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SOCIAL VALUES OF SECONDARY STUDENTS
AND THEIR OCCUPATIONAL PREFERENCES
IN GUYANA

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PREFACE

One of the most important guidelines set forth, at the time, for implementing the project "Development and Education in Latin America and the Caribbean" was that which referred to ways of encouraging and co-operating in the carrying out of educational studies and analyses of the countries covered by the project. Thus, within the framework of this overall purpose, the present study by Sar B. Khan and Una M. Paul, of the research unit of the Ministry of Education, Social Development and Culture, of the Co-operative Republic of Guyana, was sponsored.

The purpose was undoubtedly to obtain data of great importance for the Government of Guyana in its endeavour to build a new type of egalitarian, co-operative society: "Guyana is committed to socialism and sees co-operativism as the means to achieve its ideals". Accordingly, in drawing up a plan of profound educational reform, and in order to mobilize the various ethnical groups - largely of Hindu and African origin - in the preservation of the values of national unity and the building of co-operativism, the State nationalized education at all levels and has oriented its programmes and contents in that direction ever since. This study was the fruit of that action, its aim being to ascertain the first results of the educational reform through the values declared by the students themselves and the occupational preferences they showed.

In reality, it is an exploratory monograph. The authors, who know the cultural multiplicity of Guyana - persisting through a long colonial tradition - framed questions on the goals concerning values and employment expressed in the educational reform and constructed scales of values and attitudes which they subsequently analysed with the strictest scientific spirit. However, notwithstanding the decidedly specific nature of the study, particularly with regard to "national building" aspects, its interest goes beyond the results obtained since the educational reform was carried into effect. Its publication will doubtless be of interest to other Caribbean countries where the ethnico-cultural and socio-economic situations are similar, in general, to those prevailing in Guyana: recently obtained national independence and similar educational systems, the patterns of which are now beginning to show differences, according to the socio-political alternatives adopted by the nations. The study is also important for the Latin American countries as a whole, as it will afford knowledge of the educational development of nations which, despite their cultural pluralism, their rural nature and their insufficiently developed economic structures, have made significant progress in the eradication of illiteracy and in the educational coverage of the population of primary school age. The mere fact that the Spanish-speaking peoples of the hemisphere will learn about the educational dynamism of the English-speaking nations of the Caribbean and become interested in their development warrants the publication of the study conducted by Sar B. Khan and Una M. Paul.

With regard to the assimilation of certain fundamental values which form the basis of national unity, the study reveals notable achievements in the case of the young population. This is proof of the effectiveness of an educational policy designed to strengthen the bonds that unite a community. It is appropriate to stress the pioneering nature of the study, since very little research of this kind has been done in the rest of the hemisphere.

The most salient topic is, perhaps, that of employment preferences. In this field the study shows some important findings: for instance, it reveals that, although it is a predominantly rural nation, the employment goals of the inhabitants of Guyana are similar to those of the people of countries that have attained urban and industrial development. Thus, it can be asserted that the prevailing aspiration is to play a role in business as white-collar workers and professionals, and at top level. It is therefore evident that the more intellectual and urban the educational institution - in our case, the senior secondary schools as compared to the junior secondary schools - the more marked is the preference for intellectual and high-ranking jobs. It also shows the persistence of the phenomenon of the undervaluation of manual jobs, and would appear to contradict the government's campaigns in favour of social equality and of dignifying and enhancing non-intellectual work. The study also stresses the marked interest shown by the students in the various engineering careers, no doubt induced by the challenge posed by the transformation of the ecology and by the Government's broad plans for a modern infrastructure.

Two variables - sex and type of school - are shown to have the greatest influence on employment preferences, and themselves reflect the differences in curricula of the different types of schools. On the other hand, the rural or urban location of families does not appear to be a determinant factor of occupational trends. The sex variable greatly affects the choice of employment: women show an inclination for non-professional activities that require short training periods.

Earlier on we mentioned the exploratory nature of this study. This explains the absence of descriptions of the causes for the various alternatives; for instance, the coincidence of women's job preferences (which evidently follow the traditional line) and the fact brought out in the study, that equality of work opportunities for both sexes is not assigned too much importance by the students surveyed, which lead to the assumption that the diversity of their cultural origin largely determines their values and their attitudes toward employment. This is particularly true in view of the size of the different major ethnical groups which preserve their cultures and traditional customs - maintaining them through the stage of independence without ensuing conflict with the national identity - notwithstanding past impositions of their former colonial masters. Thus, while the study shows that there is an adequate degree of socialization of basic national values, it also shows the need for further research in order to detect and measure the

presence of divergent or opposed values among the social and cultural groups that participate in the sphere of power. Briefly, it would be necessary to determine degrees of agreement and dissent, and what images the different social groups envisage as viable and desirable for the future development of society, within the framework of the proposed national identity.

The above aspects pose a problem that cannot be ignored: that of social stratification and of the power of the different social groups in the organization of the educational system. In his description of the Guyana process, Lawrence D. Carrington gives some figures which reveal an enormous selectivity in secondary education: of the 24,303 students examined for admission in 1975, only 2,369 succeeded. At that time examinations were highly competitive, in view of the scarcity of vacancies in the schools. At the time of writing this report, data concerning actual admission to secondary schools are not easily available, nor do we know the criteria used in placing the stratified demand within the secondary level, which is diversified into five types of schools having different curricula and different conditions as regards supply of education, depending on the region and the prestige of the school. Such is the case of "comprehensive secondary education", whose academic programmes are considered inferior to those of "academic secondary education" 1/.

In general, all second-degree education involving some sort of criterion of selection for admission and offering a set of different educational alternatives, with different degrees ranging from manual to intellectual education, necessarily implies some form of social stratification. Aside from the above, the present study urges a search for the necessary information to ascertain the relationships between the different social groups and the various strata of secondary education, on the one hand, and the mobility of relations between the different types of secondary schools and the university on the other. Furthermore, a study of those included in the system automatically generates interest in knowing the universe of those who did not gain admission to secondary education. What other possibilities of non-formal education are offered and what possibilities of future employment are afforded?

Actually, both the substantive conditioning of values and their assimilation by the young, and the job preferences shown by the latter, go far beyond any explanations that might be inferred from the contents of the curricula. Furthermore, although placed at the service of new social principles and consequently subject to constant review,

1/ Lawrence D. Carrington, Education and Development in the English-Speaking Caribbean. A Contemporary Survey. Series Documents of the Project "Development and Education in Latin America and the Caribbean", DEALC/10, October 1978, pages 57-62.

the present educational system of Guyana preserves several features inherited from the former colonial system. In this respect, the situation becomes more complex: in effect, the school has its own internal dynamics and characteristics which identify it with the style of development and the society proposed as a goal; that is to say, education is a means designed for a specific end. What will be the scope of the educational reform in Guyana if the pedagogical relationships remain unaltered? Thus, research on the social values and employment preferences of the young leads us - in view of the important results obtained - to consider the need to analyse the inconsistencies between the educational system and the social system of this country, on the one hand, and the incompatibility there may be between academic culture - including pedagogical relationships - transmitted through the educational system and on the other hand, the social objectives assigned to it.

I. INTRODUCTION

The granting of full political independence to former colonial countries in the Third World has made it necessary for the citizens of those countries to set their own national goals whereby they can also achieve social and economic independence. Many of these new independent territories are choosing the path of creating a society in which there will be opportunities for each individual to develop his potential to the fullest. This therefore has profound implications for the education system of the society in which it operates, because the education system of a country is guided by its socio-economic objectives. In other words it should inculcate those values and attitudes which are consistent with the socio-economic philosophy of the society. Thus to change fundamentally any society in its social, political and economic spheres, is to change the values, attitudes and behaviour of its people. This strategy can be derived from the principle enunciated by the African National Congress (A.N.C. 1975), "In order to effectively change social, economic and political institutions, the revolution must also change people's attitudes and their behaviour."

Most Third World Leaders therefore have been making statements about relevant values, attitudes and skills the new societies should adopt. For example as Nyerere (1967) stated:

Only when we are clear about the kind of society we are trying to build, can we design our educational service to serve our goals (...). We have said that we want to create a socialist society which is based upon three principles - equality and respect for human dignity, sharing of the resources which are produced by our efforts, work by everyone, and exploitation by none.

He charged the system with inculcating such values as greater African unity, and commitment to the community. In short, "inculcate (...) the value appropriate to our kind of future not those appropriate to our colonial past."

Similarly, Guyana is in a transitional period where the society is in the process of change from a capitalist to a socialist one. Its national goals therefore imply a new view of the Guyana Man, whose social values and attitudes should be concomitant with the national ethos as conceptualised by the Guyanese society. If we are to create a new Guyana Man as Demas (in Bynoe, 1973) implied, "We must formulate the intellectual and moral bases of the society in the light of our own situation, our own history, our own possibilities and our own aspirations." This new Guyana Man must have his own values, derived from a critical evaluation of the sum total of the country's experiences with an eye upon its national goals. Therefore the orientation of the

citizen must enable him to understand the nation's past, appreciate its present circumstances, and see the necessity for the goals which it has set for itself. In a similar vein, Baird (1972) stated:

The attainment of political independence, the implementation of strategies which identify the 'co-operative' as the means of achieving economic development have brought changes which modify significantly the social and psychological climate in which we live. As a consequence, preparation of the citizen to adjust to changes that challenge long existing values, attitudes and ways of living has become a major concern of the administration of our country.

As recognised by the leadership of some of the Third World countries, education constitutes an important force for developing and changing an individual's abilities and aptitudes, attitudes and values, thinking and feeling, motives and desires, goals and ambitions, and numerous other personal and social attributes. It functions in accordance with the socio-economic structures planned for a country. Marinello (1975) viewed education as an essential task in the life of each country because it depends in both nature and development, on the organisation of society as basically determined by its established economic structures. This is clearly seen in the history of Guyana whereby the student was inculcated with values of the ruling power, and education socialised the masses into those values which were important for the maintenance of the status quo.

The deficiencies from which the education system suffered are well documented. From the total lack of any formal education during slavery to the purely religious education of the post emancipation period, values that were irrelevant to the needs of the indigenous society were emphasised. The same holds true for the education system of the pre-independence era. Education was 'foreign' to the students, and functioned to direct their attention away from their environment, and therefore from the problems that existed in the society. Nyerere (1967) highlighted this point thus:

Colonial education introduced attitudes of human inequality, and in practice under-pinned the domination of the weak by the strong, especially in the economic field. Colonial education (...) was therefore not transmitting the values and knowledge of Tanzanian society from one generation to the next; it was a deliberate attempt to change those values and to replace traditional knowledge by the knowledge from a different society.

Drayton (1972) summarised this issue succinctly, "Colonial education separated people from their own environment, taught them dependence and destroyed their self-worth.

It was in these circumstances that values such as the invulnerability of Britain, the greatness of European culture and the untenable belief in the non-existence of the West Indian culture were nurtured. Indeed these very values led colonised people to regard anything originating from Europe as good and authentic, and anything local as poor imitations.

