AMERICAN UNIVERSITY OF BEIRUT

THE PERCEPTION OF LEBANESE SCHOOL PRINCIPALS OF
CAREER EDUCATION IN LEBANESE SCHOOLS

by
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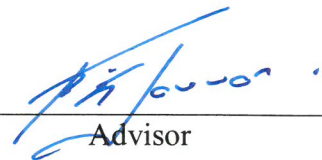
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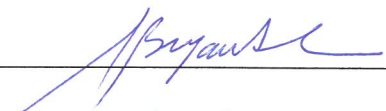Dr. Anies Al-Hroub, Associate Professor
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AN ABSTRACT OF THE THESIS OF

Maha Hussein Marji   for   Master of Science
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Title: The Perception of Lebanese School Principals of Career Education in Lebanese
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Career education is an educational reform that aims at restructuring the whole k-12 educational system to be career focused. Schools are called to provide their students with academic knowledge, self-awareness, career exploration, and career decision-making skills that allow them to compete in a fast changing world economy. Career education has positive effects on students' academic achievement, school engagement, graduation rates, and transition from school to work. It could be considered a strategy to address challenges in the Lebanese education system.

The purpose of the research was to find out to what extent Lebanese schools are implementing career education programs or activities, the differences between public and private schools implementing these programs, and for what reasons and what may be hindering Lebanese schools from implementing career education programs. A questionnaire was designed for the purposes of the study and was administered to private school principals (26) and public school principals (15) responsible for elementary, middle, or secondary levels from 32 schools in the Greater Beirut area. Twelve principals were then interviewed.

The study showed that Lebanese school principals are aware of the advantages of career education programs and the positive effects they have on students, but only 29% of schools are implementing a full program. More private schools are implementing career education than public schools, and many of those schools have just started within the last three to five years. However, Lebanese schools are lagging behind in career counseling services that could be affecting career decision-making skills. Lebanese school principals attributed the lack of implementation of comprehensive programs to four main obstacles: lack of financial resources, expertise in the field of career education, governmental support, and awareness in Lebanese society of the importance of career education programs.

Findings of this study will be of interest to the Ministry of Education and Higher Education and principals implementing or planning to implement career education programs in Lebanon. It adds to the literature a survey of career education in Lebanon. Recommendations for further research were included.

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CHAPTER I

INTRODUCTION

Education has evolved in response to the needs of different societies across history, resulting in the development of different education systems. Historically, education began with children playing freely around their families discovering their surroundings and learning from their experience (Olson, 1977). Then, there was the apprenticeship system that was followed by the industrial resolution that yielded to the development of schools (Gray, 2008). Different types of schools were initiated, ranging from religious, industrial, general education and others. Ever since their foundation, schools have been criticized for not preparing students well to acquire good jobs that help them become productive citizens in their countries (Palladino Schultheiss, 2005). Many reforms such as vocational education and school to work programs were suggested to improve education in schools. Career education has emerged in recent decades as a positive method of preparing students for success academically and professionally.

Background

Career education is an educational reform that was initiated by Sidney P. Marland Jr. in the United States in the 1960s (Evans & Burck, 1992). Career education aims at restructuring the whole k-12 educational system to be career focused. Marland, and later on Kenneth B. Hoyt, called on schools to provide their students with academic knowledge and skills as well as career awareness, development, and decision-making skills that allow them to compete in a fast changing world economy. They believed that a career-focused

curriculum would make learning more relevant to students help them overcome many of the problems challenging their education (Evans & Burck, 1992).

Research shows positive effects of career education on students' academic achievement, school engagement, graduation rates and transition from school to work (DeSua, 2015; Gaylor & Nicol, 2016; Lapan, Gysbers & Sun, 1997). Studies show that career education can be beneficial for students in general as well as in special education (Mori, 1980). Career education can help societies achieve social justice through overcoming existing gender, socioeconomic, and ethnic discrimination (Palladino Schultheiss, 2005).

In Lebanon, students' performance is below average in international tests such as the Trends in International Mathematics and Science Study (TIMSS) and school dropout rates seem to be an increasing problem (Al-Hroub, 2014; Mullis, Martin, & Loveless, 2016). Lebanese students often graduate unaware of their interests, abilities, and the job market demands. As a result, many students graduate with skills that mismatch the job market, and therefore end up unemployed (El-Ghali, 2011). The Lebanese education system has a vocational education track that is completely separate from mainstream education and is often stigmatized as only for poor achievers. Students in Lebanon who fail to continue in regular education shift towards vocational education starting from the fifth grade, without receiving any career guidance (Vlaardingerbroek, Jaber & El-Masri, 2008). Several studies indicate the need of Lebanese students for comprehensive career guidance programs (Abdel-Latif, 2012; Zatari, 1989).

Problem Statement and Rationale

Lebanon has committed itself to the United Nations Declaration of Human Rights to provide its citizens with quality education (Frayha, 2009). Despite more than 20 years of war, the literacy rate in Lebanon still ranks among the highest in the region of the Middle East. Moreover, Lebanese universities, some of which date back to the nineteenth century, are recognized worldwide as providing quality education (Bemo Industry Report, 2014). However, Lebanese youth face problems of unemployment. They graduate from schools unaware of their skills, abilities, or the job market. They lack the necessary guidance to match their skills with available job demands. The Lebanese educational system suffers from many problems that necessitate reform that can be summarized as follows (Abdel-Latif, 2012; Bemo Industry Report, 2014; El-Ghali, 2011; Frayha, 2009; Vlaardingerbroek, 2016; Vlaardingerbroek, Al-Hroub & Saab, 2017):

1) high school dropout rate especially in public schools and in rural areas,

2) vast discrepancy between the quality of private and public education,

3) disconnect between vocational education and mainstream education,

4) scarcity of vocational and technical education schools, especially in areas outside the capital,

5) disparity between male and female literacy and job attainment,

6) built in career orientation system with very little if any career guidance,

7) mismatch between graduating students' skills and the increasing demands of an always changing job market, and

8) the role that schools play in reinforcing social inequalities.

Career education could help improve education in Lebanese schools facing such problems. Research provides evidence that career education can be a good solution for many problems that schools face, such as low student achievement and school detachment that often results in dropouts (Desua, 2015; Evans & Burck, 1992; Gaylor & Nicol, 2016). Career education is proving to have many positive results on students' learning (Jolly & Matthews, 2014). It makes school work more relevant to students, who in turn become more motivated and engaged and therefore perform better academically (Salleh, Abdullah, Mahmud, Ghavifekr, & Ishak, 2013). Research indicates that career education also helps students transition from school to work by providing an education that allows for self-discovery and acquisition of skills to match one's potentials with the demands in the job market (Loos, 2008; Williamson, 2006). For these reasons, many schools worldwide are implementing career education programs.

Research shows that some Lebanese schools have introduced career counseling into their programs, but these are limited to some privileged schools and for few secondary classes (Abdel-Latif, 2012). Since 1962, the Ministry of Education and Higher Education (MEHE) has been trying to encourage career guidance in schools through different decrees and created a Guidance and Counseling Department in the 1990s (Hamdan, 2013). A small number of teachers (90) who hold degrees in sociology and psychology serve a large number of public schools as counselors for students with social and psychological problems, but do not necessarily offer career guidance. Career guidance remains a theory with very little practice in Lebanon (Vlaardingerbroek, Al-Hroub & Saab, 2017). Beyond career guidance programs, there is no evidence in the literature that career education is being offered at Lebanese schools.

In order to consider career education as a possible approach to improving the Lebanese education system, it is important to study the schools that are implementing such a program and learn from their experience and encourage other schools to implement similar programs. It is also important to examine the reasons that might be preventing schools in Lebanon from implementing career education and consider them for further research.

Purpose of the Study

Career education is an educational approach that helps prepare students in their transition from school to work. Research shows positive effects of career education programs on students' school involvement, achievement, and career decision-making (Career guidance and counseling, 2015). Career education programs can develop students' self-awareness, knowledge about available educational and career options, career decision-making skills, and work values and general skills. Career education could be considered a potential approach to addressing the many challenges facing the Lebanese education system. However, although there are some studies about career guidance programs, no studies were identified about the implementation of career education programs in Lebanese schools. This study aimed to fill this gap in the literature through exploring the extent to which Lebanese schools are applying career education programs or activities from the perspective of the school principals. The study investigated the differences between private and public school principals implementing such programs. The research also investigated the reasons behind principals implementing career education programs and the difficulties that they face.

Research Questions

In order to explore career education in the context of Lebanese schools, this study explores the following research questions:

1. To what extent are Lebanese schools implementing career education programs?

2. How do public and private Lebanese schools differ in implementing career education programs?

3. What are the reasons that facilitate or hinder Lebanese schools from implementing career education programs?

Significance

This study sheds light on an educational reform that is taking place in Lebanese schools and has not been researched yet. The study considers whether Lebanese school principals are aware of the importance of preparing school students for their future work and if they are implementing career education programs and activities. This research explores the activities implemented in Lebanese schools that target main areas of career education such as self-awareness, career exploration, and career decision making. The study identifies the areas of career education programs that the Lebanese schools are lagging behind in and may be affecting Lebanese students' career decision maturity. The research looks at differences between private and public school principals in their awareness of the importance of career education programs and activities they plan and implement at their schools. The study adds to the literature on how career education is implemented in the Lebanese context.

This research is important to practitioners at the Ministry of Education and Higher Education and educationalists interested in improving education in Lebanon. The study

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considers the difficulties that school principals face in implementing career education at their schools or stop them from doing so. The study is a beginning step in researching career education as an education reform program that can help improve Lebanese schools. This research encourages Lebanese schools to implement career education programs and help them to plan and overcome any obstacles that they might face.

Definition of Terms

The terms vocational education, vocational guidance/career guidance and career education are often used interchangeably in the field of education. However, these terms differ and it is important to clarify the differences among them for the sake of this research.

Vocational education: is defined as "training for a specific vocation in industry or agriculture or trade" (Vocational, 2018).

Vocational guidance/career guidance: is to assist students in matching their personalities, interests, and potentials with suitable jobs (Nweze & Okolie, 2015).

Career education: is a comprehensive program of planned activities that help students develop a way to learn. Students acquire the knowledge, skills, and attitudes they need to make appropriate decisions about school and how to participate in working life later on. Career education focuses on preparing students for transitions within school and from school to work as well (Patton, 2005).

CHAPTER II

LITERATURE REVIEW

Education is the process of facilitating learning and acquiring knowledge and skills. Education has gone through many transformations serving the needs of the different societies throughout history. Research shows a strong link that connects education with future work prospects. Career education is a reform that was initiated to prepare students to succeed in their work after school. To research career education in Lebanon, it is important first to understand the historical development of career education, its possible impact on students, and the Lebanese context within which this study will be conducted. This chapter reviews the historical development of career education, models of career education, and the positive outcomes of career education on school students. The chapter will also review career education in the Lebanese context.

Historical Background

Throughout history, education has gone through radical changes as societies and cultures developed (Olson, 1977). Hundreds of thousands years ago, there was no school education. Parents provided for their families through hunting, while their children played, explored and learned what they needed to learn. Children learned about the plants and animals in their habitat as well as different skills of hunting (Gray, 2008). People needed to be creative in finding food, but they did not have to work for long hours.

With the invention of agriculture, things have changed. People could produce more food, have more children, and live in permanent dwellings (Gray, 2008). Farmers worked

long hours plowing, planting, and cultivating their lands and asked their children to help. Children's lives changed drastically from playing freely in the fields to working long hours and learning how to help their families and serve others. People could own land and use others who could not to serve them. Consequently, feudalism started. Society became hierarchical with slaves serving lords and kings. Education was almost limited to rich families who could afford it. Poor children learned specific skills through a system of apprenticeship working for a master in return for food and shelter (Gray, 2008). Education required obedience and submission.

With the industrial revolution, landowners were replaced by business owners and workers left the fields to work in factories despite the bad conditions. Schools were introduced as a way to produce better workers (Gray, 2008). Religious leaders called for people and children's rights to learn reading and writing the bible. Humanitarians called for children's rights for education, forbade the work of children less than nine years old and limited the number of working hours relative to age. By the 19th century, public compulsory education had developed in Europe and America (Gray, 2008). Children's urge to play and explore was replaced by an education system of inculcation and obedience.

The progress of industry put schools under pressure. Factories demanded more skillful workers and there was not enough space for all children coming from different rural areas. Vocational education was initiated to provide those seeking jobs with the needed skills (Barlow, 1976). Vocational guidance also started to help workers seek jobs that better suit their potentials and training. Vocational education served a bigger number of people who needed to work and could not afford the luxury of continuing receiving high school

education. However, it continued with the same stigma of the apprenticeship system opted by low performing students coming from low economic status (Quailey, 2012).

Theoretical Framework

Career Theories

To understand the development of the concept of career education, it is important to first consider the development of career theories. The most important career theories were developed in the U.S. and had global impact (Leung, 2008). Career theories started with the work of Frank Parson at the beginning of the 20th century. While Parson never developed a formal career theory, his work was the framework upon which career theories were later developed. Parson's theory is based on three factors: a) the knowledge of one's personal characteristics, b) the knowledge of the job market, and c) the relation between those two factors (Atli, 2016). According to this theory, a good matching results in more job satisfaction, less cost, and more productivity.

In 1957, Donald Super proposed a comprehensive career theory that starts at birth and continues throughout the individual's life. Super divides career development into stages: the growth stage (0 – 13 years), the exploration (14 – 24 years), the establishment (25 – 44), the maintenance (45 – 65), and the disengagement (over 65) (Super, 1990). Super proposed a more detailed model consisting of nine dimensions: curiosity, exploration, information, key figures, locus of control, interests, time perspective, self-concept, and playfulness. Student problem solving and decision-making skills depend on their development across these dimensions. At the core of Super's theory is the importance of the development of self-concept through responding to one's personal needs, values, and interests especially during early childhood. Career education programs are consistent with

Super's career theory as they provide an environment that focuses on stimulation, exploration, and development of students' interests and identities (Palladino Schultheiss, 2005).

In 1981, Linda Gottfredson offered a more recent career theory based on the interplay between the genetic makeup of the individual and the environment (Leung, 2008). According to Gottfredson, people are born with genetic proclivities but are still active agents in shaping and formulating their own environment. She believed that the environment, including gender and social class, affects an individual's career aspirations more than one's personal interests and skills. Gottfredson proposed a career developmental model of four stages: a) orientation to size and model (3 – 5 years), b) orientation to sex-roles (6 – 8 years), c) orientation to social valuation (9 – 13 years), and d) orientation to the unique self (14 years and above) where individuals consider the occupations from among whatever remained from the elimination process (Leung, 2008).

Social Justice Theory

Social justice education theorists believe that traditional schools are the primary tools that maintain the status quo of societies. Schools force students to adopt the values of the dominant culture through teaching them obedience (Mthethwa-Sommers, 2014). As such, schools are thought to transmit existing social inequities and injustices into future generations instead of overcoming these social problems to reach equity. Social justice education theorists believe that teachers need to guide students through apprenticeships rather than depositing knowledge onto them, which is a basic principle in career education programs (Palladino Schultheiss, 2005). Schools can potentially improve societies by changing the content and context of their classrooms (Mthethwa-Sommers, 2014). Gordon

(1999) criticizes traditional schools that he sees as preparing a majority of students to serve the privileged minority. Gordon believes that schools can overcome social injustice and eliminate inequities through implementing intervention programs such as career education early on from the elementary level (Palladino Schultheiss, 2005).

Self-determination Theory

Self-determination theory (SDT) emphasizes the importance of autonomous environments on the development of individuals. SDT distinguishes between motivation, intention to act, and motivation where intention is absent (Gagné & Deci, 2005). SDT also distinguishes between intrinsic and extrinsic motivation. Intrinsic motivation involves behavior driven by a personal interest in the activity itself. Intrinsically motivated behaviors are prototypically autonomous. Extrinsic motivation involves behavior driven by a desired consequence of that behavior or avoiding an unpleasant one (Gagné & Deci, 2005). Research in SDT states that autonomous behavior enhances performance and productivity (Palladino Schultheiss, 2005). Autonomous behaviors require environments that are responsive to the individuals' needs for competition and relatedness. Career education programs are designed to be responsive to the students' psychological needs. They encourage self-determined and intrinsically motivated autonomous behaviors (Palladino Schultheiss, 2005).

