29	2	27	53
Helped me to develop good work habits	12	55	29	7	—	—	67	7
Introduced me to an employer with whom I secured full-time employment	13	6	16	41	26	1	19	67
It made it easier to make the move from school to the world of work:	17	40	28	14	3	1	57	17
Helped me to decide on a career	10	30	34	17	11	1	40	28
It gave me a better knowledge of the value of money	4	13	33	33	17	3	17	50

Table 16  
 Percentage Distribution of Students' Responses to Questionnaire Concerning  
 Benefits of the Work Experience Education Program  
 (N = 103)

Statement	SA (%)	A (%)	MAIND (%)	D (%)	SD (%)	NR (%)	Total Agreement Responses (%)	Total Disagreement Responses (%)
Gave me more self-confidence when applying for a job	14.6	44.7	23.3	16.5	1.0	—	59.2	17.5
Gave me more confidence in my ability to carry out the duties of a job	18.4	52.4	18.4	7.8	1.9	1.0	70.9	9.7
Gave me more confidence in my skills	10.7	57.3	21.4	9.7	—	1.0	68.0	9.7
Was able to list it as experience on a job application	25.2	37.9	15.5	15.5	5.8	—	63.1	21.4
Gave me a better idea of what regular employment was like	35.9	44.7	9.7	7.8	1.9	—	80.6	9.7
Received useful information (and/or help) from the teacher-coordinator	14.6	40.8	36.2	13.6	4.9	—	55.3	18.4
Received useful information from the orientation sessions	7.8	36.9	37.9	8.7	5.8	2.9	44.7	14.6
Provided me with knowledge that I could not have acquired in regular school classes	48.5	32.0	9.7	6.8	2.9	—	80.6	9.7

Table 16 (continued)

Statement	SA (%)	A (%)	NAWD (%)	D (%)	SD (%)	NR (%)	Total Agreement Responses (%)	Total Disagreement Responses (%)
Made it possible for me to get away from school part of the time	25.2	42.7	21.4	7.8	2.9	—	68.0	10.7
Helped me to improve my work skills	32.0	42.7	15.5	5.8	3.9	—	74.8	9.7
Found out about new machines with which I was not familiar	20.4	37.9	13.6	18.4	8.7	1.0	58.3	27.2
Learned to operate machines which I had not previously operated	16.5	35.9	12.6	24.3	9.7	1.0	52.4	34.0
Learned how to get along with people in a work situation	24.3	59.2	13.6	2.9	—	—	83.5	2.9
I learned to communicate better with people in a work situation	23.3	51.5	17.5	7.8	—	—	74.8	7.8
It was a good opportunity to earn extra money	7.8	18.4	20.4	23.3	28.2	1.9	26.2	51.5
Helped me to develop good work habits	11.7	53.4	28.2	6.8	—	—	65.0	6.8
Introduced me to an employer with whom I secured full-time employment	12.6	5.8	15.5	39.8	25.2	1.0	18.4	65.0
It made it easier to make the move from school to the world of work	16.5	38.8	27.2	13.6	2.9	1.0	55.3	16.5
Helped me to decide on a career	9.7	29.1	33.0	16.5	10.7	1.0	38.8	27.2
It gave me a better knowledge of the value of money	3.9	12.6	32.0	32.0	16.5	2.9	16.5	48.5

Table 17  
 Distribution of Responses of Students in Work Study to Questionnaire  
 Concerning Benefits of the Work Experience Education Program  
 (N = 66)

Statement	SA	A	NAND	D	SD	NR	Total Agreement Responses	Total Disagreement Responses
Gave me more self-confidence when applying for a job	12	31	13	9	1	—	43	10
Gave me more confidence in my ability to carry out the duties of a job	12	33	14	6	—	1	45	6
Gave me more confidence in my skills	5	39	15	7	—	—	44	7
Was able to list it as experience on a job application	12	23	13	13	5	—	35	18
Gave me a better idea of what regular employment was like	24	29	5	6	2	—	53	8
Received useful information (and/or help) from the teacher-coordinator	9	24	22	10	1	—	33	11
Received useful information from the orientation sessions	3	27	26	7	3	—	30	10
Provided me with knowledge that I could not have acquired in regular school classes	29	22	7	5	3	—	51	8