As a result, the individual was socially conditioned into accepting these values and was then considered to be a well adjusted member of the society because his behaviour was compatible with the prescribed norms. The colonial education system not only produced values and attitudes that supported the status quo, but also developed only those skills which were necessary for the administration of colonial Guyana. A privileged few were prepared for white collar jobs while the majority were restricted to low paying unskilled manual tasks and forced to exist at subsistence level. The education system failed to provide training in those scientific, technical and vocational areas which are crucial for the optimal functioning of a 'free' society.

It follows then that if a new society is to be created after a country is granted independence, there must be changes in the attitudes, values, and behaviours of the people. As A.N.C. (1975) put it, "What is significant for both the colonizer and the revolutionary is that a new kind of society can be created by teaching new behaviours." As discussed earlier, education is seen as a vehicle to effect these changes. Realising the importance of this role of education, the state of Guyana has assumed full responsibility for the education of its citizens in order to achieve the transformation from colonialism to an egalitarian society based on the principle of co-operation, equality and social justice.

It has therefore taken the logical move of charging the educational system with the responsibility of consciously teaching relevant knowledge, inculcating appropriate social values and attitudes, and developing relevant skills. As Baird (1972) stated, "Educational programmes should have the power to influence the young to accept values that make them willing and able to implement the Feed, Cloths and House Programme as they develop. If educational experience offered in Guyana is to be functional it has a clear purpose to promote nation building." It is therefore the responsibility of formal and non-formal educational institutions, the training ground for future citizens of Guyana, to ensure that programmes are geared towards the development of those attitudes, values, and behaviours which are in harmony with the ideology of the Co-operative Republic of Guyana.

In order to achieve these national objectives, significant changes have been introduced into Guyana's educational system. For example, the present Nursery Education Programme is designed firstly and most importantly to promote patriotism, and create a learning environment in which socialist ideas are emphasized. Through this programme,

children are encouraged to develop a healthy self-concept and desirable attitudes to learning. In addition the Nursery Education Programme seeks to inculcate in the minds of young Guyanese the acceptance of each other, irrespective of differences of age, of social, economic or cultural background, or of ethnic origin.

At the secondary level, the introduction of the Multilateral and Community High School (C.H.S.) Programmes is part of a deliberate restructuring of the education system. These programmes are aimed at improving the quality and efficiency of secondary education and meeting the country's requirements in industry, agriculture, commerce, and general services. Attached to these programmes is a work-study exercise which is aimed at bridging the gap between theory and practice. The student is given the opportunity to gain work experience under careful supervision in order to be equipped with the basic skills and attitudes necessary for employment when he leaves school.

The C.H.S. Programme caters specifically for students who may have potential and aptitude for pre-vocational training. It offers a diversified academic and technical/vocational four-year programme relevant to the needs of the students, the community, and the society as a whole. It thus prepares young people to play a dynamic and constructive role in the development of their country. As Teekah (1977) emphasised, "The introduction of the C.H.S. Programme seeks to link the school to the community, and the community to the school - a strikingly democratic relationship which provides the opportunity for the involvement of all citizens in the development of the education of the majority of our secondary school population."

Cultural inputs are by no means neglected in the curricula for both the Multilateral and the C.H.S. Programmes. Music and Art workshops have been conducted to prepare teachers to emphasize the creative aspect of music and art in our schools. Folk-song groups are encouraged; so too are the works of Guyanese authors and composers. Teachers are trained in basic classical, modern, and ethnic dances with practical work in choreography. Similar training is undertaken for music, poetry and drama. Besides these cultural inputs, the school curricula are designed to promote goals such as self-reliance, sense of responsibility, and sense of pride in Guyana's national heritage. Teekah (1977) elaborated on this point in the following manner:

It is necessary for us to propagate and promote higher cultural levels as we simultaneously build socialist economic and political structures. Our learning institutions with their teachers, students, and parents in constant interaction will act as focal points for the promotion of cultural awareness as we define new patterns of growth consistent with the cultural heritage, as well as our present and future aspirations, thereby reflecting the experiences, indeed, the essence of life

of the working class peasantry, intelligentsia, in short, all working people.

Education in Guyana, the Caribbean and indeed the entire world has always been, and still is, an extension of political purpose. This is made even more apparent in times of rapid social change. Cornforth (1972) one of the foremost contemporary Marxist Theoreticians propounded that the first tasks of socialist revolutions are political. Anderson and Grant (1977) extended this idea by saying that political socialisation is that process by which individuals in a society become aware of the values and goals of their society and assume adoptive behaviours conducive to achievement of these ends. In the light of these arguments, Teekah (1977) announced that overt political socialisation would be introduced into schools. As a result of this policy students are now being consciously socialised into those values and attitudes which are consistent with the national ethos as conceptualised by the state.

In view of the fact that these new education programmes have been in existence for sometime now, a crucial question that must be asked is whether students who are about to leave school and enter the adult world have internalised these attitudes and values. An exploratory study was therefore designed to survey the social values of secondary school students and their attitude toward manual work in an attempt to answer the global question posed here.

Specifically the study sought to answer:

- (1) To what extent students have acquired the values of 'Self-reliance', 'National Unity', 'Sense of Responsibility', 'Sense of Integrity', 'Self-help', 'Golden Arrowhead', 'Manual Work' and 'Local Food' ?
- (2) Is there any difference in the value status of students in terms of
 - (i) Sex,
 - (ii) Geographical Location,
 - (iii) School Type ?
- (3) Is there any difference in occupational preferences of students in terms of
 - (i) Sex,
 - (ii) Geographical Location,
 - (iii) School Type ?

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II. REVIEW OF LITERATURE

The covert nature of values has limited the scope of empirical research on values and value systems. Rokeach (1973) however attributed the responsibility for the paucity of research to social psychologists rather than to the intangible notion of the value construct. For instance, he argued that attitudes have received much more attention from social scientists than have values. He further stated that values are broader in scope than attitudes, and serve as an important criteria for judging and evaluating thoughts and actions. Values are thus so important in understanding others and their behaviours that to ignore them will amount to denying the fact that they exist.

The problem specific to the concern of this study is that hardly any research has been done on issues relating to values and attitudes facing Third-World countries. Whatever research is available, has been done largely in the developed countries where the conditions and circumstances are markedly different from those in the developing countries. However, one may take comfort in the realization that values are the consequences of cultural learning and experiences and their cross-cultural generalizability is of doubtful value. Armer (1973) believes that even if the concepts and methods in different societies are outwardly identical, the meaning or implications may not be. Keeping these consideration in mind, an attempt has been made here to review research studies on occupational preferences, work values, and social values, which are considered relevant to the main purpose of the present study.

In a study on work values of 5th, 8th, and 11th grade students Hales and Fenner (1972) reported that there were no differences in the vocational values of the three groups. However, older children were more realistic in their preference for jobs. In another study relevant to attitudes toward manual work, Rogers, Wirth, and Francl (1974) found that students held negative attitudes towards farm employment by ranking it low on attributes such as income, work-environment, recognition, and achievement.

It seems that relevant work experience tends to cause a shift in values to a more favourable direction. For example, in the study cited above (Rogers, Wirth, and Francl 1974), students with a farm background viewed farm employment more favourably than those without this type of background. In another study on the influence of work experience, Davis and Harrison (1975) found that students who participated in a Co-operative Industrial Work Experience Programme had significant positive changes in a number of values associated with work. It may be as Tonne (1970) observed that relevant work experiences may make work more meaningful to participants.

Kinnane and Suziedelis (1962) reported significant relationships between work values and prior interests. Vocational maturity which may be attained through work experience was found to be positively associated with the degree of assimilating work values. Contrary to this is the finding reported by Terwillinger (1963) as referred to by Underwood (1971) in which preferences for work attributes were largely independent of occupational preferences. Such discrepancies in research finding may have led Underwood to believe that individuals in the early stage of vocational maturity are able to make judgements about the personal importance of the various aspects of work, prior to any substantial work experience.

In a study conducted in Guyana, Currin, (1977) surveyed the occupational preferences of Secondary School Students. He reported that students evaluated the job Farmer very favourably in terms of its importance for national development, but ranked it very much lower as a career choice. A similar trend was observed for other jobs in the skilled and manual categories.

Although it will be risky to draw any firm conclusions on the basis of the limited number of studies in occupational preferences reviewed here, it seems reasonable to suggest that vocational maturity whether in terms of increased knowledge and information, or actual work experience, has significant influence on the occupational choices of students. Vocational maturity tends to make students more realistic in terms of career choice while relevant work experience/work environment leads to somewhat more favourable dispositions toward the job in question.

Previous research (e.g. see Feather, 1974) has focused on such values as 'A comfortable life', 'An exciting life', 'A world at peace', etc. which are quite broad in nature and equally important to all societies. While the values studied elsewhere place an emphasis on the individual and his 'self', the values chosen to be studied here are more altruistic in nature, and are derived from the philosophy of the Co-operative Republic of Guyana.

The concern of this study is with these values which have important consequences for national development. It also represents pioneer work in the area of relevant social values for countries engaged in the task of nation building.

III. PROCEDURE

Sample

The eighteen schools involved in this study were randomly drawn from the educational districts in Guyana on a quota basis. The distribution according to school type and geographical location is given in Table I.

Table I. Distribution of Schools by Type and Geographical Location

School Type	Geographical Location		Total
	Urban	Rural	
Senior Secondary	5	0	5
Junior Secondary	4	7	11
Community High	1	1	2
Total	10	8	18

The only senior secondary school situated in the rural area is Anna Regina Secondary, but this school was disregarded because it did not have a lower sixth form, at the time when the study was conducted.

The two community high schools chosen (Lodge Community High and Beterverwagting Community High) are the only ones with students who had completed the full four-year cycle of the Community High School Programme in 1978.

Originally, it was planned to use students of the upper-sixth form of the senior secondary schools, the fifth form of the junior secondary schools and the fourth form of the community high schools. In this study, it was decided to use those students who were about to leave school and enter the adult world. When it was realised that the administration of the Questionnaires would have coincided with the General Certificate of Education (London) Advanced and Ordinary Levels Examinations in the senior secondary and junior secondary schools respectively, the lower-sixth and fourth forms of these schools were used instead. The target population consisted of 1,300 students from which a sample of 583 was drawn. As a result of absenteeism, transfers, and drop-outs, the final sample was reduced to 485 students. A breakdown of the sample by sex,

geographical location, and school type is given in Table 2.

Table 2. Distribution of Sample by Sex, Geographical Location and School Type

School Type	Urban		Rural		Total
	Male	Female	Male	Female	
Senior Secondary	46	32	0	0	78
Junior Secondary	41	52	114	136	343
Community High	17	15	13	19	64
Total	104	99	127	155	485

Variables

Independent Variables

The independent variables used in the study were sex, geographical location and school type. The first is self explanatory. Two categories were used under geographical location, urban and rural. The former included schools in Georgetown, New Amsterdam, and Linden. All other schools were classified as rural. Schools were classified into three categories. These were senior secondary, junior secondary, and community high school. Schools in the first two categories are more academically oriented and offer seven - and five-year programmes respectively. Schools in the third category are more vocationally oriented with a programme lasting for four years.

