
* CAREERS ADVICE AND OBTAINING A JOB *
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SUMMARY

7. The paper reports the results of analysis of the careers advice received by members of the National Child Development Study, as they viewed it at the age of 23. The analysis is restricted to cross-sectional data obtained from the 23-year questionnaire, in which there were two questions on careers advice plus some information on how the respondent heard about their first job (see Appendix for details of question wording). Despite these fairly limited data, some interesting results have emerged.

8. Less than half the respondents reported having received careers advice by age 23, although it is known from the 16-year data that a larger proportion than this were reported by their parents and teachers to have obtained career advice by the age 16. There are several possible reasons for this discrepancy, the most important of these being recall effects. Advice from the careers officer was considered the most influential source of advice by many people, a quarter of those who had had advice, but school teachers' advice was also considered influential. Those leaving school early and those who were less well qualified were less likely to report having had advice. The careers office or the careers service in school was the most important source for a higher proportion of those who were less well qualified. However, regardless of the level of qualification obtained, advice from teachers was considered influential by almost a fifth of those who had received advice. People living in Scotland, particularly women, were less likely to report receiving careers advice than those living in England and Wales. Those who, at the time of interview, were in jobs of relatively high socio-economic status were more likely than others to report having had careers advice.

9. Details concerning how respondents had heard about their first job also provide information on the role of the various agencies in giving young people knowledge of the employment market. The most common way for respondents to have heard about their first job was from a friend or relative: 29 per cent had done so. But 23 per cent had heard of their first job through one of the careers agencies. Women were more likely than men to have heard of their first job from an advertisement. People hearing of jobs through the careers office seemed to stay in

those jobs rather longer than others, but this is largely due to the greater proportion of apprentices in this category. Although jobs obtained through the careers office lasted longer, they were more likely to end in redundancy. Not surprisingly, early school leavers were more likely to hear of their first job through the careers service than those who left later.

CONTEXT

10. "Career" has been defined as "moving downhill out of control". To some young people the idea of the career may seem as daunting as this. For many, however, a career is still expected to be a continuous progression to work of higher status and responsibility throughout their working lives. For a large number of young people the term "career" is perhaps a misnomer for stagnation in a succession of dull, unengaging jobs, frequently (and perhaps increasingly) interrupted by periods of unemployment. In order to help the transition from school to work, one of the roles of the careers service is to give job guidance to young people, advising them on the most appropriate area of work and level of employment for which they appear suited. This is also a role for careers teachers. A second role for the careers service (but not for careers teachers) is as a placing agency - finding actual jobs for young people. Some writers deny the relevance of the first-mentioned role. One academic writing about careers guidance (Roberts, 1977) suggests that people do not typically 'choose' occupations in any meaningful sense, but they simply take what is available. Thus, he suggests, an adequate theory for understanding school leavers' transition to employment needs to be based around the concept not of 'occupational choice' but of 'opportunity structure'. Therefore, his view is that the contribution of careers guidance agencies is a marginal influence on job choice: "There are no major studies of school leavers in which the careers service, careers teachers or any other body offering vocational guidance has emerged as a major influence". Other authors see both roles as important. They emphasise the developmental model of career choice, where early job ideas are gradually crystallised. The careers service and careers teachers have an important function in assisting this process (Watts, Super and Kidd, 1981).

11. Whichever view one tends to, it is clear that job choices will be influenced, to a greater or lesser extent, by the availability of particular kinds of employment. Thus, in assessing the impact of careers advice on members of the National Child Development Study, it is necessary to be aware of the structural factors which existed in the labour market when members of the NCDS entered it. Most of the sample left school in the Summer of 1974. The pupils leaving in that

year were the first group to have experienced RoSLA. Conditions were very different from those prevailing in 1984. At that time, youth unemployment was fairly low (although on a sharply rising upward trend), consequently, young people had access to a greater range of employment than has subsequently been the case. Also, careers guidance, and careers education were different in many ways. Although 98 per cent of members of the NCDS were in schools with a member of staff who had particular responsibility for careers work, this area of the curriculum was not so developed as it is today, and many teachers with careers responsibility had had little training in careers work (Lambert, 1978).