Considering the various theories and how they relate to career education, the researcher adopted Super's (1990) comprehensive career theory as a theoretical framework for this study.

Career Education

Early in the 20th century, John Dewey, a prominent philosopher in U.S., lectured about educational reform around the world. Dewey was an experimentalist who asserted that learning happens by doing. He called for unifying vocational and academic education and for learning to take place within occupations (Biography.com Editors, 2014; Slade, 2007). Late in the 1960s, Sidney P. Marland Jr., the father of career education, sought federal support to initiate the career education movement in America that calls for regular schools to be responsible for their students' career development starting from kindergarten throughout grades 12 (Jolly & Matthews, 2014). This concept differed from vocational education, instead presenting a new approach of integrating career readiness with the academic education system.

In 1974, Kenneth B. Hoyt further developed and defined career education as a process to help students become lifelong learners as well as acquire the skills to have a job to earn their living (Career Research, 2018). Hoyt identified three goals for career education: a) changing the educational system to be career focused, b) involving the whole community in career education, not only schools, c) providing students with the basic skills needed to adjust to the ever-changing job market. Hoyt believed that students should acquire in school (Evans & Burck, 1992):

1) basic academic skills (math and reading),

2) good work habits,

3) positive career work values,

4) career decision-making, job-hunting skills,

5) specific occupational and interpersonal skills,

6) self-understanding and understanding of educational-vocational opportunities, awareness of continuing education possibilities,

7) a place in an educational or a paid occupational setting,

8) skills to find meaning and fulfillment in work and productive leisure time, and

9) awareness of different career opportunities and of the possible societal and personal constraints that exist.

Career education reform aimed at restructuring the whole k-12 educational system to be career focused. Traditional schools' curricula were dull and irrelevant to students' lives (Career Research, 2018). Educators believed that infusing work into the school subject matters could make them more meaningful and make students more enthusiastic to learn. Schools could provide all their children, regardless of their postsecondary plans, with experiences to build career awareness, knowledge, exploration and critical thinking skills that help them integrate into work and society later on (Career Research, 2018). Career education is considered a relatively low-cost method to enhance student performance by connecting them to their communities and future responsibilities. It does not require special teachers or courses to be implemented, but instead rethinking and restructuring the traditional educational system. This approach differs from vocational education and career technical education in that it is a root change in delivering education to students. Moreover, it focuses on work as state of being and a continuous learning experience, stressing on productive work habits rather than specific work skills (Career Research, 2018).

Career Education Models

The U.S. Office of Education supported implementing four career education models: 1) school-based (comprehensive), 2) employer-based (work), 3) community or home-based, and 4) residential-based models (Career Research, 2018). The school-based model presents schools as work places where teachers and students are employees. Teachers of these schools model good work habits and deliver information to students, motivating them to learn on their own. The employer-based model considers organizations as a learning environment that might be more suitable to some students. This model suggests creating individualized educational plans based on students' needs and work characteristics (Career Research, 2018). The community/home-based model was inspired by the success of the education television program for children *Sesame Street*. It targets adults who are at home raising children or elderly people. This model uses multimedia such as television and radio. Finally, the residential-based model targets disadvantaged families and provides them services at their homes. Services include medical, academic, self-help skills training, career and personal counseling (Career Research, 2018).

Relevant to this study is the school-based career education model. Within this model, teachers imitate a working environment. They instill good work habits and deliver information to students, encouraging them to be independent learners. Students learn to respect time and deadlines, be productive, and work in teams. Students in elementary classes are exposed to basic types of work and are given the chance to explore them in more depth as they move up through grade levels. Courses become more job focused in upper elementary classes and when the students reach grades 11 and 12, they are asked to make career choices and learn skills that are specific to those careers (Jolly & Matthews,

2014). Schools invite professionals to share their experience with the students, and students can make visits to the different workplaces in their community.

Career Education in K-12 Schools

The National Career Development Association (NCDA) states that career development is a lifelong process that starts at preschool and continues through retirement (LaPoint, Butty, Danzy, & Small, 2010). NCDA provides 12 competencies for students to master within three areas: self-knowledge, educational and occupational exploration, and career planning (LaPoint et al., 2010). The competencies parallel students' developmental and academic levels throughout school (see Appendix A).

Recently, more attention has been given to the career development of children and the positive effects of providing them with career education as early as KG2. Career development increases students' self-awareness and ability to express their interests and competencies. Researchers believe that children start developing knowledge of their own interests, capabilities, and skills as early as infancy (Auger, Blackhurst, & Wahl, 2005). Early on, infants express their preferences for food, colors, toys, and smells. As they grow up, children become more aware of their interests and make decisions that are more complex. Decision-making becomes a habit of their daily life. These early decisions, as short term as they may seem, actually help children with making long-term decisions as they grow (Magnuson & Starr, 2000). Between two and six years old, children try different social and career roles during their pretend-play. Researchers found that children in kindergarten could express what they want to do as adults through drawings (Turner, 2016). At the elementary level, children usually acquire knowledge about the world of work from

their parents and environment. Students become more interested in the world of adults and the work they do (Magnuson & Starr, 2000). This knowledge is often inaccurate, restricted and overgeneralized. Career education at this level should help children avoid immature decisions and uninformed exclusions of some career paths (LaPoint et al., 2010). Exploring different careers helps children assimilate knowledge about themselves and the work of others.

Middle and high school are transitional stages for students from childhood into adolescence. Major developmental changes take place at this time, with a wide range of differences in growth and maturity among students especially between males and females (LaPoint et al., 2010). As students continue in their process of self and career awareness, they express needs for exploration, interaction, and participation. High school is an important stage as 25% of students decide to leave school and the rates of dropout rise up to 40 – 60% among low-income ethnic minority students. For this reason, career education must provide the students chances to think of their plans. At this stage, students start forming their personal and social identities and thinking of their future careers. Career education exposes these students to different career options, which allows them to connect their decisions to future goals.

Many high schools today implement different career education programs to connect students and their learning to the world of work (LaPoint et al., 2010). Among these are:

a) career academies or schools within schools that combine preparation with work-related knowledge,

b) cooperation education that includes academics within paid-work experience,

c) community service programs required from students to learn about different careers and acquire some skills,

d) tech-prep programs that combine secondary with postsecondary technical education, training and certification in a specific area, and

e) apprenticeship programs for skills development.

Career Education Outcomes

Education aims at providing students with academic knowledge and skills that help them become responsible and productive individuals (U.S. Department of Education, 2010). However, schools continue to face problems such as students' weak academic skills, disengagement, high dropout rates, and career indecisiveness among many others (Williamson, 2006). Research continues to prove many positive effects that career education programs have in overcoming many of these problems.

Academic achievement**.** Students' academic achievement is linked to better future jobs and work success. Standardized tests are used to measure academic achievement and predict school completion, higher education, and future job success. Longitudinal studies show that students with higher achievement grades in middle school graduate with higher grades from high school (Woolley, Rose, Orthner, Akos, & Jones-Sanpei, 2013). Evans and Burck (1992) conducted a meta-analysis of 67 studies on the impact of career education on students' academic achievement. Results showed a greater positive increase after a longer time of intervention and in subject matters such as Math and English more than others. The study also showed greater effects of career education at the elementary level more than the other levels (Evans & Burck, 1992). In another study, Lapan et al. (1997) found that the more comprehensive the career guidance program is, the higher the academic success of the

students enrolled in it. Students in fully implemented school guidance programs perceived their education as informative and relevant to their future careers.

Jones (2012) also found positive results for integrating academics and technical instructions in career and technical education academies. Students who received integrated instruction achieved higher grades both in math and in writing (Jones, 2012). Career-based interventions seem to have positive effect on academically challenged students as well. In a 2013 study, 335 academically challenged students aged between 15 and 16.5 years old were provided a two-week career development intervention. The students were more motivated and showed progress in their academic and career learning (Salleh et al., 2013). These varied findings support infusing career development activities into the general school curricula.

School disengagement and dropout. School disengagement is a gradual process of disconnecting from school physically and mentally. Many students drop out of school because of poor academic achievement (35% of dropouts) or loss of interest (47%) (Alliance for Excellent Education, 2018). Student disengagement can start as early as kindergarten and grows across school grades, resulting in academic underachievement and dropout from school later on (Vaughn et al., 2011). Henry, Knight, and Thornberry (2012) examined indicators of school disengagement and found that it is a robust predictor of school dropout and later behavioral problems. The researchers present these findings as evidence to start intervention early on, before the results of disengagement start to show up (Henry et al., 2012). School dropout is viewed as an epidemic that requires action (Bridgeland, Dulilio, & Morison, 2006). More than one million students are estimated to drop out of school every year in the U.S. In the past, this was not much of a problem

because high school dropouts could still get jobs with good payments. Today, jobs are requiring post high school education, and school dropouts are left with smaller chances to be employed compared to college graduates. In 2020, 65% of jobs would require a post high school education (Alliance for Excellent Education, 2018).

Students who drop out from school are more likely to end up unemployed, unable to support themselves, have behavioral problems. School dropouts are eight times more likely than others to end up in prison. These problems have negative consequences at the individual as well as the national level (Alliance for Excellent Education, 2018). School dropouts often end up in jail, costing the government a lot more than it could have spent investing on their education. School dropouts are also more vulnerable to health problems and require medical support. Governments can save money spent on medical help if they reduce school dropout rate. Increasing graduation rates can create more jobs, save lost wages and taxes, and boost countries' economy (Vaughn et al., 2011). Research shows that implementing career education in schools has positive effects on student engagement and therefore can reduce dropout rates. According to Turner (2016), arts can be a powerful tool for educators to help children reflect on their interests, capabilities, and career aspirations. School teachers can use this tool to make studying more relevant to their students who would make more sense of their literacy and appreciate education and its importance to achieve their dreams.

Career education allows students to explore their potentials, strengths and career options available for them. Students connect their education to future careers that interest them and hence become more engaged in their studies. Perry, Liu, and Pabian (2010) found that teacher support of student career development had a significant effect on their interest

in their studies. A career education program in a middle school improved student knowledge, skills, and interest in sciences and science careers (Ting et al., 2012). DeSua (2015) showed that career education fostered a rich environment where students could a) assess themselves, b) relate their studying to future careers, and c) make better choices of high school courses. Such students start high school feeling that it is an important step in their lives and are more likely to graduate from school and college (Fletcher, Edward, Lasonen, & Hernandez, 2014).

Career decision-making. Students generally decide on the program they are going to study in college when they reach high school. This choice requires that students have career decision-making skills. This helps them decide on the right program for them and end up avoiding time wasted in changing majors that result in delayed graduation (Gaylor, & Nicol, 2016). Conley (2007) found that the number of students enrolled in college is increasing, but that many of those students falter in college because of a discrepancy between high school experiences and college expectations. Students graduate from high school unprepared for their college studies. Ronan (2005) found that 80% of students start college with undeclared majors and 50% of students change their majors at least once before graduating. Student indecisiveness is often correlated with academic failure (Quailey, 2012).

Loos (2008) identified advantages for career education in middle school students regarding their career decision-making. Students were more decisive in their career interests; however, their career indecision did not improve, which was expected according to the researcher as students are not supposed to make such decisions at this stage. Williamson (2006) studied the effect of a career education mini-course on freshmen

students aged between 14 and 16 years old over a period of 11 consecutive days. Student confidence in choosing careers improved as their scores on the Certainty Scale in the Career Decision Scale test increased. Students learned about their interests, abilities, and values, and could match them to different job requirements (Williamson, 2006). In a 2016 study, Gaylor and Nicol examined the effects of an elective experiential career education class on students in the secondary level. They found a positive relation between the career education course, students' intrinsic motivation, and career decision-making self-efficacy (Gaylor, & Nicol, 2016).

Students with special needs. Students with special needs face more difficulties attaining their education and moving into the world of work later on (Mori, 1980; Rylance, 1997; Wehmeyer, 1995). Only an estimated 17.5% of persons with disability are employed (Education Associates, 2016). Mori (1980) stresses the fact that Marland suggested career education as a lifelong educational process for everyone including children with special needs. Career education is a flexible program with customizable goals and simulating activities that help students develop their potentials in their own career options. Mori (1980) cautions educators from stereotyping students with special needs reminding them that career education can be implemented in comprehensive schools as well as trade schools, career centers, and community colleges. He presented a comprehensive career education model in which students are assessed and then provided with the services and training they needed. Mori's (1980) model allows for continuous assessment, modification, and evaluation as students move through exploration and training in their different specialties.

Wehmeyer (1995) suggests that career education promotes self-determination, which is especially needed by learning disabled students. Self-determination is an important construct for children and adolescents that enables them to feel effective and in control of their lives as well as the outcomes of their actions. Students construct self-determinism through positive attitudes including a) self-awareness, b) self-esteem, c) self-confidence, d) self-efficacy, and e) locus of control. Students with disabilities are less self-determined than their non-disabled peers. This may be due to fewer opportunities for children with disabilities to make choices through which they can express their preferences (Wehmeyer, 1995). Unfortunately, special educators tend to follow rigid educational structures with limited chances for students to have choices that foster dependency and reliability. Wehmeyer (1995) proposes a Life Centered Career Education (LCCE) framework that can be infused into existing curricular strategies. The LCCE includes a curriculum that consists of 350 lesson plans with instructions and activities targeting a) self-awareness, b) self-confidence, c) self-organization, and d) decision-making skills.

Sheftel, Lindstrom and McWhirter (2014) studied the effects of a Motivational Enhancement Group Intervention (MEGI) on high school students with disabilities aged 12 – 20. The researcher conducted 10 one-hour sessions of the MEGI with 135 students. The intervention focused on self-determination, self-efficacy, and critical consciousness that are essential for career development. The MEGI yielded positive changes in students' vocational skills self-efficacy, autonomy, self-realization; and vocational outcome expectations (Sheftel et al., 2014). Dr. Amy Spriggs of the University of Kentucky recently conducted a beta research on students with autism aged 11- 21. The researcher used Project Discovery, a structured career education curriculum including instructions and modeling

videos. Participants showed a 55% gain in their career knowledge (Education Associates, 2016).

Gifted students are another concern in education. These students are able to fill leadership positions in society if provided with the suitable development and stimulation. Hoyt (2001) states that schools, communities, and industries need to unify their efforts to provide flexible education that suits all learners. Dunkle (1985) examined the effects of a career education program on gifted students in a secondary school in Pennsylvania. Gifted students followed an education program separate from their peers. The new program integrated gifted education within a mainstream career education for all the students. The students in this program perceived their education as more relevant, essential, and meaningful. Students were more motivated and aware of the requirements for different careers. As a result, many students changed their career directions (Dunkle, 1985). Nash, Borman, and Colson (1980) developed an exemplary model of career education that recognizes the abilities of gifted students. The program consists of three phases: 1) the guidance phase encouraging general exploration, 2) the mentorship phase with direct involvement and observation, and 3) the internship phase of community-based work.

Gifted students with learning disabilities (G/LD) have the potentials to pursue college education and enter the labor market. However, their disabilities often hinder their potentials, hence they often end up dropping out of school and/or poorly employed (Hua, 2002). G/LD students face the problem of poor academic achievement and low expectations of adults around them leading to their low self-confidence and self-esteem. Education for G/LD usually focuses on remedial programs instead of investing in students' special talents and potentials. Hua (2002) studied the factors that affect the development of

career self-efficacy of G/LD students, and categorized them into four sources in compliance with Bandura framework. Hua (2002) found that career self-efficacy of G/LD students can be developed through 1) performance accomplishment, 2) vicarious experience, 3) verbal persuasion, and 4) facilitating positive emotions.

Gender and career stereotyping. Despite the progress that women have made in their education, females continue to face challenges resulting from the impact that gender roles have on their career development (LaPoint et al., 2010). According to Phipps (1995), children's career choices are affected by their gender. In his research, he found that more females chose artistic and investigative careers than males, who showed more interest in realistic ones. Seventy-five percent of females aspired jobs that require at least a baccalaureate degree as compared to 35% of males (Phipps, 1995). Thirty percent of females and only one percent of males were interested in becoming a teacher or a nurse. The children also differed on the reasons behind their choices according to their gender. Altruism was the main reason behind the female choices while males based expressed preferences based on role models and economics. Children can benefit from career education programs through expanding their fantasies and exposing them to a wider range of career options through job fairs, career shadowing, and other activities (Phipps, 1995).