Table 17 (continued)

Statement	SA	A	NA/ND	D	SD	NR	Total Agreement Responses	Total Disagreement Responses
Made it possible for me to get away from school part of the time	19	27	13	6	1	—	46	7
Helped me to improve my work skills	20	28	11	5	2	—	48	7
Found out about new machines with which I was not familiar	13	25	8	14	5	1	38	19
Learned to operate machines which I had not previously operated	8	24	9	17	7	1	32	24
Learned how to get along with people in a work situation	15	40	9	2	—	—	55	2
I learned to communicate better with people in a work situation	17	32	12	5	—	—	49	5
It was a good opportunity to earn extra money	3	7	10	16	28	2	10	44
Helped me to develop good work habits	7	33	19	7	—	—	40	7
Introduced me to an employer with whom I secured full-time employment	4	1	13	30	17	1	5	47
It made it easier to make the move from school to the world of work	10	26	18	8	3	1	36	11
Helped me to decide on a career	6	18	15	13	9	1	24	22
It gave me a better knowledge of the value of money	3	7	18	23	13	2	10	36

Table 18

Distribution of Responses of Students in Work Experience 35  
to Questionnaire Concerning Benefits of the  
Work Experience Education Program  
(N = 37)

Statement	SA	A	NA/ND	D	SD	NR	Total Agreement Responses	Total Disagreement Responses
Gave me more self-confidence when applying for a job	3	15	11	8	—	—	18	8
Gave me more confidence in my ability to carry out the duties of a job	7	21	5	2	2	—	28	4
Gave me more confidence in my skills	6	20	7	3	—	1	26	3
Was able to list it as experience on a job application	14	16	3	3	1	—	30	4
Gave me a better idea of what regular employment was like	13	17	5	2	—	—	30	2
Received useful information (and/or help) from the teacher-coordinator	6	18	5	4	4	—	24	8
Received useful information from the orientation sessions	5	11	13	2	3	3	16	5
Provided me with knowledge that I could not have acquired in regular school classes	21	11	3	2	—	—	32	2

Table 18 (continued)

Statement	SA	A	NAMD	D	SD	NR	Total Agreement Responses	Total Disagreement Responses
Made it possible for me to get away from school part of the time	7	17	9	2	2	—	24	4
Helped me to improve my work skills	13	16	5	1	2	—	29	3
Found out about new machines with which I was not familiar	8	14	6	5	4	—	22	9
Learned to operate machines which I had not previously operated	9	13	4	8	3	—	22	11
Learned how to get along with people in a work situation	10	21	5	1	—	—	31	1
I learned to communicate better with people in a work situation	7	21	6	3	—	—	28	3
It was a good opportunity to earn extra money	5	12	11	8	1	—	17	9
Helped me to develop good work habits	5	22	10	—	—	—	27	—
Introduced me to an employer with whom I secured full-time employment	9	5	3	11	9	—	14	20
It made it easier to make the move from school to the world of work	7	14	10	6	—	—	21	6
Helped me to decide on a career	4	12	15	4	2	—	16	6
It gave me a better knowledge of the value of money	1	6	15	10	4	1	7	14

Table 19

Comparison of Percentage Agreement and Disagreement Responses to Benefit Statements by Students in Work Study and Work Experience 35 (N-WS = 66; N-WE35 = 37)

Statement	Total Agreement Responses		Total Disagreement Responses		Total Agreement Responses (%)		Total Disagreement Responses (%)	
	WS	WE35	WS	WE35	WS	WE35	WS	WE35
Gave me more self-confidence when applying for a job	43	18	10	8	65.2	48.6	15.2	21.6
Gave me more confidence in my ability to carry out the duties of a job	45	28	6	4	68.2	75.7	9.1	10.8
Gave me more confidence in my skills	44	26	7	3	66.7	70.3	10.6	8.1
Was able to list it as experience on a job application	35	30	18	4	53.0	81.8	27.3	10.8
Gave me a better idea of what regular employment was like	53	30	8	2	80.3	81.8	12.1	5.4
Received useful information (and/or help) from the teacher-coordinator	33	24	11	8	50.0	64.9	16.7	21.6
Received useful information from the orientation sessions	30	16	10	5	45.5	43.2	15.2	13.5
Provided me with knowledge that I could not have acquired in regular school classes	51	32	8	2	77.3	86.5	12.1	5.4