Findings on careers advice from other sources

12. Using data from the National Survey of Health Development, a national longitudinal study of those born in one week in 1946, Cherry (1974) has shown that youth employment officers (the former name for careers officers) appeared to give young people good advice, based on their knowledge of the local labour market and their experience of interviewing large numbers of young people. Only 16 per cent of her sample failed to follow closely the youth employment officers' advice (55 per cent followed exactly), and those who entered jobs which the youth employment officer did not recommend were less likely to stay in the job. However, Thomas (1979) found that almost half his sample, when interviewed just before leaving school, were aiming at a type of job different from that which they had mentioned at the careers office interview.

Findings on careers advice at NCDS III

13. Lydia Lambert's paper (1978) reported on findings from the third stage of the National Child Development Study when the members of NCDS were 16. Both respondents' parents and their teachers were asked about the subjects' contact with the careers service. Teachers reported that 73 per cent of pupils had had contact, while parents said that 62 per cent of their children had been in touch with the careers service. The lower figure reported by parents can perhaps be largely explained by the supposition that parents would not necessarily know if their child had been seen by the careers service. It is also possible that teachers were likely to assume that careers advice had been obtained by most pupils irrespective of whether it actually had, provided there was

a system in their school for such advice to be given. The cohort members themselves were asked about their desired and likely first full-time job, and where they had first heard about it. Nineteen per cent said that they had heard of the job from the Youth Employment Officer, while 38 per cent said that they had heard of the job from a teacher or a careers talk or film at school. These last three sources were not further disaggregated, and the category includes both individual guidance and careers advice en masse to a whole class or year group.

Careers advice at NCDS IV

14. These figures form a background for the examination of experience of careers advice as reported by the respondents at the age of 23. Within the NCDS IV questionnaire only two questions were asked of respondents about careers advice. Firstly, all respondents were asked whether they had ever had careers advice, and secondly, those who reported having advice were asked which source of advice had influenced them most. In addition, respondents who had had a job were asked how they had heard about their first job (see appendix for verbatim text of these questions, and the showcards used). Using these data it is possible to examine both the guidance role of the careers service and also its placement role.

CAREERS ADVICE

15. Less than half (46 per cent) the respondents reported having careers advice, slightly fewer women than men (Table 1). This figure is much lower than either teacher's or even parents' reports of the subjects' experience of careers advice, collected at age 16. Three possible explanations for this discrepancy suggest themselves. Firstly, seven years separate the questions asked of teachers and parents from those asked of the subjects of the study. If the careers advice received was not found relevant or useful, it is quite likely that the passage of time has erased the memory of it. Secondly, the questions asked at age 16 concerned "... contact with ... careers officer/youth employment officer ...", while that asked at 23 concerned "... careers advice about which job would be suitable for you ...". These differences in question wording may be crucial; it is one thing to have an interview with a careers officer, and another to have advice about a job. Indeed, many careers officers (and careers teachers) would argue that the work they did with young people was far broader than advice about jobs. If one thinks of the careers advice that might be given to young people leaving school, it is possible to envisage a constructive careers interview which would take as given the job which a young person had already decided on, and in which time was spent on discussing further or higher education plans, for example. So, although school or parents would report that contact had taken place with the careers officer, this might not be regarded by the subject as "careers advice about a job which would be suitable for you". Finally, there is the obvious point that asking the subject about experience of careers advice is different from asking either parents or teachers, and different responses can be expected.
16. On the other hand, however, one might have expected experience of careers advice to be greater at age 23 than at age 16, since respondents have had seven additional years of life in which to experience such advice. On the face of it, this seems not to be the case. A further reason for perhaps expecting more respondents to report careers advice at age 23 is that the 23-year question is a broader one than the ones asked at age 16. Careers advice is obtainable not only from the careers service, but also from a wide variety of sources, so, again, 23-year reporting of careers advice might have been expected to be higher than that which was reported at 16. It

seems that contact about advice on a suitable job was not recalled, or that post-16 careers advice was not substantial, or simply that much careers advice was particularly unmemorable for many members of the NCDS!

Sources of careers advice

17. Those who said they had careers advice (46 per cent of the sample) were asked about the source of advice which had been most influential for them. Table 2 shows that, of those who had had advice, just over a quarter reported that advice from the youth employment officer or careers service officer visiting them at school was most influential. A fifth reported that a school teacher had been the most influential source (this included any teacher, not just careers teachers), and 17 percent reported that informal advice from friends or members of their family had influenced them most. Fifteen per cent of those who had had careers advice thought that none of the advice had influenced them.

Differences in experience of careers advice.