Overall, career education is recognized as an educational reform with many positive effects. Its flexibility makes it a good solution for various problems facing educational systems (Hoyt, 2001). The research reviewed suggests positive outcomes of career education on student motivation, academic achievement, self-confidence, career development and self-efficacy. Studies show positive outcomes for career education for students' different abilities and socio-economic backgrounds. Career education is suggested

as a solution to school high dropout rates and many social problems of the youth such as delinquency, drugs, and crimes. It can well contribute to country's social and economic development (Alliance for Excellent Education, 2018).

Lebanese Education System

Lebanon is considered to have a well-developed education system on all levels, and has one of the highest per capita educational expenditures worldwide (Tlaiss & Kauser, 2010). The country has a high literacy rate compared to the region; nevertheless, the education system faces many challenges (Bemo Industry Report, 2014). Lebanese students fall behind in TIMSS, scoring below the international average both in Mathematics and Sciences in 2011 and 2015, dropping in 2015 (Mullis et al., 2016). School dropout and retention rates in schools are very high according to national and international reports. According to World Bank statistics, the school dropout rate increased from 5.51% in 2005-2006 to 8.17% in 2007-2008 (Shaito, 2013). According to the CRDP report, dropout rate in schools at the primary level is more prevalent. Sixty-four thousand children eligible for primary education did not attend school in 2010. These statistics put 24.6% of the Lebanese population who are under the age of 15 at the risk of unemployment as they grow up and approach the job market without compatible skills (Shaito, 2013).

Education in Lebanon is divided into five levels:

1) pre-elementary (3 – 6 years old),

2) primary (elementary years from grades 1 to 6),

3) middle (intermediate years from grades 7 to 9) culminating in a Brevet certificate,

4) secondary (grades 10 to 12) culminating in a Baccalaureate certificate, and

5) tertiary (post-secondary years)

Vocational education is available to students after grade five parallel to regular education (Tran, 2015). Students can choose to move into the vocational track starting from grade five. Vocational education students study two years after grade five to obtain the "Certificat d'Aptitude Professionnelle" (CAP) and another two years to get the "Brevet Professionnel" (BP) certificate. Students in grade eight in regular education can also choose this track and obtain the BP certificate. BP students then progress into the Baccalauréat Technique (BT) three years' program followed by a two years Technicien Supérieur (TS) and then one year of Licence Technique (LT) (Vlaardingerbroek et al., 2008).

The vocational sector in Lebanon has made a lot of improvement but seems to be divided by a virtual wall from regular education. The vocational sector continues to be stigmatized as a choice for students from low socioeconomic status who failed in regular education (Vlaardingerbroek, 2016). While the system allows students to transfer into vocational education starting from grade five, research indicates a lack of career guidance to students across all grade levels. This means students choose transfer to vocational tracks or not without any real planning. Fleihan (2011) concluded that even students in grade 12 lack career maturity in making career decisions.

In addition, the prevalent traditional social mentality in Lebanon seems to affect gender distribution in the education system favoring male education. According to the Bemo Industry Report (2014), the literacy rate among adult females is 85.96% while it is 93.37% among adult males. Females lag behind males in primary education enrollment but seem to pick up as they move up through the grade levels. The gender disparity is more

apparent in the vocational sector where the number of males exceed the number of females in almost all specialties. This disparity extends to the job market where females occupy lower status jobs with lower salaries than their male counterparts (Tlaiss & Kauser, 2010).

Career education in Lebanon

In Lebanon, there are no studies about career education programs implemented in the country. Nevertheless, studies showed the need for career guidance for students in the secondary level and even earlier (Abdel-Latif, 2012; Zatari, 1989). Lebanese youth face the problem of unemployment due to many factors such as the economic decline worldwide as well as in the Middle East and North Africa region and the country's political instability. El-Ghali (2011) points to a broken link between education and employment. The number of higher education institutions has increased in recent years, leading to a drop in the quality of higher education and an increase in jobless graduates (El-Ghali, 2011). The differences between skills that students acquire and those required in the job market negatively affects the youth school-to-work transition. Ayyash-Abdo, Alamuddin, and Mukallid (2010) stated that Lebanese educators are aware of students' need for counseling and guidance. They have made many efforts to improve in this area. Still, career guidance in Lebanon lags behind, especially in public schools.

Saleh (2000) evaluated a career guidance program in one Lebanese private school. The researcher concluded that the program has some positive effects on students, but does not satisfy all their developmental needs. The author recommends expanding the career guidance program to be comprehensive by including more activities. Moreover, it should be integrated in the school curriculum gradually, working backwards from high school level through elementary. Fleihan (2011) remarked that there has been no improvement in student maturity in taking decisions on their future careers between the years 1982 and 2011.

CHAPTER III

METHODOLOGY

Research shows that career education has positive effects on students' school achievement and career development. Furthermore, career education helps students transfer from school into universities and/or suitable jobs more successfully. In Lebanon, which suffers from various challenges in its education system, career education programs are an option to improve school achievement and equip students with better skills that match the requirements of the job market. This study investigated the extent to which Lebanese schools are applying career education programs and/or activities. The study also investigated the reasons that some principals implement such programs and the obstacles that stop them from doing so.

Research Design

The researcher used both quantitative and qualitative design methods to obtain statistical as well as in-depth knowledge of the problem in question. The researcher administered a questionnaire to private and public school principals and obtained numerical data about the topic. The researcher then conducted interviews with a group of this population and studied the reasons for these schools to implement career education and the obstacles they are face in applying these programs.

Participants and Sampling Procedures

The target population of this study included school principals of elementary, intermediate, and secondary public and private schools that use English as the language of instruction in the greater Beirut area. The researcher got a list of all private and public

schools in the greater Beirut area from the official website of MEHE, totaling 159 schools, and selected 32 schools using stratified random sampling based on the schools' geographical areas. The researcher divided the schools in the list into three groups according to their geographical area and calculated the ratio of each area's number of schools to the total number in greater Beirut area. The researcher found 30 schools in Beirut one (B1) area (ratio: 0.2), 97 schools in Beirut two (B2) area (ratio 0.6), and 32 schools in Beirut three (B3) area (ratio: 0.2). The research then further divided each area's schools into private and public schools. In B1 there were nice public and 21 private schools, in B2, there were 42 public and 56 private, and in B3 area there were 10 public and 22 private. The researcher calculated the ratio of public and private schools in each area and accordingly, randomly selected a relevant number from each group for the research sample.

The total sample included 32 schools divided as follows: five schools from B1 (two public schools and three private schools), 20 schools from B2 (nine public schools and 11 private schools), and seven schools from B3 (two public schools and five private schools). Some schools had classes for all the grade levels and some schools had classes for one or more grade levels. Some schools had one principal responsible for all the levels, and some schools had different principals responsible for every one, two, or more levels. Some schools did not respond to the calls, while others refused to participate in the research and so the researcher had to pick up other schools from the same area using the same random method. In B1, the researcher could only contact one public school and so had to add one private school in the same area instead. The final sample turned out to be 41 principals responding to the questionnaire (26 private school principals and 15 public school principals) (see Table 1).

Table 1

Sample School and Principal Characteristics (General)

		N	%
School Type	Private	26	63
	Public	15	37
District	B1	5	12
	B2	26	63
	B3	10	24
Schools grades responsible for	Elementary (1, 2, 3)	3	7
	Elementary (4, 5)	1	2
	Middle level	3	7
	Secondary level	4	10
	Elementary (1, 2, 3, 4 & 5)	7	17
	Elementary (4, 5) & Middle	2	5
	Middle & Secondary	7	17
	Elementary & Middle	3	7
	All levels	10	24
	Missing	1	2
Number of years as a principal	0 – 1 years	5	12
	1 – 5 years	10	24
	5 – 10 years	5	12
	> 10 years	21	51
Number of years in the school	0 – 1 years	2	5
	2 – 5 years	3	7
	5 – 10 years	10	24
	> 10 years	26	63

Of the 41 principals who completed the questionnaire, 33 agreed to be interviewed. The researcher selected 12 using stratified random sampling respecting the ratio of private and public schools in the three different areas in Greater Beirut to be interviewed. The final sample for the interview included three public school principals and nine private school principals (see Table 2).

Table 2

Interview Sample Principal Characteristics

Principal	Levels Responsible for	Region
Principal 1	Elementary (4, 5) & Middle	B1 public
Principal 2	Elementary (1, 2, 3, 4 & 5)	B2 private
Principal 3	Middle & Secondary levels	B2 private
Principal 4	All levels	B2 private
Principal 5	Elementary (1, 2, 3, 4 & 5)	B2 private
Principal 6	All levels	B2 private
Principal 7	All levels	B2 private
Principal 8	All levels	B2 private
Principal 9	All levels	B3 private
Principal 10	Secondary level	B3 public
Principal 11	All levels	B1 private
Principal 12	Middle level	B2 public

Instruments

The researcher could not find any questionnaire that could be used to answer the research questions. Therefore, the researcher developed a questionnaire based on Super's career theory. Super proposed a career development model that starts at birth and continues throughout the life span (Super, 1990). In this model, students develop a concern about the future, a personal control over their lives, an awareness of the importance of achieving in school and work, and competency of work habits and attitudes. Consistent with Super's theory, NCDA provided 12 competencies for students to master within three areas: self-knowledge, educational and occupational exploration, and career planning (LaPoint et al., 2010). The competencies parallel students' developmental and academic levels throughout school (see Appendix A).

The questionnaire used is composed of six parts (see Table 2) and the full text is found in Appendix B. The first part is general information about the person taking the questionnaire, asking about the years of service of the principal answering the question as a principal in general and as a principal in that school. It asked the principals if they knew about career education programs before participating in this research. Part one also included questions that asked the principals at the end of the questionnaire about their beliefs in career education if it is a good program and if it can be implemented at their schools and for which levels.

The other five parts are based on the career education goals indicated in the reports of the NCDA about career education programs in the elementary, intermediate, and secondary school levels. The researcher grouped the standards under five titles: school strategy, self-knowledge, career exploration, career planning, and work values and skills (see Table 3). The second part of the questionnaire asked the principals if career education is included in their schools' strategies and curricula. The third, fourth, fifth and sixth parts inquired about any activities that the principals implement in their schools to provide their students with self-knowledge, career-exploration, career planning, and career skills and values. The researcher used SPSS to analyze the results from the questionnaires. One question at the end of the questionnaire asked the principals if they agreed to be considered for an interview about the topic at a later stage.

Table 3

Career Education Questionnaire

Section	Description	Number of questions

General Information	Information about the principals filling the questionnaire (the grades the principals are responsible for, the number of years of their experience in the school and as principals, and if they know the definition of career education). Three questions at the end of the questionnaire inquire about the principals' beliefs about career education.	7
School Strategy	Questions if the school considers career education as part of its strategy and planning, for which grades, and for how many years.	24
Self-knowledge	Questions if the school has counselors and if they do career counseling with the students. Also questions if principals engage their students in activities that require self-reflection and self-expression and in which grades and for how many years have they been doing so.	15
Career Exploration	Inquires about activities that help students explore different educational and career options.	
Career Planning	Inquires about activities that help develop their career decision-making skills.	9
Work Values and Skills	Inquires if the principals train their students on working in teams or on other skills that the students would need in their future work	16

Three professors at the Education Department at the American University of Beirut reviewed and validated the questionnaire.

To better understand the perspective of the participants, the researcher decided to conduct semi-structured interviews (Gall, Gall & Borg, 2014) with a group of participants randomly selected among the principals who filled the questionnaire and agreed to be interviewed. Semi-structured interviews were chosen in order to follow a guideline of questions while allowing participants to expand on their ideas. The researcher wrote nine questions to guide the interviews with the principals based on the questionnaire used and informed by the literature review (See Appendix C). Five questions asked the principals to explain more about their beliefs and attitudes towards career education. The other four

questions asked the principals about their experience in implementing career education programs or activities. The interviews were conducted by the researcher.

Administration

The researcher submitted the research proposal to the Institutional Review Board at the American University of Beirut and got approval. The researcher submitted a letter to MEHE to have permission to contact public school principals and got approval.

The researcher did a pilot study in two schools (one public and one private school). Each school had one principal responsible for all the levels. The researcher then administered the questionnaire to the principals of the remaining 30 schools.

Pilot Study

The researcher randomly selected two schools from the list (one public and one private) for a pilot project, contacted the schools' principals, and invited them to participate in the research. The principals received an invitation letter that explains the purpose of the study and the tools used in it (questionnaires and interviews). The letter stated that the schools were randomly selected and that participation in the research is voluntary and the data collected is confidential. The principals signed a consent form to participate in this research. One school had three principals. The researcher met with them, explained the research and they signed a consent form to answer the questionnaire. In the other school, there was only one principal responsible for all the school levels. The principal signed the form to fill the questionnaire. The researcher asked the principals to read the questionnaires and ask about any question that was not clear. The principals said that the questions were clear and they filled out the questionnaires. The pilot project showed that the questionnaire was clear. The questionnaires did not need any changes.

Procedures

        The researcher contacted the other 30 schools on the list and administered the questionnaire. Eight private school principals refused to participate in the research (some did not respond to the phone calls): one school in B1, five schools in B2, and two schools in B3. Some schools had only one principal responsible for all the school levels. Other schools had more than one principal for the different school levels. The total number of participants was 41 principals. The researcher then randomly picked the same number schools from each area in Beirut. Every school principal received the invitation letter and signed the consent form, and then the other principals in the school received an invitation letter and signed the consent form before answering the questionnaire.

        After selection of interview participants was conducted as described above, the researcher arranged interviews with the 12 participants. Participants were informed of the study and what to expect, and asked if the interview could be recorded. For the participants that agreed, recordings were made and later transcribed. For participants that did not agree, the research took notes during the interview. The researcher met with each participant for approximately one hour to answer the questions.

Data Analysis

        Quantitative and qualitative data analysis were used in this research. The researcher used quantitative data analysis for the questionnaire. The researcher, with the help of a research consultant, coded the answers of the questionnaires, entered the data into SPSS, and obtained descriptive statistics including frequencies. The answers were then reported in APA tables (see table1 and tables 3-28).

For the interviews, the researcher used thematic analysis. The researcher transcribed the answers of all the principals (some interviews were recorded) (see Appendices D & E). The researcher analyzed the answers, categorized, and coded them according to their content. First, the answers were grouped under two main themes: benefits of career education and obstacles and factors that affect implementing career education programs in the Lebanese schools. Answers in each group were further analyzed and coded into subthemes, and the subthemes were then further analyzed and coded (see Appendix D).

CHAPTER IV

RESULTS

The research was designed to answer three questions:

1. To what extent are Lebanese schools implementing career education programs?

2. How do public and private Lebanese schools differ in implementing career education programs?

3. What are the reasons that facilitate or hinder Lebanese schools from implementing career education programs?

The following sections present the results of the quantitative and qualitative data collection and analysis conducted to answer these questions.

Descriptive of the Sample Characteristics

The final sample of the research included 41 principals from 32 private and public schools in the Greater Beirut area. Sixty-three percent of the sample were principals of private schools and 37% were principals of public schools. Twelve percent of the principals were from schools in B1, 63% were from B2, and 24% from B3. Twenty-eight percent of the principals were responsible for one level only, 40% were responsible for two levels, seven percent were responsible for three levels, and 24% were responsible for all the school levels (see Table 1).

Fifty-eight percent of the principals in the sample knew about career education before participating in this research (70% of private schools' principals and 40% of the public school principals), 37% of the principals did not know what career education is

before this research, and five percent of the principals were not sure of their knowledge (see

Table 4).

Table 4

Descriptive of Knowledge about Career Education

	N	%	N. Private	%	N. Public	
Yes	24	58	18	69	6	40
Not sure	1	2	1	4		
No	15	37	7	27	8	53
Don't know	1	2			1	7

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before participating in this research (70% of private schools' principals and 40% of the

public schools' principals), 37% of the principals did not know what career education is

before this research, and 5% of the principals were not sure of their knowledge.