Table 19 (continued)

Statement	Total Agreement Responses		Total Disagreement Responses		Total Agreement Responses (%)		Total Disagreement Responses (%)	
	MS	WE35	MS	WE35	MS	WE35	MS	WE35
Made it possible for me to get away from school part of the time	46	24	7	4	69.7	64.9	10.6	10.8
Helped me to improve my work skills	48	20	7	3	72.7	78.4	10.6	8.1
Found out about new machines with which I was not familiar	38	22	19	9	57.6	59.5	28.8	24.3
Learned to operate machines which I had not previously operated	32	22	24	11	48.5	59.5	36.4	29.7
Learned how to get along with people in a work situation	55	31	2	1	83.3	83.8	3.0	2.7
I learned to communicate better with people in a work situation	49	28	5	3	74.2	75.7	7.6	8.1
It was a good opportunity to earn extra money	10	17	44	9	15.2	45.9	66.7	24.3
Helped me to develop good work habits	40	27	7	—	60.6	73.0	10.6	—
Introduced me to an employer with whom I secured full-time employment	5	14	47	20	7.6	37.8	71.2	54.1
It made it easier to make the move from school to the world of work	36	21	11	6	54.5	56.8	16.7	16.2
Helped me to decide on a career	24	16	22	6	36.4	43.2	33.3	16.2
It gave me a better knowledge of the value of money	10	7	36	14	15.2	18.9	54.5	37.8

Table 20  
 Distribution of Choices of 1st, 2nd & 3rd Most Useful  
 Benefit and Calculations to Assign Rank  
 (N = 103)

Statement	No. of Responses			3x Col. 2	2x Col. 3	1x Col. 4	Total of Cols. 5, 6 & 7	Rank Based on Col. 8
	Most Useful	2nd Most Useful	3rd Most Useful					
1	2	3	4	5	6	7	8	9
Gave me more self-confidence when applying for a job	7	5	3	21	10	3	34	7
Gave me more confidence in my ability to carry out the duties of a job	8	5	7	24	10	7	41	5
Gave me more confidence in my skills	2	5	6	6	10	6	22	13
Was able to list it as experience on a job application	4	3	7	12	6	7	25	10
Gave me a better idea of what regular employment was like	8	11	11	24	22	11	57	2
Received useful information (and/or help) from the teacher-coordinator	0	3	1	0	6	1	7	18
Received useful information from the orientation sessions	2	0	0	6	0	0	6	19
Provided me with knowledge that I could not have acquired in regular school classes	22	10	9	66	20	9	95	1
Made it possible for me to get away from school part of the time	0	4	5	0	8	5	13	16

Table 20. (continued)

Statement	No. of Responses			3x Col. 2	2x Col. 3	1x Col. 4	Total of Cols. 5, 6 & 7	Rank Based on Col. 8
	Most Useful	2nd Most Useful	3rd Most Useful					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Helped me to improve my work skills	5	12	9	15	24	9	48	4
Found out about new machines with which I was not familiar	2	2	3	6	4	3	13	15
Learned to operate machines which I had not previously operated	1	9	2	3	18	2	23	11
Learned how to get along with people in a work situation	9	7	7	27	14	7	48	3
I learned to communicate better with people in a work situation	4	5	6	12	10	6	28	9
It was a good opportunity to earn extra money	1	2	3	3	4	3	10	17
Helped me to develop good work habits	3	3	5	9	6	5	20	14
Introduced me to an employer with whom I secured full-time employment	5	2	3	15	4	3	22	12
It made it easier to make the move from school to the world of work	4	6	6	12	12	6	30	8
Helped me to decide on a career	10	3	3	30	6	3	39	6
It gave me a better knowledge of the value of money (Problem described by student)	1	0	0	3	0	0	3	20
(No response)	1	2	2					
	4	4	5					

Table Z1

Distribution of Students' Responses to Questionnaire Concerning Problems Interfering With Effectiveness of the Work Experience Education Program (N = 103)