18. Whether or not people reported having had careers advice varied with a number of measure of their educational and employment experience. People who had left full-time education before August 1974 (the year in which they were 16) were much less likely to say that they had had careers advice; only 37 per cent had, compared with 68 per cent of those who had stayed in full-time education beyond August 1976 (Table 3). A similar pattern is seen in the relationship between educational qualifications and experience of careers advice (Table 4). Not surprisingly, having careers advice is related to the length of time spent in educational institutions, and to the level of qualifications obtained. This is probably partly due to the different institutional arrangements for more "academic" pupils. In addition, different intervening events may affect how well experience of careers advice is remembered. For example, if you are successful in your chosen career you are perhaps more likely to remember a source of advice about it than if you are not successful.
19. But do people at different qualification levels who have had careers advice tend to report being influenced by different sources? Table 5 shows that the proportion reporting that teachers' advice had influenced

them most is remarkably constant, regardless of the level of qualification obtained. However, as one might expect, advice from the college or university careers service was the most influential source only amongst those most likely to receive it, that is, those with qualifications above "A" level. For these highly qualified people, the careers service in school or the careers office was, as might be expected, relatively unimportant. But almost half of those with no qualifications who had had careers advice reported the careers service as the most influential source. Informal advice was most important to more of the more highly qualified; a fifth of those with "A" levels or above who had had careers advice reported informal advice as the most influential source, while only a tenth of those with no qualifications who had had advice felt that informal advice had been most influential. Perhaps few of the latter group had received careers advice from their family or friends. If so, this is rather surprising, as it might be thought that less well-qualified young people would be more likely to rely on advice from family and friends rather than from the formal agencies. Perhaps they were, but had not recognised it as "careers advice" as such, seeing it as being more about acquiring a job. Certainly the less-well qualified were more likely to report hearing about their first job from a friend or relative (see below).

Careers advice and country of residence

20. Some interesting differences emerge when the answers to the questions about careers advice are looked at in relation to the country of residence of the respondent at the time of interview in 1981. For most respondents this will be the country they have lived in throughout their school life, although seven per cent of those living in Scotland and as many as 13 per cent of those living in Wales were no longer living in that country in 1981.
21. Table 6 shows that people living in England and Wales were more likely than those living in Scotland to report that they had received careers advice: 47 per cent of the former compared to only 38 per cent of the latter said they had received careers advice. Amongst those who said they had had advice, there were small differences in the source of careers advice which was considered most influential among

respondents living in the three countries of Great Britain, (Table 7). People living in England were a little less likely to report that the careers service was the most influential source. Only 32 per cent of those living in England who had had advice did so, compared to 39 per cent of those living in Wales and Scotland. But English respondents were a little more likely to say that informal advice had influenced them than were their Welsh or Scottish counterparts. Table 8 shows that women living in Scotland were particularly unlikely to receive careers advice, but women living in Wales were more likely than men living there to receive careers advice. It may be that the fact that a comprehensive careers guidance structure was set up in Scotland a little later than it was in England and Wales meant that people leaving school in the mid-seventies in Scotland had less opportunity of obtaining careers advice. Certainly, Lambert (1978) reported that by age 16, only 57 per cent of Scottish pupils had been in contact with the careers officer, compared to 75 per cent in England and 77 per cent in Wales.

Careers advice and current status

22. Was careers advice a contributory factor in helping people to "get on" in their job? Of course, at the time of interview, a number of people did not have jobs. Table 9 shows the proportions receiving careers advice among those who were, at the time of interview, in employment, in full-time education, doing housework, unemployed or not in a job for some other reason (including those who were disabled, those on extended holiday, etc). Those in employment were more likely to recall having had careers advice than those who were not (apart from the few who were, at the time of interview, in full-time education; these were much more likely to have had careers advice). However, this may only be because those in the higher social classes are both less likely to be unemployed and more likely to recall having careers advice. For, as table 10 shows, among those who were in employment at the time of interview, those in jobs of a higher social class were more likely than others to recall having had careers advice.
- Social class is defined as Registrar General's social class (OPCS, 1980 definition) which has, in most tables, been collapsed into three categories, viz: non-manual, skilled manual, semi-skilled and unskilled manual. Women are classified according to their own occupation. Of those who had had careers advice, there was not much difference in the source of the advice which they found most influential, except that, unsurprisingly, those in non-manual social

classes were more likely to report receiving influential advice from the college career service, and less likely to have had it from the careers service or youth employment officer. The only other difference were that people from the semi- and unskilled manual classes were less likely to say that they had received influential advice from the job centre or skill centre (Table 11).

