


**RAISING STUDENT CAREER  
ASPIRATION LEVELS WITH THE  
USE OF CAREER LEARNING PACKETS**

**MARJORIE PIKE**

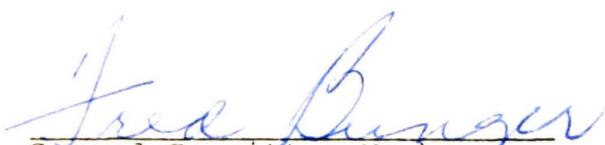


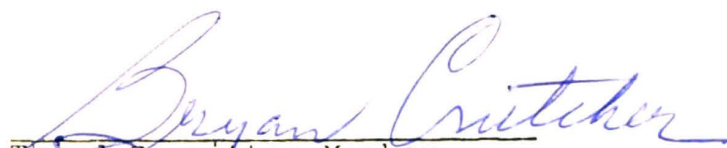
To the Graduate Council:

I am submitting herewith a Field Study written by Marjorie Pike entitled "Raising Student Career Aspiration Levels with the Use of Career Learning Packets." I recommend that it be accepted in partial fulfillment of the requirement for the Specialist in Education degree.

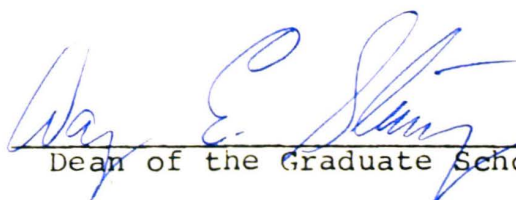
  
Major Professor

We have read this field study  
and recommend its acceptance:

  
Second Committee Member

  
Third Committee Member

Accepted for the Graduate Council:

  
Dean of the Graduate School

RAISING STUDENT CAREER ASPIRATION LEVELS WITH THE  
USE OF CAREER LEARNING PACKETS

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A Field Study Project  
Presented to  
The Faculty of the Graduate School  
Austin Peay State University

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In Partial Fulfillment  
of the Requirements for  
Education 699

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by  
Marjorie Pike  
June 1976

# TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION . . . . .	1
STATEMENT OF THE PROBLEM . . . . .	2
OBJECTIVES . . . . .	3
METHODOLOGY . . . . .	4
2. REVIEW OF RELATED LITERATURE . . . . .	7
INTRODUCTION . . . . .	7
ROLE OF EDUCATION . . . . .	11
CULTURAL FACTORS . . . . .	15
CAREER EDUCATION . . . . .	17
SUMMARY . . . . .	21
3. FINDINGS, CONCLUSIONS, RECOMMENDATIONS . . . . .	23
STATEMENT OF THE PURPOSE . . . . .	23
METHODOLOGY . . . . .	23
FINDINGS . . . . .	24
TABLE 1 . . . . .	25
TABLE 2 . . . . .	27
CONCLUSIONS . . . . .	29
RECOMMENDATIONS . . . . .	31
APPENDIXES	
A. THE VOCATIONAL PREFERENCE INVENTORY . . . . .	32
B. EMPLOYER QUESTIONNAIRE . . . . .	35
C. CAREER PACKETS . . . . .	37
D. STUDENT EVALUATION OF CAREER KIT . . . . .	40
E. LIST OF RESOURCES . . . . .	42
BIBLIOGRAPHY . . . . .	44



## Chapter 1

### INTRODUCTION

Through development of transportable instructional career materials for Robertson County, an attempt will be made to acquaint students, grades 6-12, with new and varied career opportunities. The materials will be integrated into the language arts, social studies, arts and science departments of schools in the Green Brier area in an effort to coordinate and reinforce career interests as they relate to the total school program.

The vocational program in Robertson County has been designed primarily for the senior high student, with only brief attempts being made to expose the student in grades six through nine to vocational possibilities. This study will provide the basis for the development of vocational aspirational materials which will be housed in the school library and which will be available to students and classes to broaden their career concepts.

The findings of the study should serve as guidelines for other vocational materials search groups. The integration of the findings into the existing curriculum should benefit the academic and/or vocational student in Robertson County.



## STATEMENT OF THE PROBLEM

Robertson County is a rural community. The schools have a limited curriculum with few vocational offerings. The young people are not inspired to pursue continued education or to prepare for a specific occupation. The drop-out rate is approximately forty percent. There is an increased need to present instructional materials that are realistic to the students' interests and abilities. Since reading desires and abilities tend to be hindrances to many students, there is a great need to present materials on career opportunities in a visual manner. Presently there is no vocational high school or a strong vocational program in the Robertson County school system. Students are exposed to career opportunities only at the secondary level and only in a few areas of the curriculum.

In the Green Brier area schools, Watauga and Green Brier Elementary, Green Brier Junior and Senior High, only twenty percent of the students who finish high school go on to further education. The students who drop out are eager to enter the working world but have no ready knowledge of the requirements and opportunities for various careers. The only vocational courses open to students in the ninth and tenth grades are home economics and agriculture. Before reaching the ninth grade, students have no opportunity for exposure to or the opportunity to express an interest in



or study vocational and career opportunities. The students who are interested in early work opportunities are usually poor readers, and therefore much of the printed materials available on career opportunity and selection does not appeal to these students.