Career Education in Lebanese Schools' Strategies

The second part of the questionnaire asked the principals about career education in

their schools' strategies (see Table 5). Results show that majority of schools do not have a

career education program implemented at their schools (66%). Only 29% of the schools

have a career education program (38% of private schools and 13% of public schools).

Almost all the schools who have career education program implement it in secondary level,

only eight percent implement it at the elementary (1, 2 and 3) only, the others implement it

at the secondary level (33%), middle and secondary levels (17%). Thirty-three percent

implement career education programs at all the school levels. Forty percent of the private

school principals who have career education program at their schools implement it in

school levels, 30% in secondary level and eight percent in elementary (1, 2, 3). While 50% of public school principals who implement a career education program implement it at the secondary level only, 50% implement it the middle and secondary levels. None of the public schools reported career education program in elementary. Seventy percent of the private school principals (who have career education program) have been implementing the career education programs in their schools for more than five years, while all the public school principals who have this program have been implementing such programs between three to five years.

Table 5

Career Education Programs in Lebanese Schools

		N	%	N. Private	%	N. Public	%
(a) Do you implement any career education program at your school?	yes	12	29	10	38	2	13
	not sure	2	5	1	4	1	7
	no	27	66	15	58	12	80
For which levels?	Elementary (1, 2, 3)	1	8	1	10		
	Secondary level	4	33	3	30	1	50
	Middle & secondary levels	2	17	1	10	1	50
	Elementary (4,5), middle & secondary levels	1	8	1	10		
	All levels	4	33	4	40		
Since how many years?	> 5 years	7	58	7	70		
	3-5 years	3	25	1	10	2	100
	1-3 years	2	17	2	20		

Thirty-seven percent of the research sample have career education included in their schools' mission: 73% of them have it for all the levels, and 73% of them have had it for more than five years. We conclude that eight percent of the principals in the sample have career education in their schools' missions but are not implementing any career education program. Fifty percent of the private school principals said that career education is in their schools' mission (84% of them for all the levels), while 13% of public school principals have career education in their schools' missions (50% for Secondary level and 50% for middle and secondary levels). Seventy-seven percent of private school principals and 50% of public school principals who have career education in their missions have had a program for more than five years (see Table 6).

Table 6

Career Education in Lebanese Schools' Strategies/School Mission

		N	%	N. Private	%	N. Public	%
(b) Does your school mission include career education?	Yes	15	37	13	50	2	13
	Not sure	2	5	1	4	1	7
	No	21	51	12	46	9	60
	Don't know	3	7			3	20
For which levels?	Elementary (1, 2, 3)	1	7	1	8		
	Secondary level	1	7			1	50
	Middle & secondary levels	1	7			1	50
	All levels	11	73	11	84		
	Missing	1	6	1	8		
Since how many years?	> 5 years	11	73	10	77	1	50
	3-5 years	1	7	1	8		
	1-3 years	3	20	2	15	1	50

Twenty-seven percent of the sample have a career education curriculum at their schools (36% for all the levels, 27% for secondary level, and 18% for middle and secondary levels). Twenty-nine percent of the principals said they have a career education program. This means that two percent of the sample group are implementing a career education program without a curriculum. Thirty-one percent of private school principals have career education curriculum (50% for all the levels, eight percent for secondary level and four percent for the other levels), while 20% of public school principals have such a curriculum only in middle and secondary levels. Eighty-two percent of the principals whose schools who have career education curriculum have it since more than five years (87% of private school principals and 67% of public school principals) (see Table 7).

Table 7

Career Education Curriculum in Lebanese Schools

		N	%	N. Private	%	N. Public	%
(c) Does your school have a career education curriculum?	Yes	11	27	8	31	3	20
	No	26	63	17	65	9	60
	Don't know	4	10	1	4	3	20
For which levels?	Elementary (1, 2, 3)	1	9	1	12		
	Middle level	1	9			1	33
	Secondary level	3	27	2	25	1	33
	Middle & Secondary levels	2	18	1	12	1	33
	All levels	4	36	4	50		
Since how long?	> 5 years	9	82	7	87	2	67
	3-5 years	1	9	1	12		
	1-3 years	1	9			1	33

Thirty-two percent of the principals said their curriculum includes career education

goals (35% of the private and 27% of the public school principals). We conclude that five

percent of the principals in the sample group believe that their school's curriculum targets

career education without implementing a special career education program. Thirty-eight

percent of the school principals who have career education goals in their curriculum have

them for all the levels (56% of the private schools). Twenty-two percent of the private

school principals who have career education goals in their curriculum have them for

secondary level, 11% for middle level, elementary (4, 5), and elementary (1, 2, 3).

Alternatively, 75% of public school principals have career education goals for secondary

level, 25% for middle level, and 50% for elementary (1, 2, 3). All private school principals

have career education goals in their curriculum for more than five years, while 75% of the

public schools' principals have it since between three to five years (see Table 8).

Table 8

Career Education Goals in Lebanese Schools

		N	%	N. Private	%	N. Public	%
(d) Does your school curriculum include career education goals and objectives?	Yes	13	32	9	35	4	27
	Not sure	2	5	1	4	1	7
	No	21	51	15	58	6	40
	Don't know	4	10			4	27
	Missing	1	2	1	4		
For which levels?	Elementary (1, 2, 3)	2	15	1	11	1	25
	Elementary (4, 5)	1	7	1	11		

	Secondary level	2	15	1	11	1	25
	Elementary (1, 2, 3) & secondary	1	7			1	25
	Middle & secondary levels	2	15	1	11	1	25
	All levels	5	38	5	56		
Since how long?	> 5 years	10	77	9	100	1	25
	3-5 years	3	23			3	75

Thirty-seven percent of the principals' reported teachers include career education goals in their lesson plans (38% of private school principals and 33% of public school principals). Fifty percent of private school principals whose school teachers include career education goals in their lesson plans do so in all the levels, 30% only in elementary (1, 2, 3), 30% only in elementary (4, 5), 10% only in middle level, and 10% in only secondary level. Forty percent of the public school teachers who include career education in their lesson plans do so in elementary, middle, and secondary levels (see Table 9).

Table 9

Career Education Lesson Plans in Lebanese Schools

		N	%	N. Private	%	N. Public	%
(e) Do your school teachers include these objectives in their lesson plans?	Yes	15	37	10	38	5	33
	Not sure	3	7	2	8	1	7
	No	20	49	13	50	7	47
	Don't know	2	5			2	13
	Missing	1	2	1	4		
For which levels?	Elementary (1, 2, 3)	1	33	1	10		

		N	%	N. Private	%	N. Public	%
	Middle level	1	7			1	20
	Secondary level	1	7			1	20
	Elementary (1, 2, 3, 4 & 5)	3	7	2	20	1	20
	Elementary (4, 5) & middle	1	20			1	20
	Middle & secondary levels	1	7			1	20
	Elementary (4, 5), middle & secondary	1	7	1	10		
	All levels	5	7	5	50		
	Missing	1	7	1	10		
Since how long?	> 5 years	10	67	8	89	2	33
	3-5 years	2	13			2	33
	1-3 years	2	13	1	11	1	17
	Missing	1	7	1	11		

Thirty-four percent of the principals' schools' teachers (42% of private and 20% of public) adapt their lesson plans to suit their students' interests. Forty-five percent of the private school principals reported teachers who adapt their lessons to suit student interests do so in all the levels, 45% in elementary (4, 5), 27% in elementary (1, 2, 3) and 18% in each of middle level and secondary level. Thirty-three percent of the public school principals reported teachers who adapt their lessons to suit their students' interests do so in each all the school levels. Forty-five percent of private school teachers who adapt their lessons to suit their students' interests have been doing so for more than five years, while the teachers in the public schools have been doing so for three to five years (see Table 10).

Table 10

Career Education Lesson Plans Adaptation in Lebanese Schools

	N	%	N. Private	%	N. Public	%
Yes	14	34	11	42	3	20

		N	%	N. Private	%	N. Public	%
(f) Do your school teachers consider or adapt their lesson plans to better suit the students' background/interest and experience?	Not sure	3	7	2	8	1	7
	No	22	54	11	42	11	73
	Missing	2	5	2	8		
For which levels?	Elementary (1, 2, 3)	1	7	1	9		
	Elementary (4, 5)	1	7	1	9		
	Secondary level	1	7			1	33
	Elementary (1, 2, 3, 4 & 5)	3	21	2	18	1	33
	Middle & secondary levels	1	7			1	33
	Elementary (4, 5), middle & secondary	2	14	2	18		
	All levels	5	36	5	45		
Since how long?	> 5 years	10	71	9	82	1	33
	3-5 years	2	14			2	67
	1-3 years	2	14	2	18		

Most of the schools do not provide teachers with any professional training on career education (71%). Only 17% of school principals provide their teachers with training on career education (19% of private school principals and 13% of public school principals) (see Table 11).

Table 11

Career Education Teacher Professional Development in Lebanese Schools

		N	%	N. Private	%	N. Public	%
(g) Does your school provide	Yes	7	17	5	19	2	13
	Not sure	2	5	2	8		

the teachers with professional development in career education?		N	%	N. Private	%	N. Public	%
	No	29	71	16	61	13	87
	Don't know	1	2	1	4		
	Missing	2	5	2	8		
For which levels?	Elementary (1, 2 & 3)	1	14	1	20		
	Secondary level	1	14			1	50
	Middle & secondary levels	1	14			1	50
	All levels	4	57	4	80		
Since how long?	> 5 years	5	71	5	100		
	3-5 years	1	14			1	50
	1-3 years	1	14			1	50

The majority of school principals reported that they do not collaborate with their teachers, counselors or students' parents to discuss or provide career education to the students (63%). Forty-two percent of private school principals discuss their students' education with counselors and parents across the school levels in different percentages: 38% for all the levels, 46% for secondary level, 15% for middle level and 16% for elementary (1, 2, 3). Only 13% of public school principals discuss their students career education with teachers and parents, and such discussions take place for students in middle and secondary levels with more focus on secondary level students (see Table 12).

Table 12

School Staff Collaboration for Career Education in Lebanese School

		N	%	N. Private	%	N. Public	%
(h) Do your school teachers collaborate with the principal,	Yes	13	32	11	42	2	13
	No	26	63	13	50	13	87
	Missing	2	5	2	8		

counselor, and parents to provide students with career education?							
For which levels?	Elementary (1, 2, 3)	1	8	1	9		
	Secondary level	4	31	3	27	1	50
	Elementary (1, 2, 3, 4 & 5)	1	8	1	9		
	Middle & secondary levels	2	15	1	9	1	50
	All levels	5	38	5	45		
Since how long?	> 5 years	9	69	9	82	1	50
	3-5 years	2	15	1	9		
	1-3 years	1	8			1	50
	Missing	1	8	1	9		

The results suggest that career education is not much prioritized in the strategies of Lebanese private and public schools. Private schools include career education in their strategies more than public schools do, for more school levels and have been implementing for more years.

Students' Self-knowledge in Lebanese Schools

The third part of the questionnaire asked the principals about any activities that their schools implement targeting self-knowledge. Sixty-one percent of the school principals in the sample engage their students in activities of self-reflection (61% private and 60% public). Forty-four percent of private school principals implement self-reflection activities for all the school levels, and 87% have been doing these activities since more than five years. Public school principals implement these activities in middle (44%) and secondary

level (33%) more than the elementary (22%). Forty-four percent of public school principals

have been doing these activities for more than five years, 22% for three to five years, and

33% of them started these activities from one to three years ago (see Table 13).

Table 13

Student Self-knowledge in Lebanese Schools: Self-reflection

		N	%	N. Private	%	N. Public	%
(a) Do you engage your students in activities of self-reflection?	Yes	25	61	16	61	9	60
	Not sure	4	10	1	4	3	20
	No	12	29	9	35	3	20
For which levels?	Elementary (1, 2, 3)	1	4	1	7		
	Middle level	2	8	1	7	1	11
	Secondary level	2	8			2	22
	Elementary (1, 2, 3, 4 & 5)	5	20	3	19	2	22
	Elementary (4, 5) & middle	2	8			2	22
	Middle & secondary levels	3	12	2	12	1	11
	Elementary (4, 5), middle & secondary	1	4	1	6		
	All levels	7	28	7	44		
	Missing	2	8	1	6	1	11
Since how long?	> 5 years	18	72	14	87	4	44
	3-5 years	4	16	2	12	2	22
	1-3 years	3	12			3	33

Eighty-eight percent of the principals engage their students in activities of self-

expression. Fifty-two percent of private school principals implement these activities across

school levels, and public school principals implement such activities in the different school

levels (28 – 30%). Ninety-one percent of private school principals have been implementing

these activities for more than five years. Forty-six percent of public school principals have

been doing these activities for more than five years, 23% for three to five years, and 31% of

them for one to three years (see Table 14).

Table 14

Student Self-knowledge in Lebanese Schools: Self-expression

		N	%	N. Private	%	N. Public	%
(b) Do you engage your students in activities of self-expression?	Yes	36	88	23	89	13	87
	No	5	12	3	11	2	13
For which levels?	Elementary (1, 2, 3)	3	8	1	4	2	15
	Middle level	2	6	1	4	1	8
	Secondary level	3	8	1	4	2	15
	Elementary (1, 2, 3, 4 & 5)	6	16	4	17	2	15
	Elementary (4, 5) & middle	3	8	1	4	2	15
	Middle & secondary levels	5	14	3	13	2	15
	All levels	12	33	12	52		
	Missing	2	6			2	15
Since how long?	> 5 years	27	75	21	91	6	46
	3-5 years	4	11	1	4	3	23
	1-3 years	5	14	1	4	4	31

Ninety-three percent of public school principals reported having no counselors. The

seven percent that reported a counselor for secondary level only have had one there for

more than five years. Fifty-seven percent of private school principals have career

counselors, some schools with more than one counselor. Seventy-three percent of the

counselors are responsible for all school levels in their schools and 73% of the schools have

had the counselors for more than five years (see Table 15).

Table 15

Students' Self-knowledge in Lebanese Schools: Counselors

		N	%	N. Private	%	N. Public	%
(c) Does your school have a counselor(s)?	No	25	61	11	42	14	93
	1 counselor	11	27	10	38	1	7
	2 counselors	1	2	1	4		
	3 counselors	4	10	4	15		
For which levels?	Elementary (1, 2, 3)	1	6	1	7		
	Secondary level	2	12	1	7	1	100
	Elementary (1, 2, 3, 4 & 5)	1	6	1	7		
	Elementary & middle levels	1	6	1	7		
	All levels	11	69	11	73		
Since how long?	> 5 years	12	75	11	73	1	100
	3-5 years	3	19	3	20		
	Missing	1	6	1	7		

Twenty-two percent of the principals said their counselors do career counseling

(31% of private and seven percent of public school principals). Forty-four percent of the

private school counselors do career counseling for all the school levels and 55% of them for

only secondary level. Public school principals said their counselors do career counseling

only for students in secondary level and have been doing this for more than five years.

Seventy-five of private school principals have their school counselors doing career

counseling for more than five years and some have started recently (11% from three – five

years, and 11% from one – three years) (see Table 16).

Table 16

Students' Self-knowledge in Lebanese Schools: Career Guidance

		N	%	N. Private	%	N. Public	%
(d) Does your school counselor do any career counseling or guidance?	Yes	9	22	8	31	1	7
	No	28	68	15	58	13	87
	Missing	4	10	3	11	1	7
For which levels?	Secondary level	3	33	2	25	1	100
	Middle & secondary levels	2	22	2	25		
	All levels	4	44	4	50		
Since how long?	> 5 years	7	78	6	75	1	100
	3-5 years	1	11	1	12		
	1-3 years	1	11	1	12		

Nineteen percent of principals provide personality assessment tools for their

students (27% of private and seven percent of public principals). The majority of private

school principals who provide such assessment tools for their students do so for secondary

level students only (85%) and 14% provide these assessment tools for all the levels. Fifty

percent of them have been doing so for more than five years, and the others only starting

three to five years ago. All public school principals who provide assessment tools for their

students do this for secondary level students only (100%) and have been doing so for three

to five years (see Table 17).