Statement	SA	A	NA/ND	D	SD	NR	Total Agreement Responses	Total Disagreement Responses
Teachers in other subject areas objected to my absence	1	6	17	51	24	4	7	75
It was difficult to keep up my work in other subject areas	--	5	12	53	30	3	5	83
The distance to the job was too great	2	6	12	55	25	3	8	80
The employer did not provide enough work for me	10	11	23	33	23	3	21	56
There was no variety in the work given me	14	9	13	41	22	4	23	63
Was not able to get answers to questions that I had	2	3	18	47	30	3	5	77
The employer seemed to feel that I was a nuisance	4	4	22	39	31	3	8	70
My supervisor on the job seemed to feel that I was a nuisance	5	6	19	42	28	3	11	70
The program was not long enough	21	35	20	16	9	2	56	25
My skills were not good enough	2	8	31	43	15	4	10	58

Table 22  
 Percentage Distribution of Students' Responses to Questionnaire Concerning Problems  
 Interfering With Effectiveness of the Work Experience Education Program  
 (N = 103)

Statement	SA (%)	A (%)	MA ND (%)	D (%)	SD (%)	NR (%)	Total Agreement Responses (%)	Total Disagreement Responses (%)
Teachers in other subject areas objected to my absence	1.0	5.8	16.5	49.5	23.3	3.9	6.8	72.8
It was difficult to keep up my work in other subject areas	--	4.9	11.7	51.5	29.1	2.9	4.9	80.6
The distance to the job was too great	1.9	5.8	11.7	53.4	24.3	2.9	7.8	77.7
The employer did not provide enough work for me	9.7	10.7	22.3	32.0	22.3	2.9	20.4	54.4
There was no variety in the work given me	13.6	8.7	12.6	39.8	21.4	3.9	22.3	61.2
Was not able to get answers to questions that I had	1.9	2.9	17.5	45.6	29.1	2.9	4.9	74.8
The employer seemed to feel that I was a nuisance	3.9	3.9	21.4	37.9	30.1	2.9	7.8	68.0
My supervisor on the job seemed to feel that I was a nuisance	4.9	5.8	18.4	40.8	27.2	2.9	10.7	68.0
The program was not long enough	20.4	34.0	19.4	15.5	8.7	1.9	54.4	24.3
My skills were not good enough	1.9	7.8	30.1	41.7	14.6	3.9	9.7	56.3

Table 23

Distribution of Responses of Students in Work Study to Questionnaire  
Statements Concerning Problems Interfering With Effectiveness  
of the Work Experience Education Program  
(N = 66)

Statement	SA	A	MAND	D	SD	NR	Total Agreement Responses	Total Disagreement Responses
Teachers in other subject areas objected to my absence	1	5	11	36	12	1	6	48
It was difficult to keep up my work in other subject areas	—	3	7	37	18	1	3	55
The distance to the job was too great	2	4	8	37	14	1	6	51
The employer did not provide enough work for me	8	9	16	19	13	1	17	32
There was no variety in the work given me	10	8	9	24	13	2	18	37
Was not able to get answers to questions that I had	1	3	11	33	17	1	4	50
The employer seemed to feel that I was a nuisance	2	3	18	25	17	1	5	42
My supervisor on the job seemed to feel that I was a nuisance	1	6	13	28	17	1	7	45
The program was not long enough	15	26	13	8	3	1	41	11
My skills were not good enough	2	1	23	27	11	2	3	38

Table 24

Distribution of Responses of Students in Work Experience 35 to Questionnaire  
Statements Concerning Problems Interfering With Effectiveness  
of the Work Experience Education Program  
(N = 37)

Statement	SA	A	NAND	D	SD	NR	Total Agreement Responses	Total Disagreement Responses
Teachers in other subject areas objected to my absence	—	1	6	15	12	3	1	27
It was difficult to keep up my work in other subject areas	—	2	5	16	12	2	2	23
The distance to the job was too great	—	2	4	18	11	2	2	29
The employer did not provide enough work for me	2	2	7	14	10	2	4	24
There was no variety in the work given me	4	1	4	17	9	2	5	26
Was not able to get answers to questions that I had	1	—	7	14	13	2	1	27
The employer seemed to feel that I was a nuisance	2	1	4	14	14	2	3	26
My supervisor on the job seemed to feel that I was a nuisance	4	—	6	14	11	2	4	25
The program was not long enough	6	9	7	8	6	1	15	14
My skills were not good enough	—	7	8	16	4	2	7	20