Dependent Variables

The dependent variables in this study included self-reliance, national unity, sense of responsibility, sense of integrity, self-help, Golden Arrowhead, manual work, local food and occupational preference.

Self-reliance

Perhaps the fundamental facet of this variable is that which concerns one's concept of one's own mind. If a person knows that

he has to rely upon himself, and understands why he is to do so then he has taken an important step towards self-reliance. The same is also true of any group of individuals who constitute a nation.

During colonial times Guyanese had been socialised into relying on the colonising power for guidance. In post colonial Guyanese society it therefore becomes necessary for a psychological shift from dependence on the external power to dependence on the people themselves. This shift has been made by the adoption of the Republican system of Government. Now Guyanese are being socialised into the realisation that power and protection reside in Guyana.

One fundamental area of interest is the economic aspect of Guyanese society, which had a strong tendency towards a mono-crop economy and the consequent importation of a wide range of goods and services which could have been produced locally. Present attempts at economic diversification are therefore aimed towards the production of a great number of articles within the country. Success in this area would not only result in the saving of foreign reserves but in the overall stimulation of the economy.

Citizens, young and old alike are urged to be self-reliant. The need for using local products, producing more, conserving, and wasting less are emphasized through educational campaigns and the mass media.

National Unity

The value of national unity is most important in a developing multi-racial society like Guyana. This is particularly so because of the experiences of our colonial past, in which the strategy of divide et impera emphasized racial differences. The colonial masters divided the working class and diverted their attention away from the poor conditions under which they lived. This strategy succeeded in subjugating the people and promoted an acceptance of derogative racial stereotypes of the 'other' groups. It is in this context that the Prime Minister (Burnham, 1978) stated emphatically, "The unity of the people is desired and desirable and (...) Government will do all within its power to forge the unity which it has already begun to forge." The development of national unity therefore is seen as an important task for the institutions of a country in which ethnic, religious, and cultural differences exist.

The issue of national unity therefore embodies the concept of harmony and peace among races, and respect for religious beliefs and cultural values of the 'other' group. In a broader sense, national unity is characterized by knowledge of national figures and events, respect for national symbols, and participation in national festivals and activities.

Sense of Responsibility

In a society which is attempting to change from reliance upon others to reliance upon itself, it is a logical necessity for each citizen to possess a sense of responsibility. It is precisely because the nation relies upon itself that its citizens need to be responsible enough to perform their tasks with genuinely positive attitudes towards national goals.

This variable clearly implies that each individual must assume moral accountability for his actions. Another aspect of this value is that the conduct of the individual should at all times be rational, and further more this rationality must be derived from its relevance to the national ethos of Guyanese society.

The value sense of responsibility is considered an important outcome of schooling in Guyana. It encompasses behaviours such as being punctual, respecting and protecting public property, performing citizenship duties, obeying the law, being dependable and trust-worthy, mature in thinking and actions, and being aware of one's responsibility at all times. This value is inculcated in pupils by providing relevant experiences for them in and outside of school.

Sense of Integrity

Integrity is manifested in such behaviours as being loyal, honest, trustful, conscientious, committed, and having respect for others. Consistency permeates these behaviours at all times irrespective of the consequences for one's actions, whether pleasant or unpleasant. It is thus akin to good moral character and a sense of responsibility, and could be genuinely classified as a moral rather than a social value. But since an individual always functions within the context of a society, his actions would therefore have consequences for his immediate family, other citizens, and the country as a whole.

Self-help

The philosophy of the country proposes self-help as one of the most important pillars of its developmental thrust. Self-help is really working for oneself without waiting for aid from external sources. This value is closely related to self-reliance described earlier.

There is great emphasis upon self-help in schools. Students are encouraged to be self-reliant by building and extending schools, fencing school yards and making furniture and other school equipment. These are all undertaken by teachers and students, sometimes in conjunction with parents and other members of the community. It is because of these

circumstances that it was considered worthwhile to see how students view such activity.

Golden Arrowhead

The Golden Arrowhead, the national flag of Guyana, is an important symbol of the nation. All citizens are bound by law to respect it.

During colonial times Guyanese were taught to respect the flag of another country to which Guyana was subordinated. The great majority of our people grew up respecting this foreign flag. The coming of independence has necessitated a change in flag, and a change in attitude. The extent to which students who are about to leave secondary school feel positively or negatively about this important national symbol was considered worthy of investigation.

Manual Work

The educational system of the colonial era emphasized preparation of individuals for office jobs, and had relegated manual work to such a low place that it was abhorred. Prestige and ostentation were associated with white-collar jobs, so that most people who went to school aspired to a desk job.

In every society there is the necessity for manual work to be done, since there are some tasks which can only be performed in this manner. This is particularly true of developing countries like Guyana, where mechanization is not far advanced and the society is predominantly agricultural. These economic realities make it important for individuals to develop a more positive attitude towards manual work. Besides, manual work deserves respect, since there is no degradation in honest work, and each job needs to be respected for its contribution to the economy.

The variable manual work was included in the study to investigate if there is any shift in the liking for office jobs to jobs with a manual component. Essentially, the purpose was to find out the extent to which students liked or disliked jobs requiring manual work.

Local Food

Local food which is closely related to the concept self-reliance was included to measure how students felt towards locally produced food items. Many Guyanese had been accustomed to using foreign food items and a shift has to be made if the Guyanese nation is to successfully achieve the goal of self-reliance.

The need to conserve foreign exchange has occasioned a ban on the importation of such food items as apples, grapes, potatoes, etc. This ban was accompanied by a drive for increased production of local food to fill the need created by the absence of these foreign products.

A consequence of these developments has therefore been an ongoing educational programme at the national level, aimed at popularising locally produced foods and the variety of ways in which they could be prepared. In the schools, textbooks and other curriculum materials emphasise local food items in an attempt to foster positive attitudes towards local food among Guyanese children.

Occupational Preference

The investigation of occupational preferences of secondary school students about to leave school was of interest to this study. The rationale for including this as a variable in the study was to find out the categories of occupations these students liked the most and the categories they liked the least. Moreover, it was worth while to find out if job preferences matched the kind of curricular programmes the students followed in their respective schools. Further, the study aimed at determining the extent to which recent emphasis on technical and vocational studies in schools has influenced the students' choice of possible careers.

Instrumentation

The construction phase of the questionnaires and scales included regular discussions among staff members of the Research Unit. Each staff member contributed items which were evaluated collectively, keeping in view criteria for writing self-report statements (Edwards, 1957). The original pool of items was pre-tested on a parallel sample of 120 students, drawn from a senior secondary, a junior secondary and a community high school.

For assessing self-reliance, national unity, sense of responsibility, and sense of integrity, the method of summated ratings (Likert, 1932) was used. Positive and negative statements were written according to the operational definitions of the variables. Each statement had five options, namely, strongly agree, agree, undecided, disagree, strongly disagree. For actual administration, the items were randomly mixed both in terms of the scales to which they belonged and the direction of favourableness or unfavourableness. The results of the pre-test for the Likert-type scales are given in Table 3.

Table 3. Pre-test Means, Standard Deviations, Item-Total Correlations and Reliability Coefficients for Likert Scales

Variable	No. of Items	Maximum Score	Mean	S.D	Item-Total Correlation Range	Median Item-Total Correlation	r_{tt}
Self-reliance	19	95	65.14	7.17	0.06-0.51	0.23	0.64
National Unity	20	100	78.15	9.88	0.12-0.69	0.39	0.84
Sense of Responsibility	21	105	86.94	8.41	0.05-0.52	0.38	0.79
Sense of Integrity	27	135	102.55	9.48	0.05-0.54	0.28	0.74

Items with low item-total correlations (0.20 and less) were discarded for the main study. The final instrument consisted of 71 items (see Appendix I).

The Semantic Differential technique (Osgood, Suci, and Tannenbaum, 1957) was used to evaluate attitudes toward the concepts self-help, Golden Arrowhead, manual work, and local food. This technique was initially developed to measure meaning of words by using bipolar adjectives. Through factor analytic research, the authors identified three factors, namely, Activity, Potency, and Evaluation which underly Semantic Differential scales. The factor 'Evaluation' is required as an indicator of attitudes held toward a concept.

Bipolar adjectives separated by five gradations were used as scales in the present study. The respondents put an X somewhere between the pair of adjectives to indicate the extent of their favourableness or unfavourableness to a given concept. The results of the pre-test for the Semantic Differential scales are given in Table 4.

Only one change of scales was made for the final instrument. The bipolar adjective pair - Demanding - Undemanding for manual work was removed because of its low item-total correlation of 0.06. All the other scales remained unchanged (see Appendix II).

The job preference schedule consisted of 36 occupations (see Appendix III), which were considered to be representative of occupations available in Guyana. This consideration was based on information obtained from the Statistical Bureau, Ministry of Economic Development, the

Table 4. Pre-test Means, Standard Deviations, Item-Total Correlations, and Reliability Coefficients for Semantic Differential Scales

Concept	No. of Items	Maximum Score	Mean	S.D.	Item-Total Correlation Range	Median Item-Total Correlation	r_{tt}
Self-help	12	60	45.66	7.17	0.20-0.72	0.52	0.85
Golden Arrowhead	10	50	42.99	6.82	0.40-0.72	0.65	0.87
Manual Work	10	50	35.27	5.69	0.06-0.57	0.33	0.68
Local Food	11	55	45.41	7.61	0.33-0.79	0.67	0.89

Guidance Unit, the Manpower Survey Unit, and from informal discussions held with various individuals of the Ministry of Education, Social Development & Culture; and from a study of occupational aspirations of Secondary school students by Currin, (1976).

The occupations were classified into 4 broad categories as shown in Table 5. These categories reflect the description given by the Statistical Bureau, for the Guyana Labour Force Survey in 1976, which in turn is based on the I.L.O. classification. The schedule was pre-tested and no change was made in this instrument.

The professional classification includes those occupations which require as a prerequisite for entry a first degree or a minimum of two years tertiary education. Although Teacher and Nurse are placed in this category, entry into these professions do not necessarily require a first degree. One can enter these occupations with G.C.E. 'O' Level qualifications; but it is necessary to successfully undergo two or three years training before being certified in the respective fields.

Occupations that are classified under the service category are those that reflect both public and commercial services to the community. They do not necessarily require, as a prerequisite for entry, post-secondary education.

Occupations in the skilled classification include both skilled non-manual, and skilled manual jobs. Those occupations classified as craftsmen and technical by the Statistical Bureau come under this category e.g. Tailor, Driver, Mechanic, and Plumber. The prerequisite for entry into any of these jobs is that the applicant must acquire

Table 5. Classification of Occupations

Professional	Service	Skilled	Unskilled
1. Doctor/Dentist/ Optometrist	1. Postman	1. Stenographer	1. Farmer
2. Teacher	2. Bank Teller	2. Driver (Van, Bus, Taxi, Truck)	2. Wharf Worker
3. Land Surveyor	3. Fireman	3. Telephone- Operator	3. Livestock Cultivator
4. Legal Practitioner	4. Sales Clerk	4. Tailor/ Dressmaker/ Upholsterer	4. Forestry Worker
5. Company Managing Director	5. Office Assistant	5. Operator (Dragline, Buldozer, Tractor)	5. Fisherman
6. Senior Public Servant	6. Policeman	6. Fitter Turner, Machine Tool Setter	6. Factory Worker
7. Engineer (Civil, Electrical Mechanical)	7. Hairdresser/ Barber	7. Mechanic	
8. Nurse	8. General Office Clerck	8. Carpenter	
9. Economist/ Statistician	9. Soldier	9. Bauxite, Alumina Worker	
10. Lecturer/Professor		10. Plumber	
11. Bank Manager			

the minimum basic skills in his field before employment.