Table 17

Students' Self-knowledge in Lebanese Schools: Assessment Tools

		N	%	N. Private	%	N. Public	%
(e) Do you provide your students with standardized assessment tools that help them in knowing about their personalities, interests, values, strengths, weaknesses, etc.?	Yes	8	19	7	27	1	7
	Not sure	1	2	1	4		
	No	31	76	18	69	13	87
	Missing	1	2			1	7
For which levels?	Secondary level	6	75	5	71	1	100
	Middle & secondary	1	12	1	14		
	All levels	1	12	1	14		
Since how long?	> 5 years	4	50	4	57		
	3-5 years	4	50	3	43	1	100

Results show that most Lebanese schools work on their students' self-development and awareness and implement activities for this purpose during all the school levels. Few Lebanese schools, mostly private, have counselors or administer tests to help the students understand themselves and their personalities. Career counseling is limited to a very few number of schools and for secondary level students.

Career Exploration in Lebanese Schools

The researcher asked the principals about career exploration activities occurring at the sample schools. Sixty-three percent of the principals provide their students with information about different educational options available for them. Seventy-three percent of private school principals provide students in all school levels with information about

available educational plans, with more focus on middle (32%) and secondary levels (74%). Forty-seven percent of public school principals provide information about possible educational plans for middle (71%), secondary (33%) and elementary (4, 5) (14%). Eighty-four percent of the school principals who provide students with information about different educational plans have been doing so for more than five years, while 57% of public schools doing so have been providing between one to three years (see Table 18).

Table 18

Career Exploration in Lebanese Schools: Educational Information

		N	%	N. Private	%	N. Public	%
(a) Do you provide your students with information about the different educational plans options they have?	Yes	26	63	19	73	7	47
	Not sure	4	10	2	8	2	13
	No	11	27	5	19	6	40
For which levels?	Elementary (4, 5)	1	4	1	5		
	Middle level	3	11			3	43
	Secondary level	10	38	8	42	2	29
	Elementary (1, 2, 3, 4 & 5)	2	8	2	10		
	Elementary (4, 5) & middle	1	4			1	14
	Middle & secondary levels	7	27	6	32	1	14
	All levels	2	8	2	10		
Since how long?	> 5 years	18	70	16	84	2	29
	3-5 years	3	11	2	10	1	14
	1-3 years	5	19	1	5	4	57

Fifty-one percent of school principals in the sample provide career exploration activities to their students (65% of private and 27% of public principals). Eighteen percent of private school principals who provide career exploration activities to students do so for all levels, and 41% for elementary (1, 2, 3). Seventy-five percent of public school principals who provide career exploration activities do so for elementary (4, 5) and 50% of them do such activities in elementary (4, 5). Seventy-six percent of the private school principals who implement career exploration activities have been doing so for more than five years, while 50% of public school principals have been doing so since one to three years ago (see Table 19).

Table 19

Career Exploration in Lebanese schools: Career Exploration Activities

		N	%	N. Private	%	N. Public	%
(b) Do you provide your students with career exploration activities?	Yes	21	51	17	65	4	27
	No	20	49	9	35	11	73
For which levels?	Middle level	2	10	2	12		
	Secondary level	5	24	4	23	1	25
	Elementary (1, 2, 3, 4 & 5)	6	29	5	29	1	25
	Elementary (1, 2, 3) & secondary	1	5	1	6		
	Elementary (4, 5) & middle	2	9			2	50
	Middle & secondary	1	5	1	6		
	Elementary & middle	1	5	1	6		

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	All levels	3	14	3	18		
Since how long?	> 5 years	14	67	13	76	1	25
	3-5 years	5	23	4	23	1	25
	1-3 years	2	9			2	50

Seventy-three percent of private school principals and 67% of public school principals engage their students with community activities. Twenty-six percent of private school principals who engage their students in community activities do so for all school levels, while 40% of public school principals do so for elementary (4, 5). Ninety-five percent of private school principals who engage their students in community activities have done so for more than five years. Forty percent of public school principals who engage their students in community activities have been for more than five years, and 40% of them have been doing so since three to five years ago (see Table 20).

Table 20

Career Exploration in Lebanese Schools: Community Activities

		N	%	N. Private	%	N. Public	%
(c) Do you engage your students with any community activities?	Yes	29	71	19	73	10	67
	No	12	29	7	27	5	33
For which levels?	Elementary (1, 2, 3)	1	3			1	10
	Elementary (4, 5)	3	10	1	5	2	20
	Middle level	3	10	1	5	2	20
	Secondary level	7	24	5	26	2	20
	Elementary (1, 2, 3, 4 & 5)	3	10	2	10	1	10
	Elementary (4, 5) & middle	2	7	1	5	1	10

		N	%	N. Private	%	N. Public	%
	Middle & secondary levels	5	17	4	21	1	10
	All levels	5	17	5	26		
Since how long?	> 5 years	22	76	18	95	4	40
	3-5 years	5	17	1	5	4	40
	1-3 years	2	7			2	20

Private and public school principals engage the community with their students' learning almost equally (50% of private and 53% of public). However, there is a difference among school levels. Forty-six percent of private school principals who engage the community with their students' learning do so for all school levels, while about 20% of public school principals who do so target all school levels. Eighty-five percent of private and 50% of public school principals who engage the community with their students' learning have been doing so for more than five years, while 50% of public school principals who engage the community with their students' learning have been doing so for more than five years (see Table 21).

Table 21

Career Exploration in Lebanese Schools: Community Engagement in Student Learning

		N	%	N. Private	%	N. Public	%
(d) Do you engage the community with your students' learning?	Yes	21	51	13	50	8	53
	No	20	49	13	50	7	47
For which levels?	Elementary (1, 2, 3)	1	5			1	12
	Secondary level	1	5			1	12
	Elementary (1, 2, 3, 4 & 5)	4	19	3	23	1	12

	Elementary (4, 5) & middle	1	5			1	12
	Middle & secondary levels	3	14	2	15	1	12
	All levels	6	29	6	46		
	Missing	5	24	2	15	3	37
Since how long?	> 5 years	15	71	11	85	4	50
	3-5 years	3	14	1	8	2	25
	1-3 years	3	14	1	8	2	25

Most Lebanese schools implement activities that help students explore different career options available for them to decide on their future career and the education they need to pursue. Lebanese schools implement these activities throughout the school levels, and many have been doing so since more than three years ago. However, not many Lebanese students seem to have general counselors to help them explore themselves and their personalities, and even less schools have career counselors.

Career Planning and Decision-making in Lebanese Schools

Career education calls for strengthening the students' research and decision-making skills. The fifth part of the questionnaire asked the principals about activities that target the students' skills. Seventy-one percent of the principals engage their students in activities that require decision-making (81% private and 53% public). Forty-three percent of private school principals do so for all the school levels. Forty-nine percent of public school principals who engage their students in decision-making activities do so for secondary level and 24% for middle level. Sixty-two percent of private school and 50% of public school principals who engage their students in decision-making activities have been doing so for more than five years. Fifty percent of public school principals who engage their students in decision-making activities have been doing so for more than five years (see Table 22).

Table 22

Career Planning and Decision-making in Lebanese schools: Decision-making Activities

		N	%	N. Private	%	N. Public	%
(a) Do you engage your students in activities that require decision-making?	Yes	29	71	21	81	8	53
	Not sure	1	2	1	4		
	No	10	24	4	15	6	40
	Don't know	1	2			1	7
For which levels?	Elementary (4, 5)	1	3	1	5		
	Middle level	1	3			1	12
	Secondary level	5	17	2	9	3	37
	Elementary (1, 2, 3, 4 & 5)	4	14	3	14	1	12
	Elementary (4, 5) & middle	1	3			1	12
	Middle & secondary levels	4	14	3	14	1	12
	Elementary & middle levels	1	3	1	5		
	Elementary (4, 5), middle & secondary	1	3	1	5		
	All levels	9	31	9	43		
	Missing	2	7	1	5	1	5
Since how long?	> 5 years	17	59	13	62	4	50
	3-5 years	7	24	5	24	2	25
	1-3 years	5	17	3	14	2	25

Seventy-six percent of principals engage their students in activities that require planning, setting goals, and objectives (77% of private and 73% of public). Forty percent of private school principals who engage their students in activities that require planning do so in all the school levels. Thirty-six percent of public school principals who engage their students in planning activities do so in middle and secondary levels. Seventy-five percent

of private and 54% of public school principals who engage their students in planning

activities have been doing so for more than five years (see Table 23).

Table 23

Career Planning and Decision-making in Lebanese Schools: Setting Goals Activities

		N	%	N. Private	%	N. Public	%
(b) Do you engage your students in activities that require planning, setting goals, and objectives?	Yes	31	76	20	77	11	73
	No	9	22	5	19	4	27
	Missing	1	2	1	4		
For which levels?	Elementary (1, 2, 3)	1	35			1	9
	Elementary (4, 5)	3	10	1	5	2	18
	Middle level	3	10	1	5	2	18
	Secondary level	5	16	2	10	3	27
	Elementary (1, 2, 3, 4 & 5)	2	6	2	10		
	Elementary (4, 5) & middle	3	10	1	5	2	18
	Middle & secondary levels	4	13	3	15	1	9
	Elementary (4, 5), middle & secondary	2	6	2	10		
	All levels	8	26	8	40		
Since how long?	> 5 years	21	68	15	75	6	54
	3-5 years	8	25	4	20	4	36
	1-3 years	2	6	1	5	1	9

Thirty-nine percent of the principals in the sample engage their students in research

about careers (38% private and 40% public). Twenty percent of private school principals

who engage their students in research do so in all the school levels and 50% do so in

secondary level only. Thirty-three percent of private school principals who engage their

students in research do so in elementary (4, 5). Seventy percent of private and 83% of

public school principals have been doing so for more than five years (see Table 24).

Table 24

Career Planning and Decision-making in Lebanese Schools: Career Research

		N	%	N. Private	%	N. Public	%
(c) Do you engage your students in research about careers?	Yes	16	39	10	38	6	40
	Not sure	2	5	1	4	1	7
	No	22	54	14	54	8	53
	Missing	1	2	1	4		
For which levels?	Elementary (1, 2, 3)	1	6			1	17
	Elementary (4, 5)	3	19	1	10	2	33
	Middle level	1	6			1	17
	Secondary level	5	31	4	40	1	17
	Elementary (1, 2, 3) & Secondary	1	6	1	10		
	Elementary (4, 5) & Middle	1	6	1	10		
	Middle & Secondary levels	1	6	1	10		
	Missing	1	6			1	17
	All levels	2	12	2	20		
Since how long?	> 5 years	12	75	7	70	5	83
	3-5 years	1	6	1	10		
	1-3 years	3	19	2	20	1	17

Most Lebanese schools train their students on making decisions using different

activities for each school level. Most schools have been implementing such activities since

more than three years ago. Few Lebanese schools train their students on doing research

regarding their career choices.

Work Skills and Values in Lebanese Schools

Respecting time and working with others are general values that are needed in any career. The sixth part of the questionnaire asked the principals about these applying these values in their schools. One hundred percent of principals said they engage students in team activities. Fifty-four percent of private school principals engage students in all school levels in team activities. Thirty-nine percent of private school principals engage their students in team activities in elementary (4, 5) and 15% in secondary level. Eighty percent of private and 60% of public school principals have been implementing teamwork activities for more than five years. Five percent of private and 13% of public school principals have been implementing teamwork activities in their schools for between one to three years (see Table 25).

Table 25

Work Skills and Values in Lebanese Schools: Teamwork Activities

		N	%	N. Private	%	N. Public	%
(a) Do you engage your students in activities that require teamwork?	Yes	41	100	26	100	15	100
For which levels?	Elementary (1, 2, 3)	3	7	1	4	2	13
	Elementary (4, 5)	4	10	2	8	2	13
	Middle level	3	7			3	20
	Secondary level	3	7	1	4	2	13
	Elementary (1, 2, 3, 4 & 5)	3	7	2	8	1	7
	Elementary (4, 5) & middle	3	7	1	4	2	13

	Middle & secondary levels	5	12	3	11	2	13
	Elementary & middle levels	3	7	2	8	1	7
	All levels	14	34	14	54		
Since how long?	> 5 years	32	78	23	88	9	60
	3-5 years	7	17	3	11	4	27
	1-3 years	2	5			2	13

Fifteen percent of private school principals provide training for students on different job skills (25% for all school levels and 50% for secondary level only). Seven percent of public school principals provide such training mainly in secondary level and since more than five years ago. Fifty percent of private school principals have been providing training to students on different job skills for more than five years (see Table 26).

Table 26

Work Skills and Values in Lebanese Schools: Job Skills

		N	%	N. Private	%	N. Public	%
(b) Do you provide your students with any training on different job skills?	Yes	5	12	4	15	1	7
	Not sure	1	2	1	4		
	No	34	83	20	77	14	93
	Missing	1	2	1	4		
For which levels?	Elementary (1, 2, 3)	1	20	1	25		
	Secondary level	3	60	2	50	1	100
	All levels	1	20	1	25		
Since how long?	> 5 years	3	60	2	50	1	100
	3-5 years	2	40	2	50		

Only one private school principal said that their school provides apprenticeship programs for their students and has been doing so since more than five years (see Table 27).

Table 27

Work Skills and Values in Lebanese Schools: Apprenticeship Programs

		N	%	N. Private	%	N. Public	%
(c) Do you provide any apprenticeship programs to your students?	Yes	1	2	1	4		
	Not sure	1	2	1	4		
	No	39	95	24	92	15	100
For which levels?	Secondary level	1	100	1	100		
Since how long?	> 5 years	1	100	1	100		

Ninety-five percent of principals emphasize positive school and work values (96% of private and 93% of public school principals). Fifty-six percent of private school principals emphasize positive values in all the levels. Forty-nine percent of public school principals emphasize positive values in middle and 42% in elementary (4, 5). Seventy-seven percent of private and 92% of public school principals have been emphasizing these values for more than five years (see Table 28).

Table 28

Work Skills and Values in Lebanese Schools: Positive School and Work Values

		N	%	N. Private	%	N. Public	%
(d) Do you emphasize positive school values (respect, responsibility, collaboration, etc.?) relating them to later career positive values and success?	Yes	39	95	25	96	14	93
	Not sure	1	2	1	4		
	Missing	1	2			1	7
For which levels?	Elementary (1, 2, 3)	3	8	1	4	2	14
	Elementary (4, 5)	1	2			1	7
	Middle level	2	5			2	14
	Secondary level	3	8	1	4	2	14
	Elementary (1, 2, 3, 4 & 5)	7	18	5	20	2	14
	Elementary (4, 5) & middle	2	5			2	14
	Middle & secondary levels	5	13	3	12	2	14
	Elementary & middle levels	2	5	1	4	1	7
	All levels	14	36	14	56		
Since how long?	> 5 years	32	82	20	77	12	92
	3-5 years	2	5	2	8		
	1-3 years	2	5	1	4	1	8
	Missing	3	8	2	8	1	8

The results show that most Lebanese schools train students in all school levels on teamwork and values that are common to many work environments. Few Lebanese schools provide their students with training on specific jobs skills (mostly private schools). Only

one private school has an apprenticeship program that provides its students with training on specific job skills.

All the principals who participated in this research think that career education is good and can be implemented in the schools. Seventy-six percent of principals support implementing career education in all school levels, seven percent only in secondary, and 15% in middle and secondary levels (see Table 29).

Table 29

Principals' Beliefs about Career Education

		N	%
Do you think it is a good idea to implement career education in your school?	Yes	41	100
Do you think it can be implemented?	Yes	41	100
For which levels?	Secondary level	3	7
	Elementary (4, 5), middle & secondary	1	2
	Middle & secondary	6	15
	All levels	31	76

To answer the research question about the reasons that prompt or hinder Lebanese schools from implementing career education programs, the researcher interviewed principals and analyzed the answers. Results of the qualitative analysis revealed two main themes: 1) The benefits of career education and 2) Obstacles that hinder implementing career education and factors to consider when implementing such a program.

Benefits of Career Education

The principals believe career education is a beneficial program. Their comments suggest benefits at three levels: student, teacher and society.

Student level. The principals believe that career education widens and improves children's scope of critical thinking. One stated, "The program will also improve the students' critical thinking and analytical skills." They suggested that counseling helps the students know themselves better and discover their talents and ambitions and thus develops their self-confidence. A principal explained that career education encourages children to start thinking of their goals from early on to be able to make better decisions as an adult "helps discover the talents in students from a very young age and what they are good at."