HEARING ABOUT FIRST JOB

23. Further information of the influence of careers advice on respondents in this study can be gleaned indirectly from a question asked about the first job held by the respondent. For 61 per cent of those who had ever had jobs, their first job was started in 1974, but for others the date of starting the first job covered the period from 1975 up to the time of interview in 1981. Respondents were asked which one of a number of options (presented on a 'showcard' - see appendix) best described how they heard about their first job. The most common way of hearing about the first job was through a friend or relative. Twenty-nine per cent of those who had had a job had heard about their first job in this way. Just over 23 per cent had heard about their first job through the job centre or Professional and Executive Recruitment (PER), 12 per cent through the careers office or youth employment officer, and almost four per cent through their college or university careers service. Men were a little more likely than women to hear about their job through the careers office or youth employment officer, but the difference was small (Table 12). Women were more likely than men to have heard about their first job from an advertisement; 21 per cent of women, compared to 13 per cent of men, had heard about their first job in this way.
24. So, the various careers agencies were important in finding jobs for almost a quarter of the sample. But were the people who report finding their first jobs through the careers agencies the same as those who say that they had had careers advice? Table 13 demonstrates the problems of interpretation implicit in simple questions on careers advice. "Hearing about a job" from an agency of some sort is not the same as obtaining careers advice. While seven per cent of those who had had a job had heard about their first job through the job centre, employment office or PER (as shown in table 12), only 44 per cent of this group reported having careers advice (Table 13). And of those 44 per cent, only eight per cent reported that advice from the job centre or skill centre was the most influential source of advice which they had received (Table 14). While the proportion reporting this as the most influential source is higher than for any other group, it is still an extremely small proportion of those who had heard about their job from these agencies.

25. Perhaps this should not be so surprising; after all, receiving advice about one's career is very different from hearing about a job! What tables 13 and 14 illustrate is the care which must be taken when interpreting these questions. Having stressed this, it is worth looking at the characteristics of people's first jobs in relation to how they heard about them.

Obtaining and leaving the first job

26. If the careers service in its "placing" role is of use, one outcome of careers advice should be that people obtain jobs which they find congenial, and ones where their employers are satisfied with the work which they do. One crude measure of the success of the careers service would be to see if people who obtained jobs through the careers service, job centres, PER, etc were likely to stay in these jobs for longer than others. This is a crude measure, since as Cherry (1976) has shown, job changing can be a positive means of gaining work experience. Since the careers service is primarily aimed at those finishing their full-time education at the minimum age, only those first leaving full-time education in 1974 have been included in Table 15. The table shows that a higher proportion of people obtaining a job through the job centre, employment office or PER left within three months than the proportion who obtained their job through other sources. People hearing of the job through the careers office or youth employment office seem to stay in that job longer than others, but this is partly because many people hearing of their job in this way will have been apprentices who tend to stay longer in their first job in order to complete their training.
27. Another measure of the effect of the careers service being the source of knowledge about the first job is to see how the first job ended. Table 16 shows that people obtaining a job through the careers office seemed a little more likely to be made redundant from their first job.
28. It would be wrong to make much of these figures, since other factors are at work here. It is likely, perhaps, that the careers service knows of jobs in particular industries and at particular levels of employment where people are more likely to be sacked or made redundant. Relatively secure, professional jobs may not be first heard about

through the careers office, whereas an unskilled manual job might well be. It may also be that the kind of person using the careers service is more likely to be in some ways "less employable" - perhaps the careers service is particularly sought as a source of information about employment by those finding it difficult to get employment elsewhere.

Characteristics of first job, and how heard about it

29. What kind of jobs are heard about in which ways? Table 17 shows that the social class of the respondent's first job (RG 1980 Social Class, collapsed to three categories) is related to how they heard about it. Jobs heard about through a friend or relative are more likely to be manual jobs, while jobs found through an advertisement (or, unsurprisingly, the college careers service) are more likely to be non-manual. The careers office (and the college careers service) are particularly unlikely to be the source of information about semi- and unskilled manual jobs (as are advertisements). However, the social class category: "non-manual" as is has been collapsed in Table 17 covers a wide range of jobs (OPCS (1980)). Many people (women especially) who are in "non-manual" employment are working at fairly low level non-manual jobs. Some people might suggest that non-manual jobs (especially women's) heard about through the careers service and the job centres would be disproportionately at the lower end of the non-manual spectrum. It is possible to examine this by disaggregating the "non-manual" category. Figures in Table 18 show how women whose first job was a non-manual one had heard about that job. Those non-manual jobs which women heard about through the job centre or the careers office are not of a lower level than those found out about in other ways, apart from the relatively small numbers heard of via employers or the college careers service.
30. The industry in which a job was located and the way in which it was heard about are slightly related, see Table 19. Jobs in "other services" are more likely than others to be heard of through the college careers service or from an advertisement, and less likely to be heard of through the careers office*. Jobs in the distribution industries are