The fourth category, unskilled, represents those jobs which require manual labour and where training in a specific skill before hand is not necessarily a prerequisite. The worker learns whatever is necessary while doing the job.

Data Collection

The staff of the Research Unit, with the assistance of District Education Officers and Supervisors, administered the three questionnaires, namely, Questionnaire I containing the Likert-type items, Questionnaire II containing the Semantic Differential scales, and Questionnaire III containing a list of occupations. The administration of the questionnaires took place in one sitting requiring approximately an hour on the part of the students to complete the set of three questionnaires. Pupils responded to items in Questionnaire I on a separate answer sheet, while they responded to the Semantic Differential scales and Occupational Preference Schedule on the questionnaires.

Scoring and Analysis

Numerical values of 1, 2, 3, 4, and 5 were assigned to strongly agree, agree, undecided, disagree and strongly disagree for the Likert-type items. This scoring procedure was reversed for positive items in order to have a high numerical score associated with a more positive direction.

For the five gradations of the Semantic Differential Scales, numerical values of 1, 2, 3, 4, and 5 were assigned going from left to right. Therefore, if a negative adjective appeared on the left, the scoring remained the same; however, if a positive adjective appeared on the left scoring was reversed.

Responses to the Likert-type items were punched on I.B.M. cards directly from the answer sheets. The Numerical values for the Semantic Differential scales were coded on I.B.M. coding sheets for key punching purposes.

An item analysis programme was used to score and analyse the data on an I.B.M. 360 computer. This programme provides individual scores on each scale after reversing the scoring where necessary. Mean and standard deviation, item-total correlations, and percent of responses in each response category are also provided. In addition, an alpha reliability coefficient is provided as part of the analysis.

In order to investigate if differences existed as a function of sex, geographical location, and school-type, a 2 x 2 x 3 non-experimental design was employed (see Table 2). Traditional analysis of variance technique could not be used because of unequal cell frequencies. These unequal frequencies result largely from prior correlations among the independent variables. Because of this phenomenon, the order in which the variables are entered in the analysis becomes very important. In a truly randomized design, the order of the entry of the variables is of little significance because

of the absence of correlations among the independent variables.

In the present study, sex, geographical location, and school-type were entered in the analysis in that order. It was believed that the sex of the student and the area he lives in are somewhat more basic characteristics than the type of school he attends.

For the purpose of the analysis, the method of effect coding was employed (Kerlinger and Pedhazur, 1973). Males were assigned a code of 1 while females were assigned a code of -1. Similarly students from the rural area were assigned a code of 1 and those from the urban area were assigned a code of -1. As school-type had three levels, two vectors were created to take into account differences in school-type. Senior secondary students were assigned a code of 1 on the first vector and 0 on the second vector while the opposite was done for students from junior secondary schools. Students from the community high schools were assigned a code of -1 on both vectors. Other vectors corresponding to first order (sex and geographical location, sex and school-type, geographical location and school-type) and second-order (sex and geographical location and school-type) interactions were formed from the basic four vectors.

A multiple regression analysis programme was used to obtain the multiple correlations between the vectors associated with the independent variables and each of the dependent variables. The sums of squares for the main and interaction effects were then calculated by hand from the results of the multiple regression analysis. An F - ratio was calculated corresponding to each source of variation (main and interaction) and tested for significance at the 0.05 level. For a significant F - ratio the means were compared by using the S - method (Scheffe, 1959). The

observed ratios were compared with the value $\sqrt{\frac{(J-1)}{1-\alpha} F_{J-1, N-J}}$

(where J is the number of comparisons and N is the total sample size) for significance at the 0.05 level.

For the Occupational Preference schedule, the students were asked to choose five occupations that they liked the best and to rank them in order of preference. They were asked to select five occupations they liked the least and to order them in terms of disliking, that is, from the most disliked to the least disliked. A frequency count was taken separately for each job in the 'preferred' and 'not preferred' groups and percentages worked out. Furthermore, the intensity of responses in each group was calculated. Intensity described the strength of feeling the respondent had towards the occupations in both the preferred and not preferred groups. It was calculated by summing the responses ranked as either 1 or 2 in each group. The percentages were then worked out for each occupation.

IV. RESULTS

Self-report Questionnaires: Descriptive

Likert-type Scales

Means, standard deviations, item-total correlations and reliability coefficients, for the four Likert Scales are given in Table 6. The maximum possible scores for self-reliance, national unity, sense of responsibility and sense of integrity are 70.0, 100.0, 90.0, and 95.0, respectively.

Table 6. Means, Standard Deviations, Item-Total Correlations, and Reliability Coefficients for Likert Scales

Variables	No. of Items	Maximum Score	Mean	S.D.	Item-Total Correlation Range	Median Item-Total Correlation	r_{tt}
Self-Reliance	14	70	45.75	6.16	0.02-0.49	0.27	0.62
National Unity	20	100	78.39	8.95	0.84-0.49	0.37	0.78
Sense of Responsibility	18	90	72.97	7.56	0.17-0.46	0.30	0.73
Sense of Integrity	19	95	72.75	7.49	0.02-0.42	0.30	0.68

The means of the four scales indicate that secondary school students in this sample possessed favourable value orientations. If one takes the neutral position on the continuum from a most favourable disposition to a least favourable disposition toward a value as the reference point, then the value self-reliance is closer to the neutral position, while the remaining three values are more toward the positive side of the continuum.

The median item-total correlations range from 0.27 to 0.37, while the alpha reliability coefficients range from 0.62 to 0.78. An examination of these coefficients reveals that the reliability and median item-total correlation of the self-reliance scale are lower than those

for the other scales. Further details of the item analyses are given in Appendices IV, V, VI and VII for the four scales self-reliance, national unity, sense of responsibility and sense of integrity respectively. A synopsis of the results for each of the four scales is given below.

Self-reliance

The student's responses to items in the self-reliance scale showed that they agreed that

every effort should be made for Guyanese to acquire skills needed for developing the country (92%),

local artists should be supported by attending their shows (80%),

the country's future lies in its ability to feed, clothe and house itself (77%),

where possible local ingredients should be used for cooking (72%).

Although 64% believed that buying local products is an investment in the country's future, and 54% would buy local foods even if there are foreign substitutes available, there seems to be a difference of opinion among the students as to the quality and variety of locally produced goods. Fifty eight percent agreed that imported clothing is better than local clothing, 22% were undecided, while 19% disagreed.

There was no clear indication of the students' attitude to the durability of clay brick structures when compared with that of concrete structures. About an equal proportion of the students disagreed, were undecided, and agreed that clay brick structures are less durable.

On the issue of importation, there was a consistency of responses in favour of foreign products. For the statement

it is pointless to produce something we can buy cheaper from abroad,

30% agreed, and 37% disagreed. On the same issue,

we can buy a wider variety of goods if we do not restrict imports,

58% agreed and 21% disagreed.

In response to another related statement,

we should not aspire to a standard of living beyond our means,

50% agreed, 27% were undecided, and 23% disagreed.

But opinion differed with regard to spending holidays abroad. Thirtyfive percent agreed, 27% were undecided and 35% disagreed that

Guyanese should spend their holidays within their country.

The students' responses indicate that they were undecided on the effectiveness of local training institutions. Forty-two percent took a neutral position, 39% disagreed, 27% agreed that

foreign personnel are recruited because they are more capable.

Similarly, only 23% agreed that

Guyanese who are trained at home are better workers than those trained abroad,

National Unity

Responses to the items in the national unity scale suggested that there was a high consensus among the students with regard to items relating to the significance of the National Anthem, national flag and national heroes.

Over 90% felt that they should not only stand to attention when the National Anthem is played but they should also know its words and tune. The responses however to 'singing the National Anthem before the commencement of a public function' do not indicate such a strong feeling. On issues relating to the flag, although 86% regarded it as a symbol of national unity, and 90% felt that all should know the meaning of its colours, only 65% agreed that 'it is a crime to desecrate it'.

The responses indicating attitude toward national heroes revealed agreement for showing respect for the statues (80%) and knowing their life histories (75%). With regard to the appreciation of, and participation in ethnic, religious and cultural activities, there were mixed feelings. Whereas 86% appreciated the significance of all national holidays, and 75% considered it important to participate in national events, just 60 - 63% agreed that it is

not a waste of the nation's money to celebrate Mashramani,

and that,

it is important to be interested in the cultural values of other racial groups.

In terms of the appreciation of ethnic differences embodied in the Motto of Guyana, 72% felt that it was meaningful. Eighty-three percent would accept invitations from friends other than those in their own racial group, whilst only 68% agreed that every Guyanese should learn to cook foods of all the racial groups in the country.

Seventy-three percent either disagreed or were undecided on the issue about whether or not Guyanese children should be forced to speak only Standard English.

Sense of Responsibility

Responses to the items in the sense of responsibility scale implied that the students had a strong positive attitude toward the care and use of public property. Over eighty percent condemned demagoguing public transport, telephones, and decorative plants, careless use of public conveniences and state equipment, littering the surroundings and taking pages out of library books.

The items relating to school property also revealed a high consensus among students that

school books should be taken care of (95%),
school farm equipment should be looked after (84%),
it is their business to keep the school tidy (88%),
students who carve on school furniture should be punished (71%),

but they did not all share the same view on 'punishment for defacing public monuments.' Only 63% advocated punishment for this offence.

Furthermore, the students agreed that

obeying traffic regulations is necessary (83%),
all citizens should report crimes (78%)
a task once undertaken should be completed (79%).

The responses were however relatively low (58%) in favour of conserving water and electricity because the students felt that they pay for these services.

Sense of Integrity

Responses to the items in the sense of integrity scale suggested that there was a high consensus of agreement regarding those issues relating to honesty, punctuality, co-operation, and sense of commitment on the job. The students agreed that

- it is wrong to steal from Government's funds (90%),
- it is wrong to steal things even when others do it (88%),
- every worker should show respect for this supervisor (86%),
- young people should be expected to work seriously (76%),
- workers should not idle for a while during the working day (76%),
- workers should be disciplined when frequently late for work (83%),
- individuals should not drink during working hours (79%),
- individuals should be willing to help others with their work after finishing their share (80%),
- people should try to finish work on time (92%),
- individuals should work to the best of their ability even when unsupervised (92%),
- every worker in a group should pull his weight (73%),
- wasting time at school is wasting public funds (73%),

However, there were more doubts in the minds of the students about the statements which were directly related to the individual person and which might affect his interpersonal relationships. The responses to the following items ranged from 55% to 62% in disagreement with the statement below:

- Loyalty to classmates is more important than school rules (55%),
- It is all right to tell a lie to save oneself embarrassment (55%).
- I would tell a lie so as not to hurt a friend's feelings (60%),
- I would offer a bribe if it would help me to get something (62%).