Career materials on the middle or junior high school level are almost nonexistent in Robertson County schools and it is felt that action should be taken to expose students to career areas of interest. The State Department of Education is aware of the feelings of the Tennessee Legislature and the need for career guidance and pre-vocational preparation on the lower junior high school levels. Interest in this area is seen as a mandate for action on the part of all local school boards in Tennessee. In 1974 the state legislature authorized the issuance of bonds for the building of vocational schools. Local school systems were required to provide the land for these buildings and design a vocational program to meet the local needs.

### OBJECTIVES

The objectives of this research were:

1. To determine the career interests of students in four Robertson County schools.
2. To secure instructional materials to meet the career interests of students.



3. To process selected materials and develop career learning packets.
4. To prepare available career informational packet lists for the four Green Brier area schools.
5. To evaluate the career packets with an interest evaluation test.

## METHODOLOGY

### Objective 1

The Vocational Preference Inventory (Appendix A) was administered in the four Green Brier area schools. The result of the inventory determined the career learning packet subjects.

### Objective 2

Upon completion of the inventory survey a search was made for bibliographic materials, Catalogues and pamphlets were studied and materials ordered.

### Objective 3

A questionnaire (Appendix B) was mailed to randomly selected individuals presently employed in each career area. These persons living in middle Tennessee were asked to fill out and return the employer questionnaire. Two weeks later a follow-up letter was sent to each individual. After another two weeks the third letter was sent to these individuals.

The results from this mailing was meager. Despite repeated attempts only six replies from the twenty-three



questionnaires mailed were received. From the questionnaires returned the information which was given did not differ from the information in occupational handbooks or career descriptions previously studied.

Upon study of the career information desired, clustering of occupations was deemed as necessary. The list of these clustered occupations for which information was sought follows:

- The Arts
- Science
- Mechanics
- Drivers
- Law Enforcement
- Office Workers

One packet was formed for:

- Single Career Aims

Packets were also prepared to introduce the student to the world of work:

- Preparing to Work
- Career Awareness I
- Career Awareness II

One of the single most difficult portions of the project was the locating of materials which were "how to be" in nature.

Objectives 3 and 4

The materials were processed into career learning packets and a list of the packets (Appendix C) was made available to the four participating schools. The list was also sent to other county librarians.

## Objective 5

The form for Student Evaluation of Career Kit (Appendix D) was inserted in each packet. Each user of the packet completed this form regardless of the status of the user-teacher or student. Approximately 400 forms were completed.



## Chapter 2

### REVIEW OF RELATED LITERATURE

#### INTRODUCTION

Research in the area of vocational and career programs was bountiful. Research which explored raising career aspirations was not so plentiful. However, only the material which speaks directly to this study is included.

Research is beginning to clarify the main outlines of the process by which people attain occupations of higher or lower standing. There are many theories relevant to the vocational decision making process. A great deal of writing and research has been conducted in recent years concerning the developmental, personality, and trait factors and sociological models. This research has been utilized by guidance counselors for informing and assisting students in high schools. Because of this research and the complex and changing society in which we live, the relatively simple decision of "choosing a job" is viewed as a choice which is controlled by many factors.

J. L. Holland's theory of vocational selection is developmental in that a career choice is an extension of personality and an attempt to incorporate one's behavior style into one's style of work. He observed that most people view the vocational world in terms of occupational stereotypes. When an individual knows little about an occupation

he turns to a model for that particular vocation. With this theory Holland defines occupations into six groups: the motoric or realist, the intellectual, the supportive or social, the conventional or conforming, the enterprising or persuasive, and the esthetic or artistic. The personality of each group differs and as a career choice is to be made the individual gravitates to one group. Self-knowledge is an important factor in this theory and the individual must know himself and the occupational requirements. Outside pressures will hold little influence in this theory.<sup>1</sup>

Another theory that is closely related to the personality theory is the traits concept. The idea that specific personality traits can be defined for specific occupations has caused much research in the past years. However, it must be recognized that most people are not specifically strong in a given trait when they enter the occupation but because of a strong stereotype image the personality trait evolves when the individual enters the selected occupation. As individuals we accept the stereotype presented by the intellectual, the athlete, the minister and desire to possess the traits we conceive as desirable for these given occupations.

In unpublished research done by the United States

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<sup>1</sup>Samuel H. Osipow, Theories of Career Development, Appleton-Century-Croft, New York, 1968, pp. 39-41.



Office of Education, techniques for identifying significant "others" who influence the aspirations of high school youth have been singled out.<sup>2</sup> Some models are often young people. Other models are influential in that they exemplify the style of life characteristic to a given occupational or prestige level. Life style aspiration models are often older people but can be seen in younger people who "make it big" in music and sports. Teachers can play an important role by developing an expectation level for each student and communicating the expectation level to the student. The psychology of the mirror-image concept could perhaps influence many students to aspire to a career or life style that they previously have not seen as an alternative.