Also, some principals suggested that learning about different jobs will help students make better decisions and rethink stereotypes about certain careers. For example, a principal said, "Career education will help also eliminate some negative prejudice towards some careers such as the cleanliness workers." Students might think of new ideas that they would like to develop. Thinking of their goals, students will could be more motivated to learn as they correlate their school work with their future career and success. Principals thought that students can focus on what they want to study and save themselves years of trying different majors before deciding what is best for them.

Teacher level. The findings showed that principals thought teachers are more present and powerful in career education. Teachers cooperate with the students' parents to develop the students' skills and be more successful in their school and future. One principal commented, "Our role as educators is to recognize his skills and work with his parents to guide him in the right way." They can better know their students' potentials and build on their strengths. Teachers can discover students' talents and rearrange the curriculum to help them develop their skills. One way principals suggested that teachers could benefit is by

eliminating irrelevant material from the curriculum and introducing realistic content related to the students' preferences.

  Society level. The results suggest that principals consider career education as a means for a better society. It can help eliminate stereotypes of some careers that have been categorized to be "lower" jobs such as those of cleaning houses or streets. One principal said: "Career education will help also eliminate some negative prejudice towards some careers such as the cleanliness workers". Principals discussed that students could build respect for these jobs and people working them through career education. Students could learn to make better decisions about what to study based on their preferences and potentials instead of social beliefs. "You are building a good citizen doing his job," a principal expressed. Principals thought that students might prefer to be successful at a vocational job than acquiring the tittle of a prestigious job they are less successful at. Ultimately, principals thought that with career education, students will be able to choose careers that are needed and therefore can be better productive citizens helping the development of their county.

Obstacles to Consider When Implementing Career Education Programs

  All the principals in the research sample said they believe that career education is a good intervention that can be implemented in schools. However, they listed some obstacles that might make it difficult to implement career education programs. A main obstacle that the principals raised was the absence of qualified staff. Some principals expressed their willingness to start such a program in their schools if they could have a qualified person who can train the teachers on what and how to teach in career education programs. "Yes, if someone comes and applies it…but I don't have the staff and I have no idea about the topic

other than general information." Principals also expressed their worry about teachers'

reluctance to change, especially that implementing a career education program means

adding to their work burdens at least in the startup for training purposes. "Not all the

teachers in the school may be ready to do this," one reflected.

School principals also worry about the financial expenses of career education

programs "The program might be costly in the beginning especially regarding the training

part." The principals believe that the program might be expensive, at least in the beginning,

preparing and training the staff. Some schools, especially small schools, may not be able to

afford such budgets.

Some principals worry about the public opinion towards career education programs.

People in our society correlate some studies with the failure of the student in other areas.

"The negatives are not actually related to the program, but to the unpreparedness of the

country." The principals believe that the program has no negatives but the negative attitude

of the public towards some vocations make it difficult to implement such programs. Some

parents might also object to implementing career education programs. They think that their

children are still too young to be asked to think of their future careers. Some parents may

blame the school for guiding students to think of careers that are not "prestigious". This

will create problems with the students' parents.

Another main concern to the principals was the absence of the government support

for career education programs. "The government should start planning programs to guide

the students about the different specialties needed" a principal said. The principals think

that it is the government's responsibility to create new educational programs to guide and

certify the youth in the new rising fields. The principals complained of the outdated

vocational certification programs of the government that adds to the pressure of the schools implementing career education programs. "Some programs that exist in the government are outdated". The government is also asked to provide working chances to the graduating youth who usually travel abroad seeking job opportunities as they face a lot of competition from foreign workers who work illegally in the country.

Factors to Consider When Implementing Career Education Programs

The principals thought that career education is a good intervention when integrated into the main curriculum instead of planning a separate curriculum for it. "An integrated one within the curriculum in all the subject matters" is what is needed according to one principal. Career education will help school principals eliminate any material that is irrelevant and keep those that are important for the students to learn. The principals believed that the earlier career education programs start the better "there is a big variety of careers, if you belated introducing it to the students they will not have time to know it". Principals suggested that schools can start exposing students to a greater variety of careers if they start career education from the KG years. This way students grow up thinking and reflecting on their goals until they reach and finish their secondary years aware of what they want to do.

Principals believe that career education does not mean that students decide on their careers earlier. They described it as introducing the students to the world of work gradually. Each school level would focus on certain aspects of career education using different techniques and activities that suit the developmental level of the students. Teachers could work with students on their self-awareness, career exploration, decision-making skills, and

training on different job skills. Teachers can plan activities that suit the students' developmental needs and abilities across the grade levels.

The principals believed that career education programs need to be well planned before they can be started. Public schools' principals expressed their limited abilities to start such full programs because they are tied up by governmental decisions. The principals said that schools need to plan the goals and objectives of this program and prepare the resources from finances to teacher training. Private schools' principals expressed their willingness to start career education programs anytime the needed resources are provided.

In conclusion, Lebanese school principals believe that career education is a good program that benefits students, teachers and the whole society. Career education broadens students' thinking and motivates them to learn and better plan their future. It helps teachers to tailor the activities to better suit the students' potentials and preferences. Career education helps build a better society with equal opportunities for all. The principals expressed their willingness to start career education programs at their schools, but they believe they lack the expertise and the finances needed to train their teachers to be able to implement such programs. The principals also believe that the Lebanese culture is not ready for such programs because of the stereotypes correlated with some careers. The principals believe that career education programs can help eliminate such stereotypes, but this requires support from the government. Students will be willing to choose the career that suits their potentials regardless of any stigma when they know they will be able to work and have chances to succeed. Hence, students will be productive citizens participating in developing their society.

CHAPTER IV

Discussion

The purpose of the research was to find out to what extent Lebanese schools are implementing career education programs or activities, the differences between public and private schools implementing these programs, and for what reasons and what may be hindering Lebanese schools from implementing career education programs.

The researcher studied how much schools are including career education in their school strategies and how much schools are implementing career education activities that develop students' self-knowledge, career exploration, career decision making, and career skills and values.

Career Education Programs in Lebanese Public and Private Schools

School strategy. This research showed that one third of schools consider career education in their planning, and a third of the Lebanese schools include career education in their strategies. These findings come in agreement with the literature that career education is still in its formative stages in Lebanon (Abdel-Latif, 2012). Results from this research, however, sound promising. Abdel-Latif (2012) had found two private schools out of ten public and private schools implementing career education programs. In this research 29% of the schools' principals said they have career education programs at their schools, among them two principals from public schools.

The findings show that private schools are ahead of public schools in including career education in their strategies. Private schools plan and implement full career education programs more than public schools (more than double) and since a longer period.

More schools are starting to implement career education programs. Three private and two public schools have started career education programs during the last three years.

Countries should work on national career education strategy to be implemented in all their schools. For example, the Department for Education (2017) in England put a career strategy to be adopted by all the schools to ensure a fairer society with a thriving careers system. The Education Review Office and Careers New Zealand issued a national evaluation report on the best practices in career education programs. The report presented 10 schools implementing successful career education programs. All the schools had good strategic planning for career education programs, a well-designed curriculum, and goals that are directly linked to the curriculum (Education Evaluation Reports, 2015). The Canadian Career Development Foundation (2015) submitted a report to The Council of Atlantic Ministers of Education and Training on career education in Atlantic Canada. The report suggested developing a Career Education Strategy to be adopted by all the schools in the country to ensure the implementation of quality career education programs in the schools of Atlantic Canada.

Developing self-knowledge. In this study, the principals' answers showed that more than 60% of public and private Lebanese schools implement activities to develop the students' self-knowledge and self-awareness in all the levels. Private schools have generally started these activities before public schools, but more public schools have started implementing such activities within the past five years. However, many Lebanese schools, 61%, still have no counselors to help the students in their journey for knowledge and most of them do not do any career counseling. Only 22% of the schools have counselors who do

career guidance. In addition, schools are not implementing standardized assessments to help students understand their personalities and know their preferences.

Examining Lebanese private schools separately, the picture looks more promising. Fifty-eight percent of the private schools have at least one counselor who does career counseling also in all the school levels. Only one public school has a counselor for secondary level students only. In the interviews, the principals expressed their struggle to implement career education in their schools. Principals and their teachers are aware of the need to prepare the students for their school to work transition and they try to implement activities to help their students understand themselves and their future aspirations but these are not enough. Principals expressed the need for a fully structured career education program that starts from early school years. Principals lacked the financial and human resources to implement such programs.

Researchers believe that children start developing knowledge of their own interests, capabilities, and skills as early as infancy (Auger et al., 2005). The NCDA recommends that schools work on students' self-knowledge throughout the elementary, middle, and high school levels (LaPoint et al., 2010). Kerka (2000) listed knowledge about one's personal characteristics, skills, and aptitude among the best practices of career education programs. The Education Review Office and Careers New Zealand reported that students in schools with the best career education programs recorded increased levels of awareness of their interests and strengths (Education Evaluation Reports, 2015). Self-awareness can be developed through self-reflection exercises, counseling and standardized assessments (Oweini & Abdo, 2000).

Theodory (1979, as cited in Oweini & Abdo, 2000) found that Lebanese students lacked awareness about their personal characteristics, interests, and abilities that are necessary to make right decisions about their academic and career paths. Another study confirmed that Lebanese students from different areas of Lebanon needed help to understand their interests, abilities and personal characteristics (Oweini & Abdo, 2000). Years later, Fleihan (2011) also found that Lebanese secondary students lacked the maturity needed to make right career decisions and recommended comprehensive career education programs for students starting from the ninth grade. Abdel-Latif (2012) also found that secondary students lacked self-awareness that negatively affected their career decision making. Oweini and Abdo (2000) indicated the need for well-trained career counselors in Lebanon. This leads us to the conclusion that despite an increase in the awareness of the education sector in the Lebanon, schools are still lagging behind in delivering comprehensive counseling programs with qualified counselors in the schools.

MEHE adopted the role of school counselors as defined by the ASCA in the public Law 1030/97. Every school should have a counselor to help students in their academic achievement, social/emotional development, and career development. The Ministry, along with UNICEF, trained 100 counselors and 20 counseling coordinators in 1996. In 2010, there were still only 100 counselors allocated in 100 public schools out of 619 public schools in Lebanon (Beydoun, 2014). In 2008, out of 118 schools in Beirut, there were 56 public schools with seven assigned counselors. Oweini and Abdo (2000) indicated the need for well-trained career counselors. Hamzeh (2008) investigated the perception of school principals, counselors, students, and parents of the role of school counselors in Lebanese schools. The participants in the research agreed on the significant role of the school

counselors in schools as they are in contact with the school staff, students, and parents. Hamzeh (2008) noted that counselors in the Lebanese schools are not aware of their function as recommended by the ASCA, and they are often given dual roles in the schools. These two factors make their work in counseling less effective. Ayyash-Abdo, Alamuddin, and Mukallid (2010) found that school counselors in Lebanese school mostly have a background in psychology or similar fields with no expertise in career guidance and counseling.

We note that Lebanese schools are progressing in developing self-awareness and knowledge in their students, but are still lagging behind in their guidance and counseling services. There is a need for more structured comprehensive programs with specialized counselors to respond to the students' needs to develop their self-awareness. The schools that have the financial resources and can afford experts in the field are making more progress. In the case of Lebanon, these schools are usually from the private sector.

Career exploration. Career education programs emphasize Super's theory of development through exploration (Palladino Schultheiss, 2005). Lebanese schools (51-63%) are implementing activities to allow students in all the levels to explore different educational and future career options available for them. Most of the Lebanese schools engage their students in all the school levels in community activities. More private schools implement exploration activities than public schools, almost double. More public schools are starting to implement career exploration activities (more than 50%) and to engage their students in community activities in the last three years. Students can start exploring basic types of work since elementary. As they move up the grade levels, students become more focused on their career choices and seek to learn specific required skills. Education

Evaluation Reports (2015) indicated that good career education programs in New Zealand provide age appropriate career activities that build the students' knowledge. Students need this knowledge to decide on their studies and careers when they graduate.

Sixty-three percent of the schools' principals in the sample said that they provide their students with information about future possible educational plans. Yet, in the literature, Oweini and Abdo (2000) found that secondary students, who are at the point of making decisions on their postsecondary studies, had limited knowledge about the majors that lead to the careers they want. The students even had little knowledge of the majors available in the universities. Most secondary students in Lebanon were found to be college bound (Vlaardingerbroek et al., 2008). This means that that students are limiting their choices to the majors offered in universities and the careers related to those majors regardless of their competencies and skills. Fleihan (2011) also found that Lebanese students use their parents, relatives, and internet to explore their future career options. This is a worrying issue as quality resources such as career counselors are better sought. In her research, Beydoun (2014) identified the needs of Lebanese lower and upper elementary in three areas of service, instruction, and environment using students' self-reports. The students listed counseling services as their least needs. The researcher concluded that Lebanese students are unaware of the benefits of counseling services and their effects on their development, school achievement, and future success (Beydoun, 2014).

The results of this research show that career exploration is recently receiving more attention in Lebanese schools, especially considering a significant number of the schools have started these activities in the last three years. For example, 50% of the public schools

that are providing their students with career exploration activities started these activities during the last three years.

Career planning and decision-making. At a certain point, students are asked to use their personal characteristics and abilities to make career decisions. This research proved that most of the Lebanese private and public schools engage their students in activities to train them on planning and decision-making skills (71% – 77%). However, very few schools engage the students on research about careers (39%). All the Lebanese schools (private and public) train their students in all the school levels on team work and emphasize values that are usually required in any working environment. Only few schools (12%) train their students on specific job skills (40% of schools have started these activities during the last five years). Only one private school has an apprenticeship program.

Over the past 35 years, the maturity of Lebanese students in making decisions about their postsecondary studies and future careers has been discussed. Theodory (1982, as cited in Oweini & Abdo, 2000) described Lebanese students' career plans as being unrealistic. Among 116 high school students, only 17% of them had plans for their future career. Fleihan's (2011) research about Lebanese students' career planning skills agreed with that of Theodory's (1982, as cited in Oweini & Abdo, 2000) thirty years prior. However, Abdel-Latif (2012) administered the Career Needs Questionnaire (CNQ) to 875 secondary students from 10 randomly selected private and public schools. The majority of the students were aware of the importance of career planning and already had plans for their post-secondary studies.

The results of this study agree with Fleihan's (2011) research. Some school principals (32%) said that their schools have started implementing career decision-making

activities during the last three years. This shows that Lebanese schools are progressing in providing their students with career decision making skills which is possibly the reason behind Fleihan's results. Some schools have recently started to engage students in research about careers which is a positive indicator of a future progress in Lebanese students' maturity and career decision making skills.

Career planning helps students connect their school studies to their post-secondary studies and future careers. Planning for the future also increases students' motivation and avoid their dropping out of school (LaPoint et al., 2010). NCDA recommend that schools start training students on understanding the process of making decisions and knowing about career planning processes since the elementary levels. In middle and through high school, schools are to provide students with decision making and career planning decisions (LaPoint et al., 2010). Effective career education programs train students on effective planning skills (Education Evaluation Reports, 2015).

Work skills and values. The National Career Development Association (NCDA) recommends that schools start training their students to appreciate the importance of responsibility and positive good work habits as early as the elementary years. Schools are asked to raise students' awareness and knowledge of the interrelationships of life roles and positive attitudes for learning and work (LaPoint, Butty, Danzy, & Small, 2010).

All the Lebanese schools (private and public) train their students in all the cycles on team work and emphasize values that are usually required in any working environment. Only few schools though (12%) train their students on specific job skills (40% of schools have started these activities during the last five years). Only one private school has an

apprenticeship program. NCDA recommends that schools start training their students to appreciate the importance of responsibility and positive good work habits as early as the elementary years. Schools are asked to raise students' awareness and knowledge of the interrelationships of life roles and positive attitudes for learning and work (LaPoint et al., 2010).

Benefits of Career Education Programs in Lebanese Schools

All of the Lebanese school principals expressed their belief that career education is a good intervention program that can be implemented in their schools if provided with the needed resources. A significant number of the principals believe that it is good to be implemented in all the school levels (76%). Some principals believe that it is good to be implemented in middle and secondary levels only (15%). All the principals believe that career education can benefit school students, teachers, and the society in general. Career education motivates students, enhances their critical thinking, and provide them with planning skills to obtain suitable jobs and become productive citizens participating in the development of the country.