The response to the issue of staging a sick-out was inconclusive. The students' response to the statement

it is all right for workers to stage a sick-out if they are dissatisfied with their job,

showed that 35% agreed, 30% were undecided, and 35% disagreed.

Some importance was placed on the contribution of each worker to the organisation's output. Fifty-seven percent agreed that an individual's contribution was important, while twenty-six percent were undecided on the issue.

Semantic Differential Scales

Table 7 gives the means, standard deviations, item-total correlations, and reliability coefficients for the four concepts. The maximum possible scores for self-help, Golden-Arrowhead, manual work, local food are 60.0, 50.0, 45.0 and 55.0 respectively.

Table 7. Means, Standard Deviations, Item-Total Correlations, and Reliability Coefficients for Semantic Differential Scales

Concept	No. of Items	Maximum Score	Mean	S.D.	Item-total Correlation Range	Median Item-Total Correlation	r_{tt}
Self-Help	12	60	48.95	6.87	0.23-0.62	0.54	0.82
Golden Arrowhead	10	50	43.18	6.02	0.24-0.71	0.59	0.84
Manual Work	9	45	34.16	5.27	0.28-0.61	0.41	0.75
Local Food	11	55	44.57	8.22	0.35-0.77	0.66	0.90

The students had to choose along a continuum from a position of most favourableness to one of least favourableness. A look at the mean scores of these concepts shows that, the concept manual work was evaluated somewhat less favourably than the other three concepts.

The median item-total correlations range from 0.41 to 0.66, while the alpha reliability coefficients range from 0.73 to 0.90. An examination of these coefficients reveals that the reliability and median item-total correlation of the concept manual work are lower

than the other three concepts.

Details of item analysis are given in Appendices VIII, IX, X and XI for the four concepts self-help, Golden Arrowhead, manual work and local food respectively. A brief summary of the results for each concept is given below.

Self-help

The responses to the concept self-help, suggest that the students were consistent in their appraisal of ten out of the twelve bipolar adjectives. Self-help was evaluated as being enjoyable (75%), good (89%), meaningful (87%), productive (88%), economical (88%), rewarding (82%), useful (92%), constructive (74%), and pleasant (74%).

Responses to the pair of adjectives (hard-easy) were to some extent evenly spread along the continuum. For instance, 39% felt it was easy, 36% felt it was hard and 27% were in between. For the pair of adjectives (clean-dirty), 60% of the respondents felt it was clean while 10% felt that it was dirty.

Golden Arrowhead

An examination of the responses to the concept Golden Arrowhead indicates a high consensus of favourability among students (over 80%) to the evaluation of nine of the ten pairs of adjectives. For the bipolar adjectives, (sacred-ordinary) 42% rated it as sacred and 37%, as ordinary.

Manual Work

The students' evaluation of the concept manual work indicates that although they assessed it as important (89%), rewarding (80%), interesting (72%), pleasant (70%), and to some extent enjoyable (69%) and clean (66%), they thought that it was hard work (50%) and not a desirable occupation (57%). Twenty-eight percent took a neutral position on the issue of its desirability.

Local Food

From a perusal of the responses to the bipolar adjectives evaluating the concept local food, it can be inferred that with the exception of two pairs of adjectives (varied - limited, and colourful - drab), there was a high favourable consensus among the students. They rated it as tasty (81%), clean (78%), nutritious (78%), fresh (75%), healthy

(82%), good (84%), attractive (71%) and enjoyable (82%). On the other hand, 62% thought it was colourful, and just over half rated it as varied.

Summary

The responses by secondary school students to the Likert scales showed that most value orientations have been favourable assimilated. For, these students displayed a very positive attitude to the country's Feed, Clothe and House drive, the acquisition of relevant technical skills, and an appreciation of certain aspect of local enterprise. There still seems to be some doubt as to the quality and variety of our local products, to the extent that more students are still willing to believe that imported products are better than local products. The students' inconclusive response to the use of claybricks raises the question of whether students have been made aware of their durability.

Students' orientation to importation is reflected in the view that the country would benefit from a wider variety of less expensive, first quality products, if importation is unrestricted. In spite of their general acceptance of self-reliance, there is no clear favourable attitude to the local training institutions. Students by a wide margin tend to prefer the quality and competence of persons trained abroad. However it is heartening to know that at least one fifth of the respondents support and view training at local institutions more favourably.

It is disappointing that half of the students in que study still feel that it is all right to live beyond their means, in spite of the present economic problems of the country, which have arisen in the drive to become self-sufficient. This attitude is consistent with the lack of conclusive decision by the group as a whole with respect to the necessity for spending holidays locally, thereby conserving foreign reserves. Thus it seems that despite all the educational inputs to promote the value of self-reliance there are still too many students who subscribe to the idea that the life styles of the metropolis is more desirable.

On a more heartening note, consciousness for national symbols runs high. Students see the need to revere the national flag and our national heroes and to learn something more about our historical past. However, though they can appreciate these symbols of unity and nationhood, it seems that there are still reservations about cultural differences, for a little more than half of the students agreed that it was necessary to be interested in the values of other racial groups.

It is apparent that there is a heightened sense of responsibility towards the use and care of school and public property. The data also revealed that their public spiritedness and attitude to crime reflect an awareness of what citizenship entails. Nonetheless, on the question of conservation of essential services, there were fewer students who believed that they are obligated to conserve commodities and services that they pay for.

There was an apparent dichotomy in students' responses to the scale, sense of integrity. For instance they responded positively to the need for honesty, punctuality, co-operation, and commitment to the task, yet they tended to condone deviations when seen from a standpoint of personal involvement.

The concepts self-help, Golden Arrowhead, and local food, evinced high favourable responses from the students. The economic benefits and the meaningful and productive activity associated with self-help are attested to in the students' responses. The regard they hold for the Golden Arrowhead, substantiates their consciousness of it as one of the chief national symbols of unity as demonstrated in their response to national unity in the Likert scale. In like manner, students were favourably disposed to the concept local food. Their response to the two pairs of adjectives (varied-limited; colourful-drab) is consistent with the students' belief as expressed in the Likert scale, that a wider variety of food would be available if there is unrestricted importation.

The concept manual labour, elicited less favourable evaluation by the students in the sample. Though they agreed that it was important and rewarding, they thought it was hard work and was not a desirable occupation.

Occupational Preferences

The first ten most preferred occupations as ranked by all the students in the sample with the intensity of their choices for each are shown in Table 23. Of these ten, six fall in the Professional category (Teacher, Engineer, Doctor, Bank Manager, Company Managing Director and Nurse). Although Teacher was ranked first (41.65%) in terms of the frequency of responses, Engineer was placed most frequently among the first choices (29.48%).

Table 8. Rank Order of the Most Preferred Occupations with Intensity of Choices: Total Sample (N = 485)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Teacher	41.65	15.26
2	Engineer (Civil, Electrical, Mechanical)	40.21	29.48
3	Nurse	32.16	20.00
4	Doctor/Dentist/Optometrlist	29.04	13.40
5	Telephone Operator	27.01	12.37
6	Mechanic (Motor - Diesel)	25.36	13.61
7	Bank Manager	24.95	11.96
8	Office Assistant	21.65	7.01
9	General Office Clerk	21.65	5.77
10	Company Managing Director	18.56	7.01

Of the remaining four occupations, two each fall in the service (Office Assistant and General Office Clerk) and skilled (Telephone Operator and Mechanic) categories. Office Assistant and General Office Clerk were ranked in the same position but more students chose the former as a first choice (7.01%). Of the two occupations in the skilled category, Mechanic which has a manual component to it, was chosen by one fourth of the respondents. No unskilled job occurred in the ten most preferred occupations.

The first ten least preferred occupations as ranked by all the students in the sample with the intensity of their choices for each are given in Table 9. Of these ten, three are unskilled (Fisherman, Wharf Worker and Farmer) five are service occupations (Soldier, Policeman, Hairdresser/Barber, Postman, and Fireman), one is skilled (Plumber) and one is Professional (Teacher).

In terms of the degree of disliking, Fisherman was evaluated as the most disliked job (28.45%) while postman was evaluated as the least disliked job (6.60%). Teacher was the only common occupation to both liked and disliked lists. Whereas in the first ten most preferred occupations 42% chose it, about one fifth of the respondents rejected it.

Table 9. Rank Order of the Least Preferred Occupations with Intensity of Choices: Total Sample. (N = 485)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Fisherman	36.91	28.45
2	Soldier	29.90	13.20
3	Wharf Worker	27.22	12.58
4	Policeman	26.39	14.02
5	Farmer	24.54	9.90
6	Hairdresser/Barber	24.33	9.69
7	Plumber	33.30	7.42
8	Postman	22.47	6.60
9	Teacher	21.86	11.55
10	Fireman	20.21	8.04

In Table 10 are given the first ten most preferred occupations as ranked by the male students and the frequency of intensity with which each was favoured. Of these ten, seven are professional, two are skilled manual (Mechanic, Operator) and one Service (Soldier). It is evident that no unskilled job was chosen. An examination of the responses shows that about two thirds of the males chose Engineer as the most preferred occupation and about a half of the sample gave it the highest ranking.

The occupations, Doctor/Dentist/Optometrlist, and Teacher, were placed third and fourth respectively in terms of the frequency of responses; but less than 10% of the sample ranked them as first choices. Company Managing Director although placed fifth as the most preferred occupation received the second highest ranking in terms of intensity.

The three occupations, Soldier, Land Surveyor and Operator had about the same frequency of responses. However there seems to be a 'real' difference in terms of the degree of liking. Compared with the other two jobs Soldier had the most favourable ranking.

The top ten of the least preferred occupations are given in Table 11 together with the frequency of intensity with which each was chosen. Of these jobs, the first two, Fisherman and Wharf Worker, are in the unskilled category.

Table 10. Rank Order of the Most Preferred Occupations with Intensity of Choices: Males (N = 231)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Engineer (Civil, Electrical, Mechanical)	66.67	50.22
2	Mechanic	43.29	24.68
3	Doctor/Dentist/Optometrlist	29.87	8.66
4	Teacher	28.57	7.79
5	Company Managing Director	24.24	24.68
6	Lecturer/Professor	22.08	12.55
7	Bank Manager	20.35	11.26
8	Land Surveyor	19.91	3.03
9	Soldier	18.18	9.06
10	Operator (Dragline, Buldozer, Tractor)	16.88	2.16

Table 11. Rank Order of the Least Preferred Occupations with Intensity of Choices: Males (N = 231)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Fisherman	36.00	31.60
2	Wharf Worker	31.60	13.42
3	Postman	29.00	11.26
4	Policeman	29.00	15.15
5	Hairdresser/Barber	25.97	12.12
6	Fireman	25.54	11.26
7	Plumber	23.81	7.36
8	Soldier	23.38	9.52
9	Driver	21.65	6.06
10	Teacher	21.21	10.39

The responses indicate that those male students who placed Fisherman as the first of the least preferred, also showed a high intensity of dislike for the job. On the other hand, the intensity of dislike for Wharf Worker was not so high (13.42%), although it was rejected by about one third of the male sample.