Significant others can be classified into two main types: definers and models. Definers influence the youth because they tell him something about himself and his options. Models provide examples for the youth.<sup>3</sup>

The personality theory that was projected by Anne Roe is one that proposes that every individual inherits a tendency to expand his energies in some particular way.<sup>4</sup>

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<sup>2</sup>Archibald O. Haller, "Rural Education and the Educational and Occupational Attainments of Youth," (June, 1969), p. 17.

<sup>3</sup>Ibid. P. 15.

<sup>4</sup>Osipow, op. cit., p. 16.

There are various childhood experiences which mold the general style by which an individual finds satisfaction for his needs. With this assumption Roe's theory states that early childhood experiences relate to a vocational choice and that Maslow's "need" theory and genetic factors all have significant influence in career decisions. This theory has three prongs: heredity, individual needs, and early childhood experiences.

Donald Super has been exploring career decision making for many years. He has developed a career pattern concept which suggests that an occupational choice is not a one-time thing but is a cycle which calls for different vocational tasks during one's life span. His theory supports the influence of society on an individual's self-concept and competencies. The role of the parental socioeconomic level, mental ability and the opportunities to which the individual is exposed all influence future career decisions. According to Super, self-concept formation requires a person to recognize himself as a distinctive individual, yet at the same time to be aware of the similarities between himself and others. This theory is shared by many.<sup>5</sup> Gilbert Wrenn feels that vocational choice should be seen as a process extending over years and not as an event. The student should be helped to make a series of choices

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<sup>5</sup>Ibid., p. 117.



as he becomes increasingly realistic about himself and the occupational world. When a student is urged by parents, counselors and peers to "make up his mind" in the sense of a final settlement, the action may be very harmful to the individual.<sup>6</sup>

After study of the many theories currently being projected as to why certain careers are selected, Samuel Osipow stated, "being in the 'right place at the right time' may have more to do with the vocational decisions people make than systemic planning and vocational counseling."<sup>7</sup> Sociologists differ from psychologists in their emphasis for occupational decisions. A social scientist sees this decision as one in which the individual has little choice due to his class membership, career heredity, education and mobility. Whereas, to the psychologist the "chance" variable represents only an irritant, and is minimized so that better decisions can be made under the objective control of the individual.

#### ROLE OF EDUCATION

Osipow found that education is the main element in an individual choice and the key to occupational mobility.<sup>8</sup>

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<sup>6</sup>Ibid., p. 110.

<sup>7</sup>Ibid., p. 200.

<sup>8</sup>Ibid., p. 203.

When in high school educational decisions are often made rather casually, but they commit a person to certain courses of action by eliminating other possibilities. In another study, Featherman concluded that education is the critical variable in understanding the differential achievement of farm and nonfarm males.<sup>9</sup> The differential in socioeconomic achievement by residential background appears to be a function of educational completion which in turn may be explained in part by the larger family size among the farm and rural reared and the negative relationship between the number of siblings and years of schooling.

Featherman further stated that "everyone knows" that occupational prestige and education are positively correlated. Except for one's occupational prestige status at earlier periods (such as "first jobs") it appears that no other factors have ever been so highly correlated with occupational prestige status. The study concludes that since many occupations now desire to be classified as professional, this only emphasizes the importance of education. The educational level of all workers 18 or more years old rose from 10.6 years to 12.2 years between October 1948 and March 1964.

Low income families which are lacking in formal

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<sup>9</sup>David L. Featherman, Farm, Rural, Urban Backgrounds of Rearing and Socioeconomic Career Achievements in Metropolitan Stratification Systems, Office of Education, 1970, p. 2.



education do not perceive education as a dominant value in American culture and therefore do not find it as something to seek out or utilize. However, in his study Featherman stated that education is the key variable in the process of stratification.<sup>10</sup> It functions both as an intervening variable whereby social origins and social destinations are connected and as the major single influence on the socio-economic career.

A person's interactions are usually restricted to other people like himself. Because of this, his goals and benefits regarding a career are usually much like others of his group. Middle class youth stem from white collar families. Parents from this group expect their children to go to school, work hard, have a job that pays well and one that is clean. The lower class family, largely blue collar, passes on the attitude to the children that they will not advance socially, hence their main goals in life should be to hold a steady job, pay their bills, enjoy the family and therefore be considered a success.

The expressed vocational and educational aspirations of lower class children frequently appear unrealistically high. Unlike the similar aspirations of middle class children, these choices appear to represent not a functional level of striving but rather the impairment of realistic

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<sup>10</sup>Ibid., p. 15.

judgment under the cumulative effect of chronic failure.<sup>11</sup>

Another aspect that must be considered in the role of education is the poor image that has been held by many of the vocational programs and vocational schools. This poor image in part has been a contributing factor in the number of students who took advantage of the training offered in schools. The fact that many not able or willing to succeed in academic work qualified the student to go into vocational training encouraged the idea that vocational training was only for the "poor" student. In some instances vocational educators have tried to combat this idea by raising their entrance requirements to the point where they were even higher than those of the academic program. This gave the poorer student no alternative but to leave school or to remain for the sake of completing their high school diploma by taking the most watered-down program available.