Obstacles Hindering Implementation of Career Education Programs in Lebanese Schools

The school principals explained the obstacles that hinder them from starting career education in their schools, and the difficulties they face when implementing any career education activities. The major obstacles were financial resources, experts in the field, and governmental support. Some principals mentioned the lack of awareness in Lebanese society of the importance of career education and the prejudices linked to some careers.

Many of the principals expressed their readiness to start career education programs in their school if given the right support.

Based on the concerns of the principals who anticipate challenges implementing career education programs, Lebanon could benefit from learning from other countries who have implemented such programs at a system level. Lebanese schools can adopt strategies for career education such as those planned by schools in other countries (Education Evaluation Reports, 2015). The Lebanese government can also plan for a career education strategy that Lebanese schools can adopt (Department for Education, 2017).

Limitations of the Study

The study has its limitations. The study was done on a small number of schools that have English as the second language next to Arabic. The schools were randomly selected to be representative of Lebanese public and private schools in Beirut area in Lebanon. This would be true if all public schools and private schools were similar, but this is not the situation in Lebanon. Although all public schools are under the patronage of MEHE, schools are divided into two groups according to the second language of instruction (English or French). Other differences among schools exist across different areas and grade levels. Also, the number of schools studied is small and limited to one area that is the capital, as this is a study for a thesis for a master's degree. Thus, the study may not reflect what is really going on in all other Lebanese schools. Another limitation is that the answers to the questionnaire depend on the persons' understanding of the questions, and the different terms in them, and therefore may not reflect the true reality.

Recommendations for Further Research and Practice

This study shows that Lebanese schools' principals are aware of the importance of career education programs. Schools are starting to implement career education programs and career guidance and counseling activities. Research about the Lebanese curriculum and the goals that intersect with career curricula is recommended with a discussion on the possibility of integrating career education goals into those of the curriculum. It is recommended to research the training needs of the counselors already working in the schools to be able to do career guidance to the students. The researcher also recommends investigating the degree of awareness of Lebanese students and their parents of the importance of counseling and guidance for students' achievement and future success in order to understand career education from a different perspective. Continuous research on the Lebanese students' maturity in career decision-making is recommended.

Conclusion

This study adds to the literature by showing that career education is being implemented in Lebanese schools in the Beirut area, although certainly not across the board and more so in private schools versus public. More schools have started implementing career education programs during the last three to five years. Even principals who did not know about career education programs before filling the questionnaire were aware of the importance of linking students' school studies to post-secondary studies and future careers. A significant number of schools are implementing self-awareness and career exploration activities and training their students on planning skills and positive work values. Lebanese schools seem to focus on activities that target career exploration, career planning and decision making, and career values. Few Lebanese schools are including career education

in their strategies and missions. Lebanese schools are lagging behind in delivering career counseling services that could be affecting career decision-making skills.

The study provides, from the perspective of school principals, data on career education programs in Lebanon, as well as conclusions about the benefits of career education, obstacles and factors to consider when implementing career education programs. Lebanese schools are progressing in their awareness and in implementing career education programs and activities. Lebanese school principals attribute the lack of implementation of comprehensive career education programs to three main obstacles: lack of financial resources, lack of expertise in the field of career education, the absence of the governmental support to such program, and the Lebanese society's unawareness of the importance of career education programs.

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Appendix A

Career Education Competencies

Table A

Career Education Competencies - Grade Developmental Levels as per the National Occupational Information Coordinating Committee (NOICC)

Skills \Grade Level	Elementary School	Middle School	High School
1.　Knowledge of the importance of self-concept.	√	√	√
2.　Skills to interact with others.	√	√	√
3. Awareness of the importance of growth and change.	√	√	√
4. Awareness of the benefits of educational achievement.	√	√	√
5. Awareness of the relationship between work and learning.	√	√	√
6. Skills to understand and use career information.	√		
7. Awareness of the importance of personal responsibility and good work habits.	√		
8. Awareness of how work habits relate to the needs and functions of society.	√		
9. Understanding how to make decisions.	√		
10. Awareness of the interrelationship of life roles.	√		
11. Awareness of different occupations and changing male/female roles.	√		
12. Awareness of the career planning process.	√		
14. Skills to locate, understand, and use career information.		√	
15. Skills to locate, understand, and use career information.		√	√

16. Knowledge of skills necessary to seek and obtain jobs.		√	
17. Understanding of how work relates to the needs and functions of the economy and society.		√	
18. Skills to make decisions.		√	√
19. Knowledge of the interrelationship of life roles.		√	√
20. Knowledge of different occupations and changing male/female roles.		√	√
21. Understanding the process of career planning.		√	
22. Understanding the need for positive attitudes toward work and learning.			√
23. Skills to prepare, seek, obtain, maintain, and change jobs.			√
24. Understanding how societal needs and functions influence the nature and structure of work.			√
25. Skills in career planning.			√

Career Education Program Implementation Questionnaires

General information

What school grades you are responsible for:

Elementary (1, 2, 3): Elementary (1,2,3)   □   Elementary (4, 5): Elementary (4, 5) □

Middle level Middle □   Secondary level:

Secondary   □

| How long have you been working in this post? | **0 – 1 years** | **1 – 5 years** | **5 – 10 years** | **> 10 years** |

| How long have you been working in this school? | **0 – 1 years** | **1 – 5 years** | **5 – 10 years** | **> 10 years** |

Please kindly read the definition below and answer the following questions:

Career education: Is a comprehensive program of planned activities that help students develop the knowledge, skills and attitudes they need to make appropriate decisions about school and how to participate in working life later on. Career education focuses on preparing students for transitions within school and from school to work as well (Patton, 2005).

Did you know what career education is before reading this definition?	**Yes**	**not sure**	**no**	**don't know**

If your answer is yes, please kindly answer the Career Education Implementation

Questionnaire 1, else answer the Career Education Implementation Questionnaire 1.

Career Education Program Implementation Questionnaire 1

School strategy:

1.	Do you implement any career education program at your school?	**Yes**	**not sure**	**no**	**don't know**

2.	For which levels?	**1**	**2**	**3**	**4**

3.	For how long has your school been implementing a career education program?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

4.	Does your school mission include career education?	**Yes**	**not sure**	**no**	**Don't know**

5.	For which levels?	**1**	**2**	**3**	**4**

6.	Since how long has your school included career education?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

7.	Does your school have a career education curriculum?	**Yes**	**not sure**	**no**	**don't know**

8.	For which levels?	**1**	**2**	**3**	**4**

9.	Since how long has your school had a career education curriculum?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

10.	Does your school curriculum include career education goals and objectives?	**Yes**	**not sure**	**no**	**don't know**

11.	For which levels?	**1**	**2**	**3**	**4**

12.	Since how long has your school curriculum include career education goals and objectives?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

13.	Do your school teachers include these objectives in their lesson plans?	**Yes**	**not sure**	**no**	**don't know**

14.	For which levels?	**1**	**2**	**3**	**4**

15.	Since how long have your teachers been including these objectives in their lesson plans?	> 5 years	3 – 5 years	1 – 3 years	0 year

16.	Do your school teachers consider or adapt their lesson plans to better suit the students' background/interest and experience?	Yes	not sure	no	don't know

17.	For which levels?	1	2	3	4

18.	Since how long have your teachers been considering or adapting their lesson plans to better suit the students' background/interest and experience?	> 5 years	3 – 5 years	1 – 3 years	0 year

19.	Does your school provide the teachers with professional development in career education?	Yes	not sure	no	don't know

20.	For which levels?	1	2	3	4

21.	Since how long has your school been providing the teachers with professional development in career education?	> 5 years	3 – 5 years	1 – 3 years	0 year

22.	Do your school teachers collaborate with the principal, counselor, and parents to provide students with career education?	Yes	not sure	no	don't know

23.	For which levels?	1	2	3	4

24.	Since how long have your school teachers been collaborating with the principal, counselor, or parents to provide students with career education?	> 5 years	3 – 5 years	1 – 3 years	0 year

Self-knowledge:

25.	Do you engage your students in activities of self-reflection?	Yes	not sure	no	don't know

26.	For which levels?	1	2	3	4

27.	Since how long have your school teachers been engaging the students in activities of self-reflection?	> 5 years	3 – 5 years	1 – 3 years	0 year

28.	Do you engage your students in activities of self-expression?	Yes	not sure	no	don't know

29.	For which levels?	1	2	3	4

30.	Since how long have your school teachers been engaging the students in activities of self-expression?	> 5 years	3 – 5 years	1 – 3 years	0 year

31.	Does your school have a counselor(s)?	No	1 counselor	2 counselors	3 counselors

32.	For which levels?	1	2	3	4

33.	Since how long has your school had a counselor(s)?	> 5 years	3 – 5 years	1 – 3 years	0 year

34.	Does your school counselor do any career counseling or guidance?	Yes	not sure	no	don't know

35.	For which levels?	1	2	3	4

36.	Since how long have(s) your school counselor(s) been doing career counseling or guidance?	> 5 years	3 – 5 years	1 – 3 years	0 year

37.	Do you provide your students with standardized assessment tools that help them in knowing about their personalities, interests, values, strengths, weaknesses, etc….?	Yes	not sure	no	don't know

38.	For which levels?	1	2	3	4

39.	Since how long has your school been providing your students with any standardized assessment tools that help them in knowing about their personalities, interests, values, strengths, weaknesses, etc….e?	> 5 years	3 – 5 years	1 – 3 years	0 year

Career exploration:

40.	Do you provide your students with information about the different educational plans options they have?	**Yes**	**not sure**	**no**	**don't know**

41.	For which levels?	**1**	**2**	**3**	**4**

42.	Since how long has your school been providing the students with information about the different educational plans options they have?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

43.	Do you provide your students with career exploration activities?	**Yes**	**not sure**	**no**	**don't know**

44.	For which levels?	**1**	**2**	**3**	**4**

45.	Since how long has your school been providing the students with career exploration activities?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

46.	Do you engage your students with any community activities?	**Yes**	**not sure**	**no**	**don't know**

47.	For which levels?	**1**	**2**	**3**	**4**

48.	Since how long has your school been engaging the students with community activities?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

49.	Do you engage the community with your students' learning?	**Yes**	**not sure**	**no**	**don't know**

50.	For which levels?	**1**	**2**	**3**	**4**

51.	Since how long has your school been engaging the community with your students' learning?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

Career planning and decision making:

52.	Do you engage your students in activities that require decision making?	Yes	not sure	no	don't know

53.	For which levels?	1	2	3	4

54.	Since how long has your school been engaging your students in activities that require decision making?	> 5 years	3 – 5 years	1 – 3 years	0 year

55.	Do you engage your students in activities that require planning, setting goals, and objectives?	Yes	not sure	no	don't know

56.	For which levels?	1	2	3	4

57.	Since how long has your school been engaging the students in activities that require planning, setting goals, and objectives?	> 5 years	3 – 5 years	1 – 3 years	0 year

58.	Do you engage your students in research about careers?	Yes	not sure	no	don't know

59.	For which levels?	1	2	3	4

60.	Since how long has your school been engaging the students in research about careers?	> 5 years	3 – 5 years	1 – 3 years	0 year

Work skills and values

61.	Do you engage your students in activities that require team work?	Yes	not sure	no	don't know

62.	For which levels?	1	2	3	4

63.	Since how long have your school been engaging the students in activities that require team work?	> 5 years	3 – 5 years	1 – 3 years	0 year

64.	Do you provide your students with any training on different job skills?	Yes	not sure	no	don't know

65.	For which levels?	**1**	**2**	**3**	**4**

66.	Since how long has your school been providing the students with any training on different job skill?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

67.	Do you provide any apprenticeship programs to your students?	**Yes**	**not sure**	**no**	**don't know**

68.	For which levels?	**1**	**2**	**3**	**4**

69.	Since how long has your school been providing the students with apprenticeship programs?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

70.	Do you emphasize positive school values (respect, responsibility, collaboration, etc…?) relating them to later career positive values and success?	**Yes**	**not sure**	**no**	**don't know**

71.	For which levels?	**1**	**2**	**3**	**4**

72.	Since how long has your school been emphasizing positive school values (respect, responsibility, collaboration, etc…?) relating them to later career positive values and success?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

73.	Do you think it is a good idea to implement career education in your school?	**yes**	**No**

74.	Do you think it can be implemented?	**yes**	**No**

75.	For which levels?	**1**	**2**	**3**	**4**

76.	The researcher would like to interview some principals about the same topic, would you agree to be invited?	**yes**	**No**

Career Education program implementation Questionnaire 2

School strategy:

1.	Does your school implement any programs that may contribute to the students' career education?	**Yes**	**not sure**	**no**	**don't know**

2.	For which levels?	**1**	**2**	**3**	**4**

3.	For how long has your school been implementing programs that may contribute to the students' career education?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

4.	Does your school mission include any statement that maybe linked to career education?	**Yes**	**not sure**	**no**	**don't know**

5.	For which levels?	**1**	**2**	**3**	**4**

6.	Since when has your mission included any statement that maybe linked to career education?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

7.	Does your school curriculum include any goals or objectives that can be linked to career education?	**Yes**	**not sure**	**no**	**don't know**

8.	For which levels?	**1**	**2**	**3**	**4**

9.	Sine how long has your school curriculum included any goals or objectives that can be linked to career education?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

10.	Do your school teachers include any goals/objectives that can be linked to career education in their lesson plans?	**Yes**	**not sure**	**no**	**don't know**

11.	For which levels?	**1**	**2**	**3**	**4**

12.	Since how long have your school teachers been including career education goals/objectives in their lesson plans?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

13.	Do your school teachers consider or adapt their lesson plans to better suit the students' background/interest and experience?	**Yes**	**not sure**	**no**	**don't know**

14.	For which levels?	1	2	3	4

15.	Since how long have your school teachers been considering or adapting their lesson plans to better suit the students' background/interest and experience?	> 5 years	3 – 5 years	1 – 3 years	0 year

16.	Does your school implement any programs that may contribute to the students' career education?	Yes	not sure	no	don't know

17.	For which levels?	1	2	3	4

18.	Since how long has your school been implementing programs that may contribute to the students' career education?	> 5 years	3 – 5 years	1 – 3 years	0 year

19.	Does your school provide the teachers with professional development that include any career education?	Yes	not sure	no	don't know

20.	For which levels?	1	2	3	4

21.	Since how long has your school been providing the teachers with professional development that include any career education?	> 5 years	3 – 5 years	1 – 3 years	0 year

22.	Do your school teachers collaborate with the principal, counselor, or parents to provide students with career education?	Yes	not sure	no	don't know

23.	For which levels?	1	2	3	4

24.	Since how long have your school teachers been collaborating with the principal, counselor, or parents to provide students with career education?	> 5 years	3 – 5 years	1 – 3 years	0 year

Self-knowledge:

25.	Do your teachers engage the students in activities of self-reflection?	Yes	not sure	no	don't know

26.	For which levels?	1	2	3	4

27.	Since how long have your school teachers been engaging the students in activities of self-reflection?	> 5 years	3 – 5 years	1 – 3 years	0 year

28.	Do your teachers engage the students in activities of self-expression?	Yes	not sure	no	don't know

29.	For which levels?	1	2	3	4

30.	Since how long have your school teachers been engaging the students in activities of self-expression?	> 5 years	3 – 5 years	1 – 3 years	0 year

31.	Does your school have a counselor(s)?	0	1 counselor	2 counselors	3 counselors

32.	For which levels?	1	2	3	4

33.	Since how long has your school had a counselor(s)?	> 5 years	3 – 5 years	1 – 3 years	0 year

34.	Does your school counselor(s) do any career counseling or guidance?	Yes	not sure	no	don't know

35.	For which levels?	1	2	3	4

36.	Since how long have(s) your school counselor(s) been doing career counseling or guidance?	> 5 years	3 – 5 years	1 – 3 years	0 year

37.	Do you provide your students with any standardized assessment tools that help them in knowing about their personalities, interests, values, strengths, weaknesses, etc….?	Yes	not sure	no	don't know

38.	For which levels?	1	2	3	4

39.	Since how long has your school been providing your students with any standardized assessment	> 5 years	3 – 5 years	1 – 3 years	0 year

	tools that help them in knowing about their personalities, interests, values, strengths, weaknesses, etc….e?				