Plumber and Driver, skilled manual occupations, were not so much disliked when compared with other occupations. Postman and Policeman had the same ranking but more male students recorded their intense dislike for Policeman.

Table 12. Rank Order of the Most Preferred Occupations with Intensity of Choices: Females (N = 254)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Nurse	58.27	37.81
2	Teacher	53.54	22.05
3	Telephone Operator	37.40	18.50
4	Office Assistant	35.04	12.20
5	Bank Manager	29.13	12.60
6	General Office Clerk	28.74	7.09
7	Doctor/Dentist/Optometrlist	26.38	17.72
8	Sales Clerk	23.23	6.69
9	Bank Teller	21.26	7.09
10	Stenographer	17.72	8.27

In Table 12 are given the first ten most preferred occupations as ranked by the female students, and the degree of favourability with which each was chosen. It is apparent from the Table that no unskilled job was selected.

With the exception of the three occupations, Bank Manager, Doctor/Dentist/Optometrlist, and Office Assistant, the rest of the jobs which appear in the Table are traditionally female dominated. They preferred jobs which are non-manual in nature with Nurse and Teacher occupying the top two positions in terms of the frequency and intensity of preference.

The first ten least preferred jobs are presented in Table 13 along with their respective intensity values. Of these ten occupations the first six are traditionally male dominated.

The last three occupations Teacher, Sales Clerk and Nurse appear

in both the most preferred and least preferred lists. It is therefore clear that there was division among female students in that some preferred these jobs while others did not.

Table Rank Order of the Least Preferred Occupations with Intensity of Choices: Females (N = 254)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Fisherman	37.40	25.25
2	Soldier	35.83	16.54
3	Farmer	29.53	14.71
4	Policeman	24.02	12.99
5	Wharf Worker	23.23	11.81
6	Plumber	22.83	7.48
7	Hairdresser/Barber	22.83	7.48
8	Teacher	22.44	12.60
9	Sales Clerk	20.47	5.91
10	Nurse	20.08	0.00

Results in Table show that Engineer was the most preferred job among students from the urban area. This preference was reflected both in the frequency and the intensity of choices. An examination of the list shows that no unskilled job was chosen.

The urban students had a distinct preference for the Professional jobs since eight of the ten jobs in the Table fall within this category. However Mechanic, a skilled manual job shared the same frequency as Company Managing Director which falls in the Professional category. A comparison of the intensity values of these two jobs indicates that Mechanic appeared more often among the first choices

Nine of the ten occupations which the urban students disliked were from the Unskilled, Service and Skilled categories as depicted in Table. The first two jobs on the list in terms of frequency of responses fall in the Unskilled category.

Teacher, is the only professional job on this list which appeared on the least preferred list of occupations. Policeman was more intensely disliked (17%) than the other two public service jobs, Soldier (8%) and Postman (5%).

Table 14. Rank Order of the Most Preferred Occupations with Intensity of Choices: Urban Area (N = 203)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Engineer (Civil, Electrical, Mechanical)	47.78	31.53
2	Teacher	38.42	10.84
3	Doctor/Dentist/Optometrlist	33.58	18.23
4	Telephone Operator	29.56	12.32
5	Nurse	26.68	13.30
6	Bank Manager	25.62	11.33
7	Lecturer/Professor	25.62	14.78
8	Company Managing Director	21.67	6.40
9	Mechanic (Motor, Diesel etc.)	21.67	11.33
10	General Office Clerk	18.23	4.43

Table 15. Rank Order of the Least Preferred Occupations with Intensity of Choices: Urban Area (N = 203)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Fisherman	39.41	23.65
2	Wharf Worker	31.03	15.76
3	Policeman	28.57	17.24
4	Plumber	25.12	10.84
5	Teacher	23.65	11.33
6	Soldier	23.15	8.37
7	Hairdresser /Barber	22.17	8.87
8	Postman	21.18	4.93
9	Driver (Van, Bus, Taxi, Truck)	19.70	8.37
10	Farmer	18.87	5.42

Teacher, Nurse, Engineer, and Mechanic head the list of most preferred occupations for students in the rural areas as shown in Table 16. Of the ten jobs, seven are classified as professional. No unskilled job was recorded among the first ten chosen.

Table 16: Rank Order of the Most Preferred Occupations with Intensity of Choices: Rural Area. (N = 282)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Teacher	43.97	18.44
2	Nurse	36.17	24.82
3	Engineer (Civil, Electrical, Mechanical)	34.75	20.01
4	Mechanic (Motor, Diesel, etc.)	28.01	15.25
5	Office Assistant	26.24	9.22
6	Telephone Operator	25.18	12.41
7	Bank Manager	24.47	12.41
8	General Office Clerk	24.11	6.74
9	Doctor/Dentist/Optometrlist	22.70	9.92
10	Company Managing Director	16.31	7.45

According to the results in Table 17 the occupations rejected by rural students reflect a distaste for unskilled jobs like Fisherman, Farmer, Wharf Worker and Service jobs such as Soldier, Hairdresser/Barber, Policeman, Postman and Fireman. Of the service jobs, Soldier was most intensely disliked.

More students from the rural area showed an intense dislike for Teacher, a professional job compared to Plumber a skilled manual job.

Table 18 shows that all of the top ten jobs except Bank Teller are in the Professional category. A little over a half of the students in the Senior Secondary Schools preferred Engineer. However the job they preferred most intensely was Lecturer/Professor (33%) as compared to Engineer (29%). Although one third of the Senior Secondary students chose Teacher, only about 8% ranked it as their first choice.

Table 17. Rank Order of the Least Preferred Occupations with Intensity of Choices: Rural area. (N = 282)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Fisherman	35.11	31.91
2	Soldier	31.21	13.12
3	Farmer	29.08	13.13
4	Hairdresser/Barber	25.89	10.28
5	Policeman	24.82	11.70
6	Wharf Worker	24.47	12.41
7	Postman	23.48	7.80
8	Fireman	23.05	9.93
9	Plumber	21.99	4.96
10	Teacher	20.57	11.70

Table 18. Rank Order of the Most Preferred Occupations with Intensity of Choices: Senior Secondary Students (N = 78)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Engineer (Civil, Electrical Mechanical)	52.56	29.49
2	Lecturer/Professor	37.18	33.33
3	Teacher	33.33	7.69
4	Doctor/Dentist/Optometrlist	32.05	28.21
5	Company Managing Director	29.49	12.82
6	Senior Public Servant	23.08	2.56
7	Economist/Statistician	23.08	12.82
8	Bank Manager	23.08	7.41
9	Legal Practitioner	19.23	5.13
10	Bank Taller	16.67	5.13

Although Teacher, Doctor/Dentist/Optometrlist received somewhat similar percentages in terms of frequency of responses, there was a glaring discrepancy between the two occupations in terms of the intensity with which they were liked.

A similar observation could be made for Senior Public Servant, Economist/Statistician and Bank Manager which had equal frequencies but differed in terms of intensity values.

Table 19. Rank Order of Least Preferred Occupations with Intensity of Choices: Senior Secondary Students (N = 78)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Wharf Worker	39.24	20.51
2	Fisherman	32.05	23.08
3	Driver	25.64	14.10
4	Hairdresser/Barber	24.36	10.26
5	Postman	21.79	6.41
6	Soldier	21.79	10.26
7	Fireman	19.23	6.41
8	Plumber	17.95	6.41
9	Tailor/Dressmaker/Upholsterer	16.67	7.69
10	Legal Practitioner	15.38	6.41

The job that was least preferred is Wharf Worker, but Fisherman is the one that was disliked most intensely, as is evident in Table 19. It is also noteworthy that the jobs that were rejected fall mainly in the Unskilled, Skilled and Service categories. Postman and Soldier, Service occupations, were rejected by an equal number of the students, but the latter was disliked more intensely.

Legal Practitioner was the only job rejected by 15% as compared to 19% who favoured it.

Table 20 shows that the occupation Teacher was placed most frequently in the preferred column by Junior Secondary School students, followed by Nurse and Engineer. The occupation Engineer however, was more intensely favoured than the first two. Other occupations which were liked by these students were Bank Manager, Mechanic, and Telephone Operator (28% each).

Table 20. Rank Order of the Most Preferred Occupations with Intensity of Choices: Junior Secondary Students (N = 343)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Teacher	44.31	16.62
2	Nurse	38.19	25.36
3	Engineer (Civil,Electrical, Mechanical)	37.90	29.45
4	Bank Manager	30.32	15.45
5	Mechanic (Motor, Diesel, etc.)	27.99	14.29
6	Telephone Operator	27.99	12.54
7	Doctor/Dentist/Optometrlist	26.82	12.00
8	Office Assistant	25.07	8.75
9	General Office Clerk	19.83	7.00
10	Company Managing Director	18.02	7.00

Table 21. Rank Order of the Least Preferred Occupations with Intensity of Choices: Junior Secondary Students (N = 343)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Fisherman	48.69	31.78
2	Farmer	30.32	13.12
3	Soldier	30.03	12.24
4	Hairdresser/Barber	24.78	10.20
5	Plumber	23.91	7.58
6	Teacher	23.03	12.54
7	Postman	22.45	6.12
8	Wharf Worker	20.99	13.70
9	Fireman	20.12	8.16
10	Driver (Van, Bus, Taxi, Truck)	18.60	7.00

Table 21 shows that the occupations which were rejected by the students were four Service, three Unskilled, two Skilled and one Professional. Fisherman was by a considerable margin the least preferred job for students in the Junior Secondary Schools. Almost half of the students disliked this occupation and about one third rejected it strongly. Farmer and Soldier were disliked by the same proportion of students.

Table 22. Rank Order of the Most Preferred Occupations with Intensity of Choices: Community High School Students (N = 64)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Telephone Operator	43.75	23.44
2	Teacher	37.50	17.19
3	Engineer (Civil,Electrical,Mechanical)	37.50	29.69
4	Mechanic	28.13	17.19
5	Nurse	26.56	12.50
6	Farmer	26.56	15.63
7	Office Assistant	21.88	1.56
8	Land Surveyor	20.31	3.13
9	Tailor/Dressmaker/Upholsterer	15.63	6.25
10	General Office Clerk	15.63	6.25

Results in Table 22 illustrate that apart from the unskilled job Farmer, the occupations most preferred by the Community High School students are Skilled, Professional and Service. Telephone Operator was favoured by about 44% of the Community High School students, but in terms of intensity it was chosen by about 23%. Engineer and Teacher were equally favoured, but Engineer was more intensely desired. It was highly favoured by about 16% of them.

Although Land Surveyor and Office Assistant were mentioned frequently in the preferred list, they were not highly favoured by the students.

As illustrated by data in Table 23 apart from Nurse and Teacher, the other eight jobs most rejected by Community High School students were either Unskilled (Fisherman, Factory Worker), or Service.