Vocational education has been a "pet" of the federal government for years and as a direct consequence of laws passed in 1963 and 1968, vocational education has grown dramatically in breath, the number of students it serves, and in its ability to meet the needs of special groups of students, regardless of their age or grade level.

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<sup>11</sup>Edward T. Clark, "Culturally Disadvantages Boys' and Girls' Aspirations to and Knowledge of White-collar and Professional Occupations," Urban Education, Vol. 1, No. 3 (Spring, 1965), p. 164.



## CULTURAL FACTORS

Clark provided little encouragement for the view that inspirational efforts in the elementary school raise or channel the aspirational level of the culturally disadvantaged boys toward occupations for which college graduation is a requisite.<sup>12</sup> By the later years of high school one's conceptions of his own ability to learn, his college plans, and his levels of occupational aspirations are all probably influencing grades and dropout behavior. Significant others' expectations regarding college and occupations probably also begin to influence his performance, his plans, his hopes and expectations for himself.<sup>13</sup>

Many guidance counselors believe that man is largely in control of his own fate. They oftentime pay little attention to the way in which the economic and social status of the family limit the opportunities and work available to children. The psyche of the individual is shaped and reshaped by the environment in which young people grow up. Eli Ginberg states,

Emotional development is not the result solely of the interactions of the child with his parents and siblings, important as these relations are. The relations of spouses to each other and to their children are affected by the reality pressures which govern their lives. A family's income, the neighborhood in which they live, the housing

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<sup>12</sup>Ibid., p. 173.

<sup>13</sup>Haller, op. cit. p. 16.

they can afford, and the schools to which their children have access are environmental forces that also leave<sup>14</sup> their mark on the development of the young.

Children reared throughout their early years in a seriously deprived environment (for whatever reason) will almost certainly not reach the level of development of intellectual functions which would otherwise be possible for them. It seems to be true that long continued deprivation will reduce the need for intellectual stimulations, so that if it does become available later the individual may no longer react to it. Early family relationships are important for occupational adjustment and achievement.<sup>15</sup>

However, Edington found many rural young people who will not be able to make a satisfactory living by farming, do not aspire to higher skilled urban occupations or to the educational level which would prepare them for such work. Rural youth on the whole receive less preparation for successful entry into the world of work and have a much smaller range of occupational aspirations. Their first hand exposure to many occupations has been so limited that their aspiration range is narrow.

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<sup>14</sup>Eli Ginzberg, Career Guidance, McGraw Hill, New York, 1971, p. 41.

<sup>15</sup>Anne Roe, The Psychology of Occupations, John Wiley & Sons, New York, 1956, p. 69.



Edington also stated,

. . . it is further pointed out that in low-income areas, students' peer group experiences are homogeneous in terms of social class; thus, these experiences minimize the students' introduction to different values and traditions. Therefore, behavior of rural youth exhibits their own sub-cultural reference group. This conformity is reflected in the educational and occupational aspirations of low-income rural youth.<sup>16</sup>

#### CAREER EDUCATION

In Gallup poll surveys between 1969 and 1973 to the question "Should public schools give more emphasis to a study of trades, professions and business to help students decide their careers?", the public answered,

Yes, more emphasis	90%
No	7%
No opinion	3%

Nine in ten persons in all major groups sampled in this survey say they would like to have the schools give more emphasis to this part of the educational programs.<sup>17</sup>

The general public seems to be disillusioned with public schools. In the early history of public education the curriculum was information poor and experience rich. In 1976, the curriculum is rich in information and to read

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<sup>16</sup>Everett D. Edington, A Summary of Research in Rural Education Testimony to the United States Senate Select Committee on Equal Education Opportunity, (September, 1971) pp. 1-6.

<sup>17</sup>Sidney P. Marland, Jr., Career Education A Proposal for Reform, McGraw-Hill, New York, p. 14.



the public opinion polls citizens are asking that public schools give more experiences to young people.

In Career Education A Proposal for Reform as referred to on the preceding page, Sidney Marland cited four career programs which he feels are strong examples of what can and is being done to give first hand career information and experiences to young people today.

The state of Georgia was a pioneer in the concept of fusing the academic and vocational programs. In 1960 without federal aid or stimulation, Georgia educators initiated a strong program which emphasizes life work experiences in the total school program. The philosophy could be adapted from the Dewey concept of progressive education. Early data from this program indicated that there has been a reduction in school dropouts, a growth in academic achievement, and an increase in student motivation. The young people have shown that they have a more positive attitude toward themselves and school.

The plan used in California was developed in conjunction with Ohio State University and the U. S. Office of Education. It is a total community involvement action which sets up the career awareness goals and structured the area in which students needed special instruction. Career guidance was expanded, career resource centers were established, guidance personnel trained and guidance resource material made available for elementary schools. Federal

funds were made available for these resources. These resources are transportable for use from school to school within the district. The California plan erased the general curriculum and got rid of tracking.