Table 25  
 Comparison of Percentage Agreement and Disagreement Responses by Students in Work Study  
 and Work Experience to Statements Concerning Problems Interfacing With  
 Effectiveness of the Work Experience Education Program  
 (N=63; n=WE35 = 37)

Statement	Total Agreement Responses		Total Disagreement Responses		Total Agreement Responses (%)		Total Disagreement Responses (%)	
	NS	WE35	NS	WE35	NS	WE35	NS	WE35
Teachers in other subject areas objected to my absence	6	1	48	27	9.1	2.7	72.7	73.0
It was difficult to keep up my work in other subject areas	3	2	55	28	4.5	5.4	83.3	75.7
The distance to the job was too great	6	2	51	29	9.1	5.4	77.3	78.4
The employer did not provide enough work for me	7	4	32	24	25.8	10.8	48.5	64.9
There was no variety in the work given me	8	5	37	26	27.3	13.5	56.1	70.3
Was not able to get answers to questions that I had	4	1	50	27	6.1	2.7	75.8	73.0
The employer seemed to feel that I was a nuisance	5	3	42	23	7.6	8.1	63.6	75.7
My supervisor on the job seemed to feel that I was a nuisance	7	4	45	25	10.6	10.8	68.2	67.6
The program was not long enough	11	15	11	14	62.1	40.5	16.7	37.8
My skills were not good enough	3	7	38	20	4.5	18.9	57.6	54.1





Table 26

Distribution of Choices of 1st, 2nd & 3rd Most Serious Problems Interfering With Effectiveness of the Work Experience Education Program and Calculations to Assign Rank (N = 103)

Statement	No. of Responses			3x Col. 2	2x Col. 3	1x Col. 4	Total of Cols. 5, 6 & 7	Rank Based Col. 8
	Most Useful	2nd Most Useful	3rd Most Useful					
1. Teachers in other subject areas objected to my absence	2	3	4	5	6	7	8	9
It was difficult to keep up my work in other subject areas	4	2	2	12	4	2	18	8
The distance to the job was too great	5	1	2	15	2	2	19	7
The employer did not provide enough work for me	2	1	4	6	2	4	12	9
There was no variety in the work given me	11	6	9	33	12	9	54	3
Was not able to get answers to questions that I had	10	15	4	30	30	4	64	2
The employer seemed to feel that I was a nuisance	1	2	1	3	4	1	8	10
My supervisor on the job seemed to feel that I was a nuisance	3	3	4	9	6	4	19	6
The program was not long enough	2	5	4	6	10	4	20	5
My skills were not good enough (Problem described by student)	20	11	7	60	22	7	89	1
(No response)	5	3	4	15	6	4	25	4
	5	3	1					
	35	51	61					

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APPENDIX 5

DETAILS OF STUDENT RESPONSES CONCERNING  
ADDITIONAL PROBLEMS ENCOUNTERED

## STUDENT RESPONSES CONCERNING ADDITIONAL PROBLEMS ENCOUNTERED

People didn't have time to show or teach me much

Personnel would not accept I wasn't in the union

No proper supervision

The school did not provide a bus pass for the two weeks I was on the job

Girls were not allowed the same type of work the guys were

Didn't have proper clothes for an office

I was not compensated for the gas I had to use

My employer made up projects which had nothing to do with the company and were discarded when they were done. I would have rather been doing "real" work for the company

The company was disorganized

I did not do enough work for which I was trained

Didn't feel accepted by regular employees

Was on Unemployment Insurance and had to pay back \$4.00 because of taking Work Experience

APPENDIX 6

DETAILED EMPLOYER RESPONSES

## EMPLOYERS' REASONS FOR PARTICIPATING

A question was addressed to employers:

One of the things we would like to find out about the Work Experience Education program is: Why do employers participate in it? Would you tell me please, what, as far as you can say, the reasons are for your company participating in the program?

Where they were felt to be sufficiently similar, responses have been grouped. Numbers in brackets indicate the number of times the response indicated was given.