Among the four public service jobs in this group, Policeman, Soldier, Postman, Fireman, more students registered their intense dislike for Policeman and Soldier than for the other two.

Table 23. Rank Order of the Least Preferred Occupations with Intensity of Choices: Community High School Students (N = 64)

Rank Order	Occupations	Frequency of Responses %	Intensity of Responses %
1	Policeman	45.31	26.56
2	Fisherman	42.19	17.14
3	Soldier	34.38	21.88
4	Nurse	29.69	14.06
5	Plumber	26.56	7.81
6	Teacher	26.56	20.31
7	Postman	23.44	9.38
8	Fireman	27.88	9.38
9	Hairdresser/Barber	21.88	6.25
10	Factory Worker	20.31	6.25

Comprehensive descriptions of the results of the occupational preference schedule are given in Tables 8 to 23. Broad similarities can be identified among the various groups but some variations are apparent on the basis of school type, sex, and to a lesser extent geographical location.

An analysis of the results of the ten most preferred jobs, chosen by the students from the three school types revealed that their preferences were or less reflected the different curricula pursued in these schools.

Students from the senior secondary schools chose professional jobs which required tertiary education. For example, nine of the ten jobs preferred are in the professional category. This bias for professional jobs is not surprising since the senior secondary schools have a more academic based curriculum with an emphasis on the Arts and Science. In addition students who attend these schools had done well at the secondary schools Entrance Examination and are exposed to programmes leading to the G.C.E. 'O' & 'A' Level examinations. These students having already spent six years in secondary schools, seem willing to forego monetary gratification in the short term, in the hope of earning higher salaries at a later period.

On the other hand, the junior secondary schools have a five-year academic programme with an input of vocational/technical subject areas. The students however tended to favour those jobs which related more to the academic rather than the vocational/technical aspect of the curricula. For example the six jobs most preferred were in the professional category.

The others fell into the service and skilled categories.

It is however heartening to observe that the community high school students preferred mostly jobs that are of a vocational and technical nature e.g. Mechanic and Tailor/Upholsterer and Farmer. In fact they were the only group who showed any preference for Farmer but even here it obtained a small percentage of responses and low intensity score. The choices of these students are consistent with the training given in C.H.S. schools, since foundation skills for such jobs are taught, reinforced and developed through practical experiences on work study programmes. These courses are open to males and females alike. Thus it is encouraging to note that the females showed an awakening interest in jobs that are usually male oriented. It seems therefore that community high school students have a tendency towards job expectations which conform with the skills developed during the school programme.

There was also a difference between the males and females in the type of jobs they favoured most. The male students in the sample had a stronger predilection for professional jobs. Seven of their ten most preferred jobs fell in this category. On the other hand, only four of the first ten jobs chosen by the females (as a whole) were professional. It is however note worthy that the selection of female students in senior secondary schools differed from the general pattern for females in that nine of their ten most preferred jobs were professional. It would appear that for this particular group the type of school attended was of greater influence than the sex of the respondents.

Male students also chose mostly occupations that required a longer period of training. Conversely female students preferred those which required a shorter training period. e.g. Telephone Operator, Office Assistant, General Office Clerk, Sales Clerk, Bank Teller, Stenographer. There are a number of possible explanations for this difference. Many parents are prepared to expend more money on the education of male children because they feel that the males eventually have to become breadwinners of families, while the females will get married. This attitude is changing, but it is still held by many people. If this argument is tenable, then it is not surprising that Teacher and Nurse were ranked first and second respectively by the female students. These two jobs require a minimum of two years post secondary education, and might have been so greatly preferred because it is possible to enter these professions and then proceed to become qualified while still on the job or at a training institution. An alternative reason is that females tend to chose jobs that are altruistic in nature. This observation is supported by the study of Davis and Harrison (1975) who found that female students who participated in a Co-operative Industrial Work Experience Programme were more favourably disposed to the work value of

altruism than their male counterparts.

It appears that the idea of equal job opportunities for males and females has not yet been fully accepted by students. The information contained in the lists of most preferred jobs for males and females revealed a strong segregation of jobs according to sex. This may be explained in terms of the early socialization of the child at home where an emphasis is placed on the differentiation of sex-roles. This sex typing is extended into the school and other social institutions. An exception to this trend has been already noted earlier in the discussion on the C.H.S. Programme.

The variable 'Geographical Location' has revealed little difference in students' choices of jobs. This is not surprising because the curriculum of the school types whether located in rural or urban area is the same. The only difference being in the ranking of the frequency of responses and the intensity of choices. Both groups have a distinct bias for professional jobs which is a general trend that has been noted earlier.

In certain instances the life style of the two areas was reflected in the students' selection of occupations and the way in which these jobs were ranked. For example, in the rural area the emphasis on agriculture and the concomittant developments in the drainage and irrigation, road building and construction works, have caused an influx of a wide range of machinery and a consequent necessity for the requisition of relevant skills.

These developments have opened new avenues of employment opportunities for the rural youths and consequently might have influenced their choice. Hence rural youths chose Operator (Dragline, Bulldozer) and Fitter/Turner/Machine Tool Setter. Company Managing Director which is normally associated with an urban life style was chosen by both rural and urban youths, but was ranked higher by urban youths.

The choice of Teacher and Nurse by a greater proportion of females in rural areas, appears to be closely linked with the opportunities for entering these fields in the rural areas. Similarly in the urban area where possibly there are greater chances of becoming Telephone Operators, urban females ranked this job higher than their rural counterparts. The preference for Engineer as the number one job for males in rural and urban areas not only reflects the job opportunities in both areas, but also seems to indicate that students find the professional technological field a desirable one.

The rejection of jobs on the other hand transcends the bounds of sex, school type, and geographical location. There was a common dislike for jobs in the unskilled and service categories, with Fisherman ranked

first for frequency of responses and intensity of dislike by both males and females and urban and rural students.

Fisherman and Farmer both rural occupations were intensely rejected by rural students. This rejection was somewhat disturbing in view of the national emphasis that is placed on food production. Possible reasons for the generally negative response to Farmer and Fisherman might be due to the students' perception of these jobs as being less attractive in terms of immediate monetary reward and social acceptance. Some support for this notion comes from the study by Rogers, Wirth and Franci (1971) in which students' attitude towards Farm employment were found to be negative, and in which Farm employment was ranked as inferior in categories of income, work environment, acceptance by others, recognition and achievement. They however, also found that students with a farm background and rural farm ecology did more favourably than those without this background (see Appendices XIIa - XIIb).

Limitations

In the following section some observations are made which might have influenced the results of the present study:

- a) The paucity of research in this field did not allow for comparison of present data with previous findings; more obvious was the lack of data from the Caribbean, and more so from Guyana where no previous study of this type has been recorded.
- b) The sample of this study did not allow for responses from the senior secondary schools in the rural area. In fact, the only such school in the rural area is Anna Regina Secondary School which did not have a sixth form at the time when the study was undertaken.

However for the purpose of multiple-regression analysis a school with $N = 15$ was placed in the cell, senior secondary school - rural, on the basis of relevant considerations, in order to have entries in all 12 cells of the design. A comparison of the cell means for the interaction, geographical location X school-type and the marginal means for rural - urban classification (in which this school was classified as rural) shows that this decision did not adversely affect the interpretations of the results.

- c) There were only two community high schools in the sample. This was so because no other community high school had completed the full four year cycle.
- d) The scale used to measure the variable occupational preference, was limited in scope. Only 36 jobs were presented to the students

from which they were asked to make their choices. Because each job was not described for the students, they might have interpreted the jobs in different ways. Examples of such jobs are Office Assistant, Legal Practitioner, Senior Public Servant, etc.

- e) In an attempt to reduce the number of jobs to manageable size, jobs of similar characteristics were combined. This combination of jobs might have adversely affected the validity of students' choices.

V. IMPLICATIONS

The ultimate goal of education may be defined in terms of its impact on the total life-style of members of a society. Through the educational process, an individual should attain a satisfactory person-environment fit, in order to live a meaningful life. A person's own values and beliefs would play an important role in the evaluation of environments to determine what choices he should make. Holland (1973) asserts that persons seek environments that will let them use their own skills and abilities, express their attitudes and values, and consequently adopt meaningful roles.

This aspect of education is particularly important to an emerging country like Guyana which is in the process of creating a harmonious society out of its diverse ethnic and religious groups. The national ethos must reflect the values that are in consonance with the country's ideology. An attempt has been made in this chapter to reflect upon the results of the present study and to see what implications there are for the educational process in terms of the teaching - learning process, curriculum design, and guidance and counselling services.

The results of this study suggest that secondary school students have positive orientations to values embodied in the national philosophy. However, the study does not give any indication whereby one can determine whether the expressed positive values of the students are evident in their overt behaviour.

It therefore becomes imperative for the school as an agent of cultural transmission, to incorporate in its system some deliberate means whereby students can be helped to determine the merits of these values and examine whether their resulting behaviours are in keeping with the values of society. They should be encouraged to reflect upon the consequences of their actions to other persons and the society as a whole, by developing relevant skills and strategies based on such values.

Although quite a number of desirable values related both to social norms and behaviours have been assimilated, there still remain values which are important for the socio-economic development of the country, which have been internalized to a lesser extent. For instance, students still believe in the virtue of importation, the quality of foreign training, overseas holidays, not conserving essential commodities and services etc. Teachers should therefore encourage students to discuss these issues on their merits and provide opportunities for them to try out new ways of acquiring more positive attitudes.

Curriculum materials exist that include value-content relevant to Guyanese environment at the primary level, and to a lesser extent at the secondary level; but it appears that these materials have not been fully utilised in the classroom. The students' responses suggest that it is necessary to emphasise values in the areas of personal, social, and civic responsibilities. This emphasis can be achieved through a reorganisation of the instructional content and strategies especially in the area of the social sciences.

In terms of occupational preparation, imparting skills to the youths to enable them to participate productively in the national economy is fundamentally important to Guyana. The responses of the community high school students suggest that the programmes pursued there emphasise rudimentary training relevant to agriculture, wood work, metal work, welding, carpentry, etc. and coincide to some extent with their preferences for jobs. The curriculum should however place more emphasis on the skills and behaviours required by the economy. For example, plumbing (a scarce skill) was not chosen and a perusal of the two C.H.S. programmes subsequently revealed that it was not taught at the time of the study. It seems therefore that the C.H.S. curriculum should be more closely related to the existing needs of the community. In other words, before the curriculum is written up, there should be feasibility studies of the community to identify those specific skills which are needed.

The responses of the senior secondary and junior secondary students revealed that they were more biased toward the traditionally professional occupations, despite the fact that technical - vocational training form a part of the curriculum in these schools. It appears that the more able students tend to opt for the arts and science subjects and avoid technical and vocational subject areas which are treated as marginal and second best options. In order to remedy the situation, technical and vocational courses need to be more adequately integrated into the normal school curriculum.

Vocational guidance should be given continuously to the students so that it becomes an integral part of the school programme. In order to facilitate vocational guidance, a dictionary of occupations containing adequate job descriptions and other relevant information should be developed. The students would then become more aware of their level of occupational aspirations and the corresponding skills required for satisfactory adjustment in their preferred occupations. The school counsellors should work closely with the work study personnel in providing the students with appropriate work experiences. These 'learning' experiences would help the students to achieve vocational maturity and a broader vocational perspective.