In Oregon it will be required of each graduating senior in 1978 that he will have completed one unit of study in career education. This program is based on the premise that secondary schools should be preparatory institutions for all students and that the curriculum should be related to occupational goals. The Oregon plans call for preparing the high school student not for immediate job entry, but to go to the post-secondary training of college, trade, technical or university level. These new basic career survival competences fall into the following areas: (1) good work habits, (2) positive attitudes toward work, (3) ability to maintain good interpersonal relationships, (4) ability to make appropriate career decisions, and (5) entry-level skills for a chosen career field. The philosophy of the program in Oregon is best described by the selection of a career by choice instead of chance.

Dallas is the site of the Skyline School in Texas. This is a career complex which is one of the most comprehensive in the nation. Only the students who are highly motivated in thinking, performing, and in ambition attend from any high school in the Dallas Independent School District. Students are selected for "their intellectual



potential, their emotional maturity, and their ability for self-discipline." Students are trained in a single skill for immediate entry into a job. From the beginning this school wanted only the better students and not the potential dropout nor the student who could not make it academically in the regular class. This strict selection was made to remove the stigma often attached to vocational programs.

Marland is very impressed with these four state programs, but Wright strongly argued against general programs, which are insensitive to differences in individual desires, capabilities, and needs; against present and continued unrestricted use of vocational educational programs; and also against programs aimed at raising aspirations.<sup>18</sup>

The educational system which forces a student to commit himself to a program in the eighth or ninth grade must be certain that the student is mature enough to make this significant decision. In a career study conducted by the Department of Health, Education and Welfare it was found that students who have consistently taken the college preparatory courses have consistently been able to adjust to vocational courses after high school but the students that were tracked or chose vocational classes only have seldom been able to overcome the handicap if they decided to con-

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<sup>18</sup>David E. Wright, *Ambitions and Opportunities for social mobility and their consequences for Mexican Americans as compared with other youth*, (July, 1972), Department of Agriculture, Washington, D.C., p. 29.



tinue their education after high school.<sup>19</sup>

### SUMMARY

While research continues many programs are being designed to aid students in career choices. In his speech on rural education Everett Edington said,

Possibly related to socioeconomic status are other attitudes found among rural children which may further hinder their progress: low self-esteem, feelings of helplessness in the face of seemingly unconquerable environmental handicaps, and impoverished confidence in the value of education as an answer to their problems.<sup>20</sup>

Work then becomes not only the primary source of income, but also of self-esteem, and for most an essential ingredient of happiness. If happiness often depends upon self-worth which depends upon career achievement, then preparation for and achievement of a successful career cannot be neglected in an education that promises to prepare for life.<sup>21</sup> We find that career education is that education which makes available all those prerequisites, attitudes, knowledge, and skills necessary to choose, prepare for, and pursue a successful career throughout life. Among the

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<sup>19</sup>Career Development, Interim Report, Gibbons, Lohnes, Regis Coll., Weston, Mass. Spons Ag-Office of Education (DHEW) Washington, D.C. Bureau of Research, (October, 1968), p. 19.

<sup>20</sup>Edington, op. cit., p. 1-6.

<sup>21</sup>Kenneth Hoyt, Pupert Evans, Edward Mackin, Gartha Mangrum, Career Education: What It Is and How To Do It, Second Edition, Olympus Publishing, Salt Lake City, 1974, p.3.



reasons for believing that career education is a concept whose time has come are: (a) it has emerged at a moment when dissatisfaction with educational practices and outcomes are at a peak, and (b) it promises to attack and improve some of the apparent sources of that dissatisfaction.

More than two-thirds of school dropouts are either in or expect to be in general curriculum. Most school dropouts are sixteen, but with the exception of programs in agriculture and home economics, almost all vocational education begins at age sixteen. With renewed emphasis from the Office of Education, career awareness is started in the elementary school, and even though actual participation in a career may not be until ninth grade, the student knows more certainly what direction he desires to go. However, because of this late participation in a career subject, this may be sufficiently attractive to keep students in school. Many students can realistically hope to be one of the students that will be allowed to take the vocational program. Many see career education as an answer to the public cry for accountability. Employment is a key element in public welfare. Educators realize that in the past there has been little if any relationship between job content and school courses. The public may demand that the public schools become accountable by producing a student that will not be on welfare but will have a skill.

## Chapter 3

### FINDINGS, CONCLUSIONS, RECOMMENDATIONS

#### STATEMENT OF THE PURPOSE

Robertson County schools offer a limited vocational curriculum. The dropout rate is approximately forty percent. Students are exposed to a strong academic program; however, only twenty percent of the students who finish high school go on to further education. The students who drop out are eager to enter the world of work but have no ready knowledge of the requirements and opportunities for various careers. With a limited vocational program at the secondary level, no formal units on careers prepared for the junior high level, and a limited career exposure from the community places emphasis on the need for additional resources to be located within the schools if students are to become aware of the occupations. The purpose of this research was to prepare career packets to be housed in the library at Green Brier High School and to be circulated to the three area schools. Through the use of this information it is hoped that the career aspiration levels of the students will be broadened.