- A public service (9)
- To help students by letting them see what the world of work is like (5)
- To help students (3)
- Feel a responsibility to help educate young people (2)
- To help young people by providing them with a broadening experience (1)
- To help students with a vocational decision (1)
- To get permanent workers (5)
- To recruit for our particular industry (5)
- To develop a relationship with schools in the interest of recruitment (1)
- To stimulate interest in employment with our agency (1)
- Good for public relations (1)
- Good for students in the institution to have relationships with more people (1)
- To educate the public about the mentally retarded (1)
- To give young people a start in industry (1)
- Persuasion from a member of the School Board (1)
- An opportunity to operate a training program for tellers. (1)

## ADDITIONAL REASONS FOR PARTICIPATING

Employers were asked:

Are there any other reasons that come to mind, for your firm cooperating in this program?

Responses were given by seven employers as follows:

Enjoy getting involved in this kind of project

Makes one keep up on their knowledge

Gives students a real life experience

The student does some useful work

The student may return as an employee

To explore his [the employer's] ability to handle part-time employees

From one employer:

To provide employment and possibly money to students

To help in the shop

DETAILS OF PROBLEMS ENUMERATED BY EMPLOYERS

Four employers who, among them, listed 11 problems, identified the following as the most serious:

Hesitation to involve students in regular business matters in view of the confidential nature of the business

Would be better if student worked full-time, i.e., all day for three weeks [rather than half-days for six weeks]

Some students not mature—it was stated that this applied to only one student

Work of unsuitable quality

The other 7 problems listed by these four employers were

Finding suitable work for a student

Students may not have the maturity necessary for our business

Time required for an employee to supervise

It would be useful to have more information about the students' interests so that they might be pursued by assigning him to a particular area—the printing trade is too broad to give any depth of exposure in all areas

Some students not well enough prepared

Employer's lack of time to work with the student as much as he would have liked

Students' skills not well enough developed

The one employer who initially listed 2 problems and later thought of 1 more, identified as the most serious:

Students standing waiting rather than asking for direction

The second problem initially stated was:

Slows labor down

And the other problem that came to mind later was:

The great variety of work experience programs in operation by various agencies, including the Calgary Board of Education.

In the case of the employer who initially thought of no problem but later did relate 1, that 1 problem then also becomes the most serious. The problem stated was:

Making arrangements with the union to allow students to work in the shop without regular pay.

Similarly, the problems listed by the eight employers who each named 1, would also represent the most serious:

Lack of routine organization—would be better on a regularly scheduled basis

Getting students who are not interested in becoming tradesmen

Would be convenient if time was longer

Providing staff to supervise

Difficult at times to make necessary staff available

Time required to lay out work for student

Costs the company money--takes a journeyman's time to train the student

In some cases students not mature enough to benefit from the program



DETAILED LIST OF BENEFITS ENUMERATED  
BY EMPLOYERS

Possible source of workers	(12)
Provides useful help	(9)
Provides inexpensive help	(1)
An advantage to be able to get workers who have not been spoiled with other organizations' bad habits	(1)
Means of evaluating a student	(2)
Able to evaluate a prospective employee without the problem of having to release them at the end of a probation period	(1)
Recruiting for the industry	(3)
Gets the firm known among students	(1)
Good for public relations	(4)
Industry benefits from better qualified graduates	(1)
For the industry, screens out students who find they are not interested in this line of work	(1)
Good for developing employees supervisory capability	(1)
Good for employee morale in examining and explaining details of their job	(1)
Good for employee morale—feel more responsible	(1)
Serves as a motive to keep up one's knowledge	(1)
Provides involvement with other community organizations	(1)

## PURPOSES SERVED BY TEACHER-COORDINATORS

Following is a detailed list of purposes served by teacher-coordinators as enumerated by employer representatives. In some cases a particular point was made by more than one interviewee, the number making such a point being indicated in brackets. In other cases, similar points were made but because of having distinctive nuances of meaning are set out separately although placed next to one another.