* "Other services" includes: education, personal services, medical work public administration, recreational and cultural work etc.

not so often heard of via the careers office or college careers service, while job centres seem a little more likely to be the source of information about jobs falling into the "other manufacturing" category*. However, there is not a great deal of evidence in tables 17, 18 and 19 that jobs heard of through the careers service are very much different from other jobs, on the two measures used here.

Educational attainment and source of knowledge of first job

31. It might be expected that people leaving full-time education at different times would have access to different sorts of advice. Because of the institutional arrangements that exist for providing information about jobs, sixteen-year-old school leavers might be more likely than those leaving later to be directed to the careers service to find out about jobs. From Table 20 it can be seen that those who left full time education by August 1974 (that is, those who left school at the end of the school year in which they were 16) were indeed more likely to have heard about their job through the careers office. They were also more likely to have heard of it from a friend or relative than others. Late leavers were considerably more likely to hear of a job from the college careers office. Table 21 shows how people heard about their first job broken down by the highest qualification level which they had obtained. The pattern is similar to that seen in the previous table, which is not surprising, given the relationship between length of time spent in education and highest qualification obtained.

Hearing about first job in the sixties and seventies

32. The availability of data from the National Survey of Health and Development (NSHD, a cohort study similar to the NCDS, but taking as its sample a selection of those people born in one week in 1946) makes possible a crude comparison between the two cohorts of ways of obtaining a first job (Table 22). The categories have had to be collapsed for sensible comparisons to be made, and the samples on which the comparisons are based are rather different; the NCDS sample is of all those who have had a job, while the NSHD figures include only those leaving school before they were 16½, although their sample is

* "Other manufacturing" includes: food, drink and tobacco, textiles, clothing and footwear, paper, wood, rubber and plastics industries, etc.

disproportionately of children from non-manual backgrounds. The relevant NSHD questionnaire was administered at age 17, and covered any first job entered up to that date. Bearing in mind the roughness of the comparison, it is remarkable that ways of hearing about a job seem to have varied little in the (approximately) twelve years between the two cohort studies. The careers office or youth employment officer seems to be of rather less importance for the more recent cohort, and advertisements of rather more importance; friends and relatives were less significant, and direct approaches to the employer a little more likely.

Conclusion

33. Following discussions with the DES, and bearing in mind the limited nature of the data on careers advice collected during the 23-year interview and the problems of recall already referred to, it is not proposed that the data on this topic should be pursued any further in the current contract. However, although current higher priorities for the analysis of educational data preclude further work in this area at present, there are some interesting longitudinal aspects of the data which are worth exploring. It would be possible to examine the mismatch between those who apparently had careers advice by age 16 and those, at age 23, who recall having had it. Of interest will be those who apparently had advice by the age of 16, but fail to recall having had it during the 23-year interview - are these people different in some ways from others, or was the quality of their careers advice in some way different, and perhaps less memorable, from those who recall having had advice? Using teachers' reports as possibly the more accurate (more "official", at least) record of school careers advice, it will be possible to see if differences exist between the kind of people who receive careers advice and those who do not, and if outcomes are different for the two groups.

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APPENDIX

The questions asked about experience of careers advice were as follows:

'Have you ever had any careers advice about which job would be suitable for you?'. If the respondent answered "yes" to this s/he was asked: "Which, if any, of these sources of careers advice influenced you most?", and was given a card with the following categories:

1. Teacher at school
2. Officer of the Government Careers Service or Youth Employment Service visiting your school
3. Officer of the Government Careers Service or Youth Employment Service outside school
4. College or University Careers Service
5. Careers Consultant at the Job Centre including Occupational Guidance Unit
6. Careers Advice at a Government Skill Centre
7. Private Careers Consultant
8. Personnel Manager at work
9. Informal advice from your family or friends
10. Some other form of advice.

Only one answer was allowed.