#### METHODOLOGY

The Vocational Preference Inventory was administered in the four Green Brier area schools. The result of this



inventory determined the career learning packet subjects. A search was made for materials to fulfill the needs of each packet. A questionnaire was mailed to randomly selected individuals presently employed in each career area. The shortage of "how to" audio materials made clustering of occupations a necessity; however, this allowed the addition of introductory packets to the unit. As packets were used, the participants were asked to complete an evaluation form.

### FINDINGS

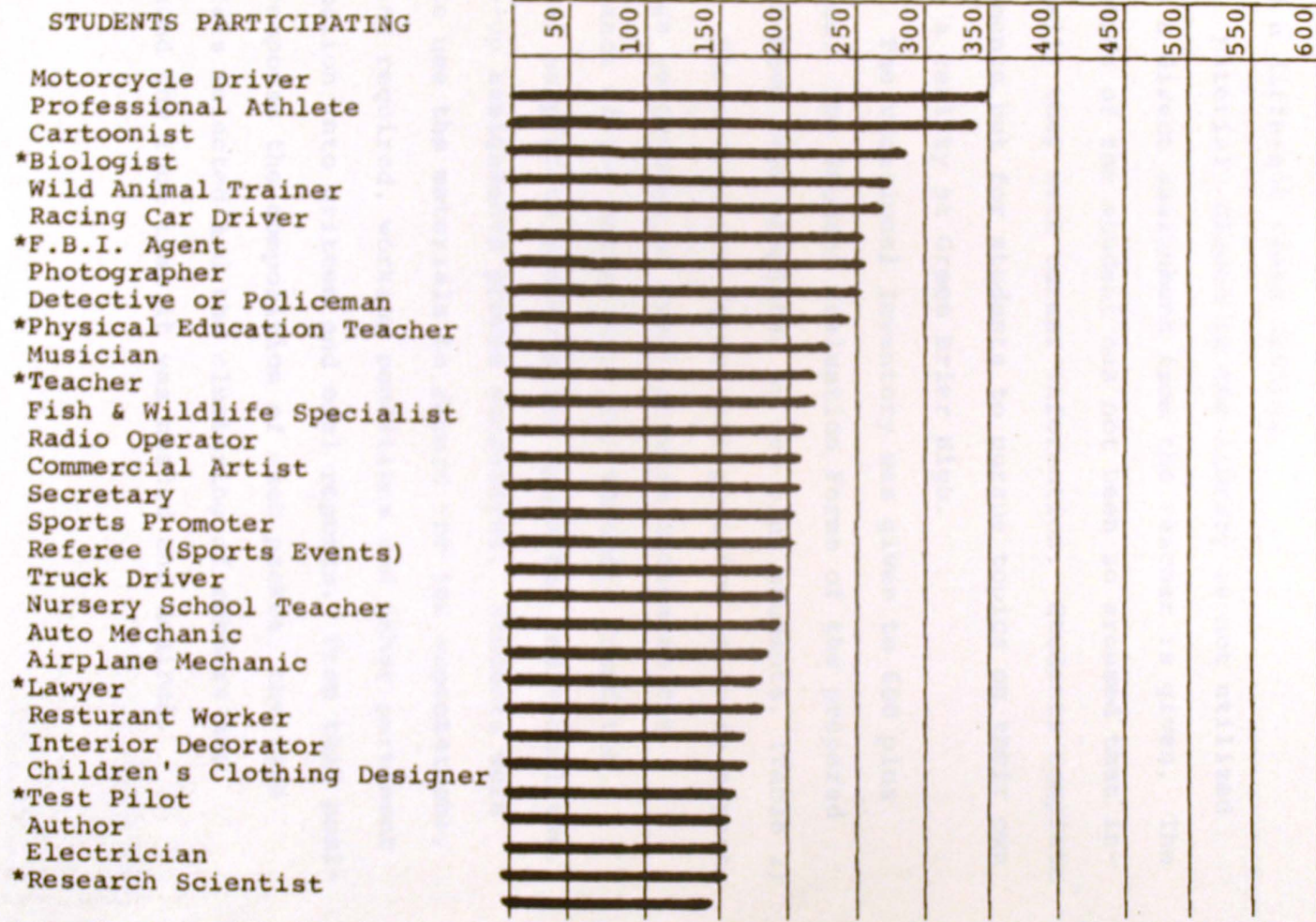
From analysis of the data, the following findings were derived:

Students participating in the Vocational Preference Inventory showed interest in careers which were limited in opportunity, required academic training and oftentimes not realistic. This may say something of the distance between high school and reality. (Table 1)

Materials on "how to be" were difficult to locate. Audio visual companies have centered their materials on "driving a truck" or "laying bricks" but materials on "how to become a truck driver" or "how to become a bricklayer" took an indepth search. The process by which you enter an occupation was a primary goal of this research.