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APPENDIX I

PUPIL QUESTIONNAIRE I

DIRECTIONS

In this Questionnaire, there are a number of statements about things and events that influence our lives. We would like to know how You feel about each statement.

Read each statement carefully. Please indicate the extent of your agreement or disagreement by circling the appropriate number on the answer sheet according to the following plan:

- 1 - STRONGLY AGREE
- 2 - AGREE
- 3 - UNDECIDED
- 4 - DISAGREE
- 5 - STRONGLY DISAGREE

Here is an example:

I would like to work in an office 1 ② 3 4 5

If you agree with this statement you would circle 2 as shown above.

Please remember: THERE ARE NO RIGHT OR WRONG ANSWERS. The best answer is the one which reflects your own opinion.

This is NOT a Test. The answers you give will NOT affect your school marks.
Your opinions will be held in STRICT CONFIDENCE.

Thank you very much for your co-operation.

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- | | | |
|--------------------|-----------------------|---------------|
| 1 - STRONGLY AGREE | 2 - AGREE | 3 - UNDECIDED |
| 4 - DISAGREE | 5 - STRONGLY DISAGREE | |
-

1. It is pointless to produce something we can buy cheaper from abroad.
2. We should always stand to attention when the national anthem is being played.
3. I feel no one should stand by and allow others to damage public telephones.
4. Loyalty to my classmates is more important than school rules.
5. We can have a wider variety of goods if we do not restrict imports.
6. All Guyanese should know the words and tune of the national anthem.
7. It doesn't matter to me if others damage public property.
8. I believe that imported clothing is of a better quality than local clothing.
9. I believe the national anthem should be sung before the commencement of a public function.
10. I believe that clay brick structures are less durable than those made of concrete.
11. We should show respect for the statues of our national heroes.
12. It is not really stealing to take small items left lying around.
13. It is not important to know the life histories of our national heroes.
14. Students who carve on school furniture should not be punished.
15. It is not wrong to steal things when others do it.
16. I feel the motto of Guyana is meaningless.
17. Keeping the school tidy is not my business.
18. It's all right for a person to tell a lie to save himself from embarrassment.
19. Our country's future lies in our ability to feed, clothe and house ourselves.
20. We should appreciate the music of other cultural groups in our society.
21. I don't have to take care of books that I didn't buy.
22. Where possible we should use local ingredients in our cooking.
23. I would tell a lie so as not to hurt my friend's feelings.
24. I believe that Guyanese children should be forced to speak only standard English.
25. I would offer a bribe if it would help me to get something.
26. We should make every effort for Guyanese to acquire skills needed for developing the country.
27. Guyanese should appreciate the significance of all national holidays.
28. People who deface public monuments should be severely punished.
29. It is all right to steal from Government funds.
30. I believe that foreign personnel are recruited because they are more capable.
31. I feel it is not important for me to be interested in the cultural values of other racial groups.
32. I think that young people cannot be expected to work seriously.
33. In our socialist society there is no need for a worker to show respect for his supervisors.

- | | | |
|--------------------|-----------------------|---------------|
| 1 - STRONGLY AGREE | 2 AGREE | 3 - UNDECIDED |
| 4 - DISAGREE | 5 - STRONGLY DISAGREE | |
-

34. I believe that every worker in a group should pull his weight.
35. It is all right for workers to stage a sick out if they are dissatisfied with their job.
36. It is all right for a worker to idle for a while during the working day.
37. The contribution of one worker does not make much difference to the organisation's output.
38. Public conveniences should be used with care.
39. State equipment should be used with the same care as personal property.
40. I believe that Guyanese who are trained at home are better workers than those trained abroad.
41. I believe that every racial group has a useful part to play in the development of our country.
42. Students should not be required to look after equipment on the school farm.
43. We should buy local foods even if foreign substitutes are available.
44. I feel it is a waste of money for the nation to celebrate Mashramani.
45. People should dispose of their litter in a rubbish bin.
46. Wasting time at school is wasting public funds.
47. The welfare of the nation should be taken into consideration when a strike is being called.
48. It is my duty as a citizen to report any crime that I observe.
49. A worker should be disciplined if he is frequently late for work.
50. I only accept invitations from friends of my own racial group.
51. Every Guyanese should learn to cook the foods of all the racial groups in the country.
52. I feel it is not important to participate in national events.
53. We should support local artists by attending their shows.
54. Everyone should regard the Golden Arrowhead as a symbol of national unity.
55. I believe that every Guyanese should know the meaning of the colours of the Golden Arrowhead.
56. I believe it should not be a crime to desecrate (treat with disrespect) the Golden Arrowhead.
57. One should attend cultural shows where only artists of his own race are performing.
58. I believe that only Hindus should celebrate Phagwah.
59. We should not aspire to a standard of living beyond our means.
60. I feel that individuals should not drink during working hours.
61. I would be willing to help the others with their work after finishing my share.
62. I feel that people should try to finish their work on time.
63. I believe that we should work to the best of our ability even when unsupervised.
64. I believe that buying local products is an investment in our country's future.

- | | | |
|--------------------|-----------------------|---------------|
| 1 - STRONGLY AGREE | 2 - AGREE | 3 - UNDECIDED |
| 4 - DISAGREE | 5 - STRONGLY DISAGREE | |

-
65. It doesn't matter how much water and electricity we use because we pay for these services.
66. It is necessary sometimes to take pages out of library books for personal use.
67. It is a waste of time to obey every traffic regulation
68. People should not damage decorative plants along roadways.
69. It is a shame to damage public transport
70. I believe Guyanese should spend their holidays within their country.
71. I feel that anyone who undertakes a task should complete it.

Thank you very much for your co-operation.

APPENDIX II

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PUPIL QUESTIONNAIRE II

DIRECTIONS

In this Questionnaire you will find pairs of words describing Local Food, The Golden Arrowhead, Self-help, and Manual Work.

Place an X at the point of the scale between each pair that describes how You feel about each of them.

Here is an example for the concept school.

School

Enjoyable: -----: -----: -----: -----^X-----: Dull

When the X is placed in this position it shows that school is regarded as dull.

For another scale X has been placed in the position below.

Unpleasant: -----: -----: -----^X-----: -----: Pleasant.

The X placed at this point shows that School is regarded as somewhat pleasant.

PLEASE REMEMBER:

- (1) Read each pair of words carefully before you place your X.
- (2) Put only ONE X for each pair of words.
- (3) Respond to all the pairs of words.
- (4) THERE ARE NO RIGHT OR WRONG ANSWERS.

<p>This is NOT a Test. The answers you give will not affect your school marks. Your opinions will be held in STRICT CONFIDENCE</p>
--

Thank you very much for your co-operation.

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MANUAL WORK

Clean	: ---: ---: ---: ---: ---:	Dirty
Rewarding	: ---: ---: ---: ---: ---:	Unrewarding
Hard	: ---: ---: ---: ---: ---:	Easy
Boring	: ---: ---: ---: ---: ---:	Interesting
Enjoyable	: ---: ---: ---: ---: ---:	Dull
Unpleasant	: ---: ---: ---: ---: ---:	Pleasant
Restricting	: ---: ---: ---: ---: ---:	Free
Important	: ---: ---: ---: ---: ---:	Unimportant
Repulsive	: ---: ---: ---: ---: ---:	Desirable

LOCAL FOOD

Varied	: ---: ---: ---: ---: ---:	Limited
Tasty	: ---: ---: ---: ---: ---:	Tasteless
Colourful	: ---: ---: ---: ---: ---:	Drab
Dirty	: ---: ---: ---: ---: ---:	Clean
Nutritious	: ---: ---: ---: ---: ---:	Clean
Stale	: ---: ---: ---: ---: ---:	Fresh
Non-appetising	: ---: ---: ---: ---: ---:	Appetising
Unhealthy	: ---: ---: ---: ---: ---:	Healthy
Good	: ---: ---: ---: ---: ---:	Bad
Attractive	: ---: ---: ---: ---: ---:	Repulsive
Enjoyable	: ---: ---: ---: ---: ---:	Unenjoyable

SELF HELP

Dull	: -----: -----: -----: -----: -----:	Enjoyable
Boring	: -----: -----: -----: -----: -----:	Exciting
Good	: -----: -----: -----: -----: -----:	Bad
Hard	: -----: -----: -----: -----: -----:	Easy
Meaningful	: -----: -----: -----: -----: -----:	Meaningless
Non-productive	: -----: -----: -----: -----: -----:	Productive
Wasteful	: -----: -----: -----: -----: -----:	Economical
Rewarding	: -----: -----: -----: -----: -----:	Unrewarding
Useful	: -----: -----: -----: -----: -----:	Useless
Futile	: -----: -----: -----: -----: -----:	Constructive
Clean	: -----: -----: -----: -----: -----:	Dirty
Pleasant	: -----: -----: -----: -----: -----:	Unpleasant

THE GOLDEN ARROWHEAD

Beautiful	: -----: -----: -----: -----: -----:	Ugly
Drab	: -----: -----: -----: -----: -----:	Colourful
Significant	: -----: -----: -----: -----: -----:	Insignificant
Inspiring	: -----: -----: -----: -----: -----:	Uninspiring
Valuable	: -----: -----: -----: -----: -----:	Worthless
Unimportant	: -----: -----: -----: -----: -----:	Important
Sacred	: -----: -----: -----: -----: -----:	Ordinary
Repulsive	: -----: -----: -----: -----: -----:	Attractive
Necessary	: -----: -----: -----: -----: -----:	Unnecessary
Meaningful	: -----: -----: -----: -----: -----:	Meaningless

APPENDIX III

Questionnaire III

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Here is a list of occupations. Please read it carefully.

List of Occupations

Bauxite, Alumina Worker	Company Managing Director
Stenographer	Fitter, Turner and Machine Tool Setter
Driver - (Van, Bus, Taxi, Truck)	Senior Public Servant
Telephone Operator	Engineer - (Civil, Electrical, Mechanical)
Doctor/Dentist/Optometrlist	Plumber
Tailor/Dressmaker/Upholsterver	Policeman
Farmer	Forestry Worker
Teacher	Mechanic - (Motor, Diesel, etc.)
Postman	Nurse
Bank Teller	Fisherman
Wharf Worker	Hairdressor/Barber
Land Surveyor	Factory Worker
Operator - (Dragline, Bulldozer, Tractor)	Economist/Statistician
Legal Practitioner	General Office Clerk
Fireman	Carpenter/Joiner/Cabinet & Furniture Maker
Livestock Cultivator	Lecturer/Professor
Office Assistant	Soldier
Sales Clerk	Bank Manager

Now choose from the list, 5 occupations in which you would like to be engaged when you leave school.

In the space provided below, rank them in order of priority with 1. being the most preferred.

1.
2.
3.
4.
5.

Please, turn over

Now choose the 5. that you like the least. Rank them so that 1. will represent the job that you dislike the most.

1.
2.
3.
4.
5.