The question asked concerning how the first job was heard of was as follows; and was asked in the context of several other questions about the first job: "On this card are a list of ways of hearing about a job vacancy. Thinking about your first job, which one of the ways on this card best describes how you heard about your first job?"

The card had the following:

1. Approached employer direct
2. Through a Job Centre or Employment Office
3. Through Professional and Executive Recruitment (PER)
4. Through the Careers Office or Youth Employment Office
5. Through College Careers Office
6. From a friend or relative
7. From an advertisement
8. Through a trade union
9. Approached by an employer
10. I worked there before
11. Private employment agency
12. Another way.

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TABLE 1. Careers advice by sex

Experience of careers advice.	Total N=100%	Female %	Male %	Both sexes %
NCDS IV: - subjects' reports.	12534	44	47	46
NCDS III: - teachers' reports	12764	73	73	73
NCDS III: - parents' reports	11692	**	**	62

Base is whole sample

** Not available until longitudinal file is established.

TABLE 2. Source of careers advice most influential by sex.

Source of careers advice.	Female %	Male %	Both sexes %
Teacher at school	21	20	20
Officer of Government Careers Service or Youth Employment at school.	28	24	26
Officer of Government Careers Service or Youth Employment outside school	8	7	7
College or University Careers Service	7	9	8
Careers Consultant at Job Centre	3	2	2
Government Skill Centre	(3)*	(16)*	(19)*
Private consultant	(13)*	(45)*	(48)*
Personnel Manager at work	1	1	1
Informal advice from family/ friends	16	17	17
Some other advice	3	5	4
None influenced	15	15	15
All (N = 100%)	2762	2947	5709

Base is all those reporting having had careers advice.

* Where percentages are less than one, figures in brackets refer to actual numbers.

TABLE 3. Experience of careers advice by age at first leaving full-time education

First left full-time education	Total (N=100%)	Percentage reporting having careers advice.
Before Aug. 74	7776	37
Sept. 74 - Aug. 75	1364	50
Sept. 75 - Aug. 76	1674	61
After Aug. 76	1652	68

Base = All

TABLE 4. Experience of careers advice by educational qualifications

Qualification level **	Total (N=100%)	Percentage reporting having careers advice.
Above 'A' level	2303	66
'A' level or equivalent	2060	55
'O' level or equivalent	4057	47
Below 'O' level	620	35
No qualifications (including those with CSE's lower than grade 1)	3429	28

Base = All

** This scale is constructed by taking the highest qualification obtained by the respondent on an education or training course. The qualifications are ordered according to the hierarchy used in the General Household Survey, which is one that has been agreed between OPCS and DES. However, since NCDS 23-year data do not include details of CSE's taken at school, these are not included in the measure constructed for this paper, although CSE's grade 1 are included as 'O' level. For the tables presented here the hierarchy has been collapsed to five categories. HNC's and HND's are included in the category 'Above 'A' level', while ONC'S and OND's are included in the 'A' level or equivalent' category. City and Guilds craft level are included in the 'O level or equivalent' category, while apprenticeships that did not lead to formal qualifications, and other low level qualifications are counted as 'Below O level'. 'No qualifications' includes those who only have CSE'S below grade 1.

TABLE 5. Source of careers advice most influential by educational qualifications

Source of careers advice most influential	<u>Qualification Level **</u>				
	Above 'A' level %	'A' level or equivalent %	'O' level or equivalent %	Below 'O' level %	None %
Teachers.	20	21	21	20	20
Careers Service	17	29	41	36	47
College careers	23	4	2	2	(6)*
Job Centre or Skill Centre	(13)*	3	2	4	4
Informal advice	21	21	15	14	10
Other advice	5	8	5	7	5
None influential	14	15	15	18	14
Total (N = 100%)	1520	1119	1880	219	958

Base is all those reporting having careers advice.

* Where percentages are less than one, figures in brackets refer to actual numbers.

** see note to Table 4

TABLE 6. Country of residence in 1981 by careers advice

Country of residence in 1981	Total (N=100%)	Percentage reporting having careers advice
England	10554	47
Wales	652	46
Scotland	1218	38

Base is all those reporting having careers advice.