- No useful purpose for the employer, might be some for the student (4)
- A useful purpose in communicating with the student (4)
- Helps the student to adjust to the work station (1)
- Could help to resolve a problem if one should occur (3)
- Helps the employer to understand the student (3)
- Good for communication between the supervisor and the school (1)
- Helpful in evaluating the student (3)
- The teacher can get a better idea of what is happening in the work station (3)
- Ensures that student is doing something from which he can learn something (1)
- Helps employer to ensure that he is providing a useful experience (1)
- A benefit to the student by ensuring that they get a good experience on the job (1)
- Ensures that the student is in a proper work environment (1)
- It is good for the student to realize that the school is keeping in touch with what they are doing (1)
- Encourages the student (3)

DETAILED LIST OF BENEFITS TO STUDENTS IN THE WORK EXPERIENCE  
EDUCATION PROGRAM AS CITED BY EMPLOYERS

Learning about the world of work, including (18)

- what it's like to work in a shop
- why employers change workers
- how much work is expected
- learning about discipline and responsibility

Practical experience, including (10)

- putting theory into practice
- gaining additional knowledge
- improving skills
- learning about the limitations of their knowledge

Possibility of permanent employment (2)

Able to list it as experience on a job application and possibly getting employment in that kind of work (2)

Able to get experience without the concern attendant upon being on probation (1)

Obtain information to help with vocational choice, including (16)

- seeing what it's like to work for the government
- what it's like to work in a shop
- what it's like to work in an office
- a chance to test a tentative vocational choice

Opportunity to develop ability to work with other people, including (8)

- a chance to react with other people in a job situation

BENEFITS TO STUDENTS AS CITED BY  
EMPLOYERS (continued)

- relating to a new group of people
- meeting situations that might not  
always be pleasant
- tolerance

Gain maturity (3)

Develop self-confidence (4)

Learn the satisfaction of producing  
something useful (2)

Makes them more appreciative of what they  
have (1)

Able to obtain course credits (1)

A chance to get out of the classroom (1)

Following the ranking of benefit statements on Supp Sheet E,

(the question was asked:

Is there any other benefit to students that you  
would place ahead of those listed [on Supp Sheet E]?

One employer stated, as a possibility, the chance of earning spending  
money. No one else responded to this question.

APPENDIX 7

DETAILS OF EMPLOYER RESPONSES CONCERNING COMPARISON OF WORK STUDY  
WITH WORK EXPERIENCE 35 REGARDING BENEFITS TO STUDENTS

employers' experiences with these two sub-programs. Of the 24 employers interviewed, only three had experience with both programs.

The results of this part of the study were as follows:

The first question (#7) asked if problems cited applied equally to Work Study and to Work Experience 35 students.

<u>Problem</u>	<u>Response</u>
Difficult at times to have necessary staff available	Applies more to Work Study as these students require more constant supervision
Would be convenient if students worked for a longer time	Applies more to Work Study students as they work only two weeks compared to six weeks for Work Experience 35
Work of unsuitable quality Lack of time to work with students as much as would like Students' skills not well enough developed	Applies to both Work Study and Work Experience 35

The next question (#9) asked if problems as ranked on Supp Sheet B applied equally to both types of students.

<u>Ranking on Supp Sheet B</u>	<u>Application WS vs WE35</u>
No serious problem	-
Paying Work Experience 35 students	Applies only to Work Experience 35
No serious problem	-

The third question (#20) asked if there was any distinction between Work Study and Work Experience 35 students with regard to

One employer stated that students do some useful work and also checked all benefits on Supp Sheet D. This employer stated the firm benefits more from students in Work Experience 35 than from Work Study students.

The second employer checked all benefits on Supp Sheet D and listed as benefits also

Provides involvement with other community agencies

Provides extra help

An advantage to be able to get workers who have not been spoiled by other organizations' bad habits

Good for employee morale in examining and explaining the details of their jobs

In comparing Work Study and Work Experience 35, this employer stated that both sub-programs were beneficial in providing extra help. Work Study was a benefit to departments that were over their budgets in wages. Work Experience 35 more beneficial in students being longer on the job and becoming more competent in carrying out the work of the department.

No response was obtained from the third employer concerning the comparison of sub-programs with regard to benefits to the organization.

The final point of comparison was with regard to employers' evaluation of benefits to students as between the two sub-programs. One employer felt that a benefit of the program was to help students find out if they are interested in that particular kind of work,

employers listed nine possible benefits to students and in comparing the two sub-programs, expressed the view that Work Experience 35 provided a better test of an occupation whereas, with a small expenditure of time, Work Study provides an opportunity to see what the world of work is like and also provides some help in vocational decision-making. The third employer felt that both Work Study and Work Experience 35 students benefited in getting some understanding of the world of work, an understanding of why employers change workers and how much work an employer expects.