Students were eager to use the materials when they were presented in the classrooms. The study of careers

# VOCATIONAL INVENTORY RESULTS



\* Indicate occupations which require college preparation

Table 1



was a new subject, and with the games, comic books, film-strips, records, cassettes and a sharing time, this presented a different class setting.

Material placed in the library is not utilized unless a direct assignment from the teacher is given. The initiative of the student has not been so aroused that individually they seek career information. Students complete assignments, but for students to pursue topics on their own is not a reality at Green Brier High.

The Vocational Inventory was given to 600 plus students. The Student Evaluation Forms of the prepared packets have been completed by 400 plus students. (Table 2)

The evaluation forms were positive in every aspect. The high percentage of "yes" answers indicates the acceptance of the materials. The teachers found the material helpful to students and ample for individual use. Follow-up assignments proved successful. Students were able to use the materials to record the job expectations, training required, working conditions and other pertinent information into written and oral reports. From this positive response the composition of each packet, the type materials selected and the clustering of careers has evidenced the fact that it was needed and desired.



Table 2

## RESULTS OF STUDENT EVALUATION

1. Does the material clearly show the job and the requirements?  
 Yes 100%                      No 0
2. Is there enough material used to fully cover the subject?  
 Yes 100%                      No 0
3. Do you understand the information presented?  
 Yes 100%                      No 0
4. Are there words used in the material that you do not understand?  
 Yes 10%                      No 90%
5. Is there something else about the occupation that you would like to know?  
 Yes 20%                      No 80%
6. If "Yes", what would you like to know?  
More
7. I feel that this lesson is:  
 Very helpful 100%      Helpful 0      Little Help 0
8. Write any comment about the above questions or any ideas which you believe would improve this selection of materials.  
Add more filmstrips.  
Explained occupation thoroughly.  
People choosing same career should be grouped together.  
Let us know who to contact in our area.  
Helpful because you can prepare for the job that you are best qualified for.

Table 2 (continued)

Too many big words.

I'm really proud our school can present this project.

Don't like the things you have to read.

Need to give more information about the classes you need to take.

I like the approach, it's better than a long boring manual.

I think the film and tapes are really good. I think there should be more "stuff" like this.

I think there should be a bigger selection.



## CONCLUSIONS

The major conclusions drawn from the data and findings were:

1. The Employer Questionnaire did not influence the study. The return was extremely poor and the questionnaires returned did not add significant information to the job description. The fact that the questions were asked of individuals or non-identity persons (magazine editors, state personnel, law enforcement agencies) may have accounted for the low return.
2. The top "vote getters" in the Vocational Inventory were occupations which required college, specialized or additional training after high school.
3. Students selected "dream" jobs instead of realistic jobs which were in the range of their serious thoughts and/or capabilities.
4. The occupations selected by the students were so specific that sparse information was available. Career selections were clustered to assure that a packet could be compiled.
5. The Student Evaluations were 100 percent positive. The only negative comments were those wanting additional information which may only be repetitious materials or a desire to repeat a pleasant experience.
6. The students enjoyed especially the filmstrips

with cassettes. Perhaps the using of the audio visual hardware influenced the appeal of the unit. They especially enjoyed being in groups together.

7. The challenge of being a professional does not seem to spur the students to want more schooling. Two questions were asked throughout the use of the materials, (A) How much education is required?, (B) How much money can I make? Many students had high aspirations until they discovered training, education, and experience were necessary for "big money."

8. Students enjoyed the materials and felt that more time should be allocated for the study of careers. In grades six through nine, courses are not structured at the present time to present units on careers. In the high school curriculum these areas are explored in vocational English, general business, co-operative education and office practice. An introduction to occupations could benefit students before they become sophomores in high school.

9. The students participating in the use of these packets (grades seven, eight, nine, ten) have not developed mature or realistic concepts regarding the professions or the preparation and knowledge required for specific careers. When certain academic subjects (Math, Science, Foreign Language) are necessary preparation for a career, these professions are quickly dismissed by the majority of students.



10. Even though the majority of our students do not take additional training after high school, the availability of materials informing them of the opportunities to more occupations through continued education is seen as a positive step toward raising the aspiration level of the students.

#### RECOMMENDATIONS

1. In grades six through nine a career unit should be taught each year.

2. Students should be given an opportunity for more group work.

3. Independent study should be encouraged by providing adequate materials for students.

4. New materials should be added each year to expand the number of packets.

5. Slides, microfiche, film loops should be added as they become available.

## APPENDIX A

## THE VOCATIONAL PREFERENCE INVENTORY

Developed by John L. Holland, Ph. D.  
(Adapted for use in Robertson County)

This is an inventory of your feelings and attitudes about many kinds of work. Fill out your test sheet by following the directions given below.

1. Show on your test sheet the occupations which interest or appeal to you by "Y" for yes.
2. Mark "N" for no for the occupations you dislike or find uninteresting.
3. Make no marks when you are undecided about an occupation.