Career exploration:

40.	Do you provide your students with information about the different educational options they have?	**Yes**	**not sure**	**no**	**don't know**

41.	For which levels?	**1**	**2**	**3**	**4**

42.	Since how long has your school been providing the students with information about the different educational options they have?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

43.	Do you provide your students with career exploration activities?	**Yes**	**not sure**	**no**	**don't know**

44.	For which levels?	**1**	**2**	**3**	**4**

45.	Since how long has your school been providing the students with career exploration activities?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

46.	Do you engage your students with any community activities?	**Yes**	**not sure**	**no**	**don't know**

47.	For which levels?	**1**	**2**	**3**	**4**

48.	Since how long has your school been engaging the students with community activities?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

49.	Do you engage the community with your students' learning?	**Yes**	**not sure**	**no**	**don't know**

50.	For which levels?	**1**	**2**	**3**	**4**

51.	Since how long has your school been engaging the community with your students' learning?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

Career planning and decision making:

52.	Do you engage your students in activities that require decision making?	**Yes**	**not sure**	**no**	**don't know**

53.	For which levels?	**1**	**2**	**3**	**4**

54.	Since how long has your school been engaging the community with your students' learning?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

55.	Do you engage your students in activities that require planning, setting goals, and objectives?	**Yes**	**not sure**	**no**	**don't know**

56.	For which levels?	**1**	**2**	**3**	**4**

57.	Since how long has your school been engaging the students in activities that require planning, setting goals, and objectives?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

58.	Do you engage your students in research about careers?	Yes	not sure	no	don't know

59.	For which levels?	**1**	**2**	**3**	**4**

60.	Since how long has your school been engaging the students in research about careers?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

Work skills and values

61.	Do you engage your students in activities that require team work?	Yes	not sure	no	don't know

62.	For which levels?	**1**	**2**	**3**	**4**

63.	Since how long have your school been engaging the students in activities that require team work?	**> 5 years**	**3 – 5 years**	**1 – 3 years**	**0 year**

64.	Do you provide your students with any training on different job skills?	**yes**	**not sure**	**no**	**don't know**

65.	For which levels?	**1**	**2**	**3**	**4**

66.	Since how long has your school been providing the students with any training on different job skill?	> 5 years	3 – 5 years	1 – 3 years	0 year

67.	Do you provide any apprenticeship programs to your students?	yes	not sure	no	don't know

68.	For which levels?	1	2	3	4

69.	Since how long has your school been providing the students with apprenticeship programs?	> 5 years	3 – 5 years	1 – 3 years	0 year

70.	Do you emphasize positive school values (respect, responsibility, collaboration, etc.?) relating them to later career positive values and success?	yes	not sure	no	don't know

71.	For which levels?	1	2	3	4

72.	Since how long has your school been emphasizing positive school values (respect, responsibility, collaboration, etc.?) relating them to later career positive values and success?	> 5 years	3 – 5 years	1 – 3 years	0 year

73.	Do you think it is a good idea to implement career education in your school?	yes	no

74.	Do you think it can be implemented?	yes	no

75.	For which levels?	1	2	3	4

76.	The researcher would like to interview some principals about the same topic, would you agree to be invited?	yes	No

Appendix C

Interview questions

1. Do you think career education is a good intervention program? why?

2. If yes, at what stage do you think it is best to start career education for the students? Why?

3. What are the negatives and positives of such a program?

4. Is it implemented or can it be implemented at your school, and why?

5. How does or can your school implement career education?

6. Does your school implement any career guidance to the students? How?

7. Do you favor career education or career guidance/counseling to the students?

8. What obstacles do you face or may you face when implementing such a program?

9. How can these obstacles be overcome?

Appendix D

Coded Interview Data by Subthemes

Table D1

Benefits of Career Education: Student Level

Codes	Data extracts
Development of Students' Abilities	**Principal 1:** Helps discover the talents in students from a very young age and what they are good at
	Principal 2: The program will also improve the students' critical thinking and analytical skills
	Principal 3: It can help discover the students' ambitions and what he or she can do
	Principal 5: It widens the children's scope of thinking. Such a program will have positive effect on children
	Principal 6: Students feel confident that later on wherever they end up to be, they will have experience that will help them, they feel confident because they would have a good idea of what to expect
	Principal 11: It is counseling, discussing the personalities of the students and their interests. It helps in the development of the students

Preparation for Career	**Principal 2**: Helps children from a young age to start thinking of what they want to do and what is there in this or that field
	Students will be able to guide themselves, they will put a plan, even if it is informal, start collecting all the information needed until when he reaches the stage to make the decision he will make the right decision
	Students may be introduced into the bakery work and discover new careers involved and new ways of doing things
	Knowing the different vocations is very important… a child might think he/she want to be an engineer, but he or she is not good at Math so he will know that Math is important in this field so he adapts himself or maybe changes her mind about the field… So students do adaptation along the years until when they reach the stage where they have to make decision, then they can make the right decision easily
	Principal 4: Allow students to become aware of their future goals
	Principal 5: Children will start thinking and reflecting on what they like or dislike. Maybe when you guide him, he will think of things he never thought of before
	Principal 6: It prepares students to be ready to face the society…He doesn't study theories, and then goes out of school and feel it is a different world, while with Career Education he experiences life in school and smoothly moves to work
	Principal 9: It widens the scope of children's thinking towards future careers
	Principal 12: Telling them what is in demand in the job market, so as not to specialize in a domain that has many employees wanting a job in it

| Impact on Students' Success at School | **Principal 7**: Helping the students think of their goals will improve their study and make them more focused. Children will be more motivated with a goal in their minds. Many students start a certain major and then change their minds, if they had been educated from early age, they would have not wasted a year trying something they do not really want |
| | **Principal 8:** They will be more interested in what they are studying. For example, when a student relates the math that he is studying to his goal, he will do better in math. So Career Education gives the students the sense of why would they need what they are studying in the future |

Table D2

Benefits of Career Education: Teacher Level

Codes	Data extracts
Empowerment of Teachers' Role	**Principal 1:** The teacher can help them develop their skills to excel in what they can do, and be geniuses in the future

	Principal 3: We can encourage him be successful in his plan and achieve better, like if he plans to be an artist we can guide him to be a successful famous one… our role as educators is to recognize his skills and work with his parents to guide him in the right way
Developing the curriculum/improving education	**Principal 7**: Teachers can detect the positive sides of their students and work on them **Principal 1**: It organizes education in a way that helps students be aware of what they should study, to work better on their capacities and reach their goals in faster and safer way. Because not all students can discover their strengths and weaknesses themselves **Principal 6**: When teachers present the topics to the students relating them to their daily life and the different careers later on, the subject becomes more meaningful and so the student will love the subject and the teacher and become more productive. **Principal 8:** Eliminate irrelevant material from the subjects that the students learn **Principal 9:** Education in the end is to teach realistic topics related to jobs

Table D3

Benefits of Career Education: Society Level

Codes	Data extracts
Eradicate Public Stereotypes	**Principal 1**: Career education will help also eliminate some negative prejudice towards some careers such as the cleanliness workers. Students will know that there is no shame in working in any career, and that we should respect all careers **Principal 3**: In Lebanon we have a big percentage working as doctors but are not good at their job because these did not really have interest in being doctors or engineers. People tend to show off about their children being smart if they are good in math, and not in other subjects like arts for example People think that success is being a doctor or an engineer, but this is not true. The importance is to discover the students' skills and develop them to be successful in their future career

Respond to Countries' Needs	**Principal 3:** You are building a good citizen doing his job
	Principal 4: Career Education actually can benefit the country. We always rely on specialized people coming from abroad and pay them more while we could prepare the citizens for these specialties.
	The country is in need for vocational jobs such as electricity, electronics, technology, computers … in the west you find 60 or 70% of students going vocational and the remaining 30% towards other specialties
	Our country is in real need for the vocational and career education

Table D4

Implementation of Career Education Obstacles and Factors: Obstacles that Hinder the Implementation of Career Education

Codes	Data extracts
Shortage of Staff and Teachers' Readiness	**Principal 2**: Burden that would be added to teachers… teachers' reluctance to change... cause there will be more demand for more work from the teachers
	Principal 3: Not all the teachers in the school maybe ready to do this
	Principal 8: It is difficult to find a qualified teacher who can do all this, and reach all the objectives. You can put them as idealistic objectives, but you cannot always reach those objectives
	To find qualified teachers… and the field trips might be a bit costly
	Principal 12: yes if someone comes and applies it …but I don't have the staff and I have no idea about the topic other than general information… and the teachers need to be trained and we have no control on this, the ministry only decides this…we dont even have a counselor here
Financial Obstacles	**Principal 1**: Financial obstacles… we hope the school becomes bigger to have better finance… schools with small number of students will have little money left to spend on developing the schools' program
	Principal 2: The program might be costly in the beginning especially regarding the training part
Public Awareness	**Principal 3**: The negatives are in our eastern traditional societies where people do not accept the idea of their children becoming a painter or a sculpture, or sportsman…leadership is in every career and not in a single specialty.
	Principal 4: The negatives are not actually related to the program, but to the unpreparedness of the country. For ex. The ministry of education till today people believe that those who fail the 'regular' program shift into vocational education
	The main obstacle is the awareness of the public... It takes a lot of effort to overcome the prejudice about some vocational careers that students might choose and convince the parents of such decisions and there is no one to help us in this

Parents	**Principal 2**: Some parents may also object to such a program (not all but maybe some will). Parents might believe that it is still so early and object to make the kids think of their future so early
	Principal 3: Some parents may object here in our society; this is an obstacle that u may not have in schools in western societies
	Principal 5: Parents in this environment do not really care about these issues. They barely follow up on their children's learning
	Principal 7: Parents, yes might be a problem
Governments' Reluctance	**Principal 4**: The government should start planning programs to guide the students about the different specialties needed because of this like piping under the sea, diving, and this takes time to plan.
	Some programs that exist in the government but are outdated. The government needs to upgrade its programs and their certifications.
	Another obstacle is after graduating, students need to work… He would have paid a lot to study all those years, and so he carries a high cost, which he expects to cover up by working but there he is faced by competition…. and there are illegal workers, so the government is asked to organize the work in this field and oblige those working to have a certificate
	Principal 10: The only obstacle is to be planned by the ministry and get qualified people to train the teachers

Table D5

Implementation of Career Education Obstacles and Factors: Factors Considered to Ensure the Proper Implementation of Career Education

Codes	Data extracts
Integration of Subjects	**Principal 2:** An integrated one within the curriculum in all the subject matters
	Principal 7: To a certain limit; not having it separate…to be integrated within the lessons as activities
	Principal 8: Career Education is definitely a great idea, especially if it is integrated within the subjects.
	We cannot integrate it in all subjects, like for example history and geography, what would be the reason to study these. Or even in math, there would be topics that need to be eliminated that are irrelevant. Not in a specific level, but all levels
	Principal 11: The obstacle is having the right personnel who know what they are doing. It has to be integrated into the curriculum and not separate
Implementation at Early School Stages	**Principal 2**: There is a big variety of careers, if you belate introducing it to the students they will not have time to know it…As they are introduced to careers, students get a chance to know more about themselves, what they like or dislike.
	Principal 4: Students become lost and confused by what they are able to do, parents' pressure, the society, their interests, conflicts start to show. Also young people are more productive, so it is better to help students avoid wasting years of indecisiveness or changing majors to be more productive, because the younger they are the more productive
	Principal 5: KG stages are the basis when you plant a tree well you get a good tree
	Principal 6: Students are spongy they absorb anything you give them…whatever you give them, would be keys for them, that will show when they grow up
	Principal 7: Students in Lebanon in general…reach secondary levels with no goal in their mind

If we start educating them about the different careers from childhood, he can start think of what he may like or not like. This way we help the student build his character and think of his goal in life and start having an image of his future. He then will follow up on his interest through TV, internet, readings

Principal 10: Students are lost, they reach secondary classes without any idea of what they like to study or what is good for them to study

Different Techniques at Different Levels

Principal 1: From Elementary (1, 2, 3) teachers maybe start recognizing what their students are good at. As they grow up through Elementary (4, 5), students will sure be more aware of what they like and dont like and be more able to express themselves through Elementary (4, 5) and Middle level until when they reach Secondary level, the secondary 10, 11, 12, students will be ready to choose the specialty they like or even are more prepared to study

Principal 7: If you start early, you can make a plan to introduce the different careers little by little till he reaches the high school the student would be prepared to make decisions

Principal 8: It should be for all levels but with different percentage. In secondary they should be more focused

It would be exploration in the early classes, and practicing in the higher ones

Principal 9: In Kgs it would be about information. As students reach secondary classes' career education would be more about guidance and counseling

Principal 12: It is good we inform kids early and then as they grow up we help them to choose

Proper Planning of Career Education Implementation	**Principal 2:** We need preparation, teacher training and material injected into the curriculum, or at least to point to important material that is in the curriculum already. They just need to pull it out and build on it
	Principal 3: We need to put a plan what are its goals and objectives and can be implemented within years
	We need a long term plan that we have no resources to do now
	Principal 10: if the government, through the ministry decided to do it because we are a public school and we are tied up by the curriculum
	Principal 11: We need to have a structure, it needs to be integrated in the curriculum with a structure. I would start with the higher grades and then move down the scale
Financial and Human Resources	**Principal 1**: we need a staff…the program will need a specialized person to follow up on the program, to train the teachers and follow up on the students and their progress…we need a person to go into the classes and know the students and guide them into their goal
	Every school is qualified to do Career Education…the staff should train the teachers to be able to not only teach the material but also guide the students into their future
	Principal 2: If at any time someone offers to implement the program as a partner, I would sure go for it
	Principal 3: we need to get the help of those available so as not to exert a financial pressure on the school, and provide training to the teachers and staff
	Principal 5: If the potentials were provided…We need people specialized in this domain. We need special equipment. The program needs a plan and resources…we are a small school and we have limited resources
	Principal 6: Money is an obstacle. To run the program well, we need staff that follows up on this program, coordinate with the teachers, the parents, and follow up on the students

Principal 8: We need the teachers to be qualified enough so that within every subject topic they are teaching, be linking the importance of this subject to the students' future

Principal 9: The teachers need to be qualified to present the material in a good way because the curriculum should remain the same but it will include guidance to the kids towards careers

Interviews Data

Table E

Principal Interview Responses

Principal	Suitable Age to Start Career Education	Is Career Education Implemented at Your School	Can it be Implemented	Is Career Guidance Implemented at your School	Preference of Career Education or Career Guidance
Principal 1	Elementary (1, 2, 3)	No	Yes	Yes ; - Vocational Institutes visit the school - Universities visit the school	Career Education; more effective and integrated in every subject
Principal 2	Earliest Possible	No	Yes	No	Career Education; more comprehensive
Principal 3	Elementary Level	No	yes, with proper planning	Yes; - showing students examples of Career like painter, football player	
Principal 4	From Grade 7	Yes			Career Education
Principal 5	KGs	No	Yes, if potentials (resources) were provided		

Principal 6	KGs	Yes; working on developing it - career day every year - for every student we have educational objectives, behavioral objectives, and career behavioral objectives - for older students, usually we do a lot of career guidance in November and December		Yes; - meeting with parents and student at the enrollment - Institutes visit the school such as Makhzoumi - Universities visit the school - Students attend the annual expositions that is organized by universities local and abroad. - Teachers with the principal also cooperate together to guide each student	
Principal 7	KGs	Yes, 50% to 70%; no set program but we are doing it within	Yes	Yes; - Universities visit the school - Students visit universities	
Principal 8	Through all years especially Grades 10, 11 and 12	No	Yes	No	
Principal 9	KGs	Yes (from KGs)		Yes; - Universities visit the school - Vocational schools visit the school	Career Education; more comprehensive

Principal 10	Must start at Grade 10, better from KGs	No	Yes, if the government implements it	No	Career Education
Principal 11	Early Elementary or even KGs	No	Yes with structure and implemented in the curriculum	No	
Principal 12	Grade 8 or 9	No	Yes with proper resources and approval from the Ministry	Yes; - Vocational schools visit the school	