TABLE 7. Country of residence in 1981 by source of careers advice

Source of careers advice.	Country of residence in 1981.		
	England %	Wales %	Scotland. %
Teachers	20	24	18
Careers Service	32	39	39
College Careers	8	7	7
Job Centre or Skill Centre	2	4	2
Informal advice	17	12	15
Other advice	6	5	5
None influential	15	9	13
Total (N = 100%)	4902	296	464

TABLE 8. Careers advice by country of residence by sex

Country of residence in 1981	Total Female (N=100%)	Female	Total male	Male
		%age reporting having had careers advice		%age reporting having had careers advice
England	5275	45	5279	48
Wales	318	47	334	45
Scotland	624	35	594	42

Base = All

TABLE 9. Careers advice by current socio-economic position and by sex

Current economic status	TOTAL (N=100%)		Had careers advice	
	Female	Male	Female %	Male %
Full-time education (including TOPS)	114	211	62	71
Employment	4024	5178	48	48
Unemployed	450	751	36	35
Housework	1513	5	36	(1)*
Other (out of labour force)	142	83	38	54

Base = All

*Where percentages are less than one, figures in brackets refer to actual number.

TABLE 10. Experience of careers advice by current occupational social class of the respondent **.

Current social class	TOTAL (N=100%)	Percentage reporting having careers advice
Professional, Intermediate, other non-manual	5306	54
Skilled manual	2388	40
Semi and unskilled manual	1318	36

Base = All in a job at time of interview.

** OPCS 1980 Classification (collapsed).

TABLE 11. Type of careers advice by current social class of the respondent **

Most influential source of careers advice	Current social class		
	Professional, Intermediate, other non-manual %	Skilled manual %	Semiskilled and unskilled manual %
Teachers	20	22	21
Careers service	28	39	40
College careers service	11	3	3
Job Centre, Skill-centre	2	2	4
Informal advice	18	17	12
Other	6	5	5
None	15	14	15
TOTAL (N=100%)	2864	963	475

Base is those in a job at the time of interview who reported having careers advice.

** OPCS 1980 Classification (collapsed)

TABLE 12. Way of hearing about first job by sex

First job heard about	Female. %	Male. %	Both sexes %
Approached employer direct	16	19	18
Through job centre/employment office	8	7	7
Through P.E.R.	(26)*	(24)*	(50)*
Through careers office/youth employment officer	11	13	12
Through college careers office	3	4	4
From a friend or relative	27	32	29
From an advertisement	21	13	17
Through a Trades Union.	(0)*	(1)*	(1)*
Approached by employer	2	2	2
Previously worked there	3	3	3
Private employment agency	4	1	2
Another way	4	5	5
Total (N = 100%)	6061	5997	12058

Base is all who have had a job.

* Where percentages are less than one, figures in brackets refer to actual number.

TABLE 13. Careers advice by hearing about first job

First job heard about	Total (N=100%)	Had careers advice %
Via employer	2356	45
Through job centre/employment officer/PER	928	44
Through careers office/youth employment officer	1463	49
Through college careers office	436	64
From a friend or relative	3556	42
From an advertisement	2058	48
Other way	1222	46

Base is all those who have had a job.

TABLE 14. Source of careers advice most influential by hearing about first job

First job heard about ...	Total (N=100%)	Teacher at school %	Careers Serv./ Youth Emp.Off. %	Job Centre, Skill Centre %	Univer- sity careers service %	Family/ friends %	Other %
Via employer	868	24	39	2	8	21	7
Through job centre/ employment office/ PER	353	20	40	8	8	16	7
Through careers office/ youth emp- loyment officer	657	17	64	3	3	10	4
Through college careers office	263	26	16	2	39	13	4
From a friend or relative	1280	23	36	3	6	24	6
From an adver- tisement	815	26	35	3	8	22	7
Other way	465	30	30	2	11	17	9
Overall	4701	23	39	3	9	19	7

Base is those who have had a job and have had careers advice which was influential.

Table 15 How those who left full-time education by August 1974 heard about their first job by length of time in first job

First job heard about ...	Total (N=100%)	less than 3 months %	3+, less than 6 months %	6+, less than 9 months %	9+, less than 1 year %	1yr+, less than 3 years %	3+ yrs %	Job continues** %
Via employer	1671	8	11	8	5	24	25	19
Through job centre/ employment office, PER	623	13	14	10	7	27	16	13
Through careers office, youth emp- loyment officer	1217	7	10	7	4	23	28	21
Through college careers office	173	4	8	9	5	30	24	21
From a friend or relative	2776	9	11	8	5	25	25	18
From an adver- tisement	1364	9	11	8	6	27	21	18
Other way	811	7	11	9	5	27	23	18
Overall	8636	9	11	8	5	25	24	18

Base is those who have had a job

** Since first jobs may have started at any point between 1974 and 1981 (although 61 per cent started in 1974) continuing jobs can be from one month to over seven years length.

Table 16; Obtaining and losing first job

How heard about first job	Total (N=100%)	Reason for leaving first job:	
		% made redundant	% sacked
Via employer	1681	7	5
Through job centre or employment office	745	8	6
Through careers office/ youth employment office	1066	10	5
Through college careers service	201	4	4
From a friend or relative	2724	9	4
From an advertisement	1493	6	4
Other way	877	6	3
Overall	8787	8	4

Base is all those who have had a job and have left their first job

TABLE 17. ^{**} Social class of first job by how it was heard of

How heard about first job	Total (N=100%)	Social class of first job		
		Non-manual %	Skilled manual %	Semi and unskilled manual %
Via employer	2326	52	27	21
Job centre or PER	921	54	20	26
Careers office	1441	50	33	17
College careers service	430	74	19	7
Advertisement	2038	71	16	13
From a friend or relative	3522	38	31	30
Other way	1201	61	20	19
Overall	11879	53	26	22

Base is all those who have had a job.

** OPCS 1980 Classification (collapsed)

Table 18 ^{***} **Social class of first job of females in non-manual work by how they heard of their job

How heard about first job	Total (N=100%)	Professional %	Intermediate %	Skilled non-manual %	Semi-skilled non-manual %
Via employer	306	7	57	31	6
Job centre or PER	353	(3)*	11	87	2
Careers office	500	(1)*	9	87	3
College careers service	166	15	46	37	2
Other way	3007	1	12	85	2
Overall	4332	2	16	80	2

* Where percentages are less than one, figures in brackets refer to actual number

** Base is all women whose first job was classed as non-manual; that is, those who were women among the 53 per cent in table 17 whose first job was a non-manual one.

*** OPCS 1980 Classification (collapsed)

Table 19 Industry of first job by how it was heard of

How heard of first job	Total (N=100 %)	Agri-culture %	Energy and Ex-traction %	Manufac-turing and Con-struction %	Distribu-tion and transport %	Banking and other Services %
Via employer	2337	2	6	28	30	33
Through job centre or employment office	919	2	5	34	29	31
Through careers office	1442	(8)*	7	38	24	30
Through college careers service	431	(4)*	8	25	16	50
From a friend or relative	3524	3	6	41	26	24
From an advertisement	2042	1	5	20	27	46
Other way	1211	5	4	22	32	37
Overall	11906	2	6	31	27	33

Base is all those who have had a job

* Where percentages are less than one, figures in brackets refer to actual number.

TABLE 20. Date left full-time, continuous education by how heard about first job

How heard about first job	Total (N=100%)	Aug.74 or before %	Sept.74 to Aug. 75 %	Sept. 75 to Aug. 76 %	After Aug.76 %
Via employer	2357	63	10	14	14
Through job centre or employment office	929	57	12	18	13
Through careers office	1465	79	11	8	3
Through college careers office	435	29	7	19	44
From a friend or relative	3558	71	10	11	8
From an advertisement	2064	54	15	16	15
Other way	1227	56	11	17	15
Overall	12035	63	11	13	12

Base is all those who have had a job.

Table 21 Highest qualification obtained by how heard about first job

How heard about first job	Total (N=100%)	Qualification Level **				
		Above 'A' level	'A' level or equivalent	'O' level or equivalent	Below 'O' level	None (or CSE only)
		%	%	%	%	%
Via employer	2364	18	17	33	5	27
Through job centre	932	17	18	31	4	30
Through careers office	1466	9	16	38	5	32
Through college careers service	437	54	14	19	3	9
From a friend or relative	3563	13	15	31	6	34
From an advertisement	2065	20	17	38	4	20
Other way	1232	21	18	31	5	25
Overall	12059	17	17	33	5	28

Base is all those who have had a job

** see note to table 4

TABLE 22. Ways of hearing about first job in NSHD and NCDS

Heard of 1st job through ...	NSHD (leaving school before 16½)		NCDS (all who have had a first job)	
	Female %	Male %	Female %	Male %
Direct enquiry to employer	14	16	16	17
Youth employment office/Careers service	27	29	22	25
Friend or relative	35	41	27	32
Advertisement	17	8	21	13
Other	5	7	13	11
Total (N = 100%)	1265	1352	6056	5989