- 
- |                                |                                      |
|--------------------------------|--------------------------------------|
| ___ 1. Aviator                 | ___ 14. Lawyer                       |
| ___ 2. Secretary               | ___ 15. Fish & Wildlife Specialist   |
| ___ 3. Detective or Policeman  | ___ 16. Biologist                    |
| ___ 4. Post Office Clerk       | ___ 17. Wrecker (Building)           |
| ___ 5. Route Salesman          | ___ 18. Narcotics Inspector          |
| ___ 6. Electronic Technician   | ___ 19. Teacher                      |
| ___ 7. Photographer            | ___ 20. Astronomer                   |
| ___ 8. Airplane Mechanic       | ___ 21. Juvenile Delinquency Expert  |
| ___ 9. Weatherman              | ___ 22. Musician                     |
| ___ 10. Foreign Missionary     | ___ 23. Diplomat                     |
| ___ 11. Bookkeeper             | ___ 24. Crane Operator               |
| ___ 12. Newspaper Editor       | ___ 25. Master Plumber               |
| ___ 13. Nursery School Teacher | ___ 26. Aeronautical Design Engineer |



- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| ___ 27. Speech Therapist              | ___ 52. Radio Operator               |
| ___ 28. Author                        | ___ 53. Research Scientist           |
| ___ 29. Truck Gardener                | ___ 54. Clinical Psychologist        |
| ___ 30. Fireman                       | ___ 55. Tax Expert                   |
| ___ 31. Interior Decorator            | ___ 56. Restaurant Worker            |
| ___ 32. Power Shovel Operator         | ___ 57. Motorcycle Driver            |
| ___ 33. Anthropologist                | ___ 58. Police Judge                 |
| ___ 34. Marriage Counselor            | ___ 59. Referee (Sports)             |
| ___ 35. Television Repairman          | ___ 60. Filling Station<br>Attendant |
| ___ 36. Commercial Artist             | ___ 61. Blaster (Dynamiter)          |
| ___ 37. Wild Animal Trainer           | ___ 62. Sales Manager                |
| ___ 38. U.N. Representative           | ___ 63. Tree Surgeon                 |
| ___ 39. Automobile Mechanic           | ___ 64. Director-Welfare Agency      |
| ___ 40. Surveyor                      | ___ 65. IBM Equipment Operator       |
| ___ 41. Physical Education<br>Teacher | ___ 66. Traveling Salesman           |
| ___ 42. Court Stenographer            | ___ 67. F.B.I. Agent                 |
| ___ 43. Hotel Manager                 | ___ 68. Factory Foreman              |
| ___ 44. Professional Athlete          | ___ 69. College Professor            |
| ___ 45. Carpenter                     | ___ 70. Tool Designer                |
| ___ 46. Construction Inspector        | ___ 71. Geologist                    |
| ___ 47. Chemist                       | ___ 72. Real Estate Salesman         |
| ___ 48. Bank Teller                   | ___ 73. Composer                     |
| ___ 49. Musical Arranger              | ___ 74. Machinist                    |
| ___ 50. Armed Forces                  | ___ 75. Locomotive Engineer          |
| ___ 51. Banker                        | ___ 76. Botanist                     |

- |   |                                       |
|---|---------------------------------------|
| <u>77.</u> Counselor                    | <u>89.</u> Bank Examiner              |
| <u>78.</u> Draftsman                    | <u>90.</u> Cartoonist                 |
| <u>79.</u> Judge                        | <u>91.</u> Race Car Driver            |
| <u>80.</u> Photoengraver                | <u>92.</u> Social Worker              |
| <u>81.</u> Psychiatric Case Worker      | <u>93.</u> Locksmith                  |
| <u>82.</u> Pay Roll Clerk               | <u>94.</u> Garbage Collector          |
| <u>83.</u> Test Pilot                   | <u>95.</u> Funeral Director           |
| <u>84.</u> Sports Promoter              | <u>96.</u> Architect                  |
| <u>85.</u> Criminologist                | <u>97.</u> Shipping & Receiving Clerk |
| <u>86.</u> Children's Clothing Designer | <u>98.</u> Barber or Beautician       |
| <u>87.</u> Truck Driver                 | <u>99.</u> Insurance Clerk            |
| <u>88.</u> Electrician                  | <u>100.</u> Bill Collector            |



## APPENDIX B

## EMPLOYER QUESTIONNAIRE

1. NAME OF BUSINESS OR ORGANIZATION \_\_\_\_\_
2. ADDRESS \_\_\_\_\_
3. TYPE OF BUSINESS OR SERVICE PERFORMED \_\_\_\_\_  
\_\_\_\_\_
4. TYPE OF TRAINING NECESSARY \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. SPECIFIC SKILLS REQUESTED FOR EMPLOYMENT \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. PERSONAL CHARACTERISTICS DESIRED \_\_\_\_\_  
\_\_\_\_\_
7. MINIMUM AGE FOR EMPLOYMENT \_\_\_\_\_
8. BEGINNER'S WEEKLY WAGE OR SALARY: (Check one)  

<input type="checkbox"/> under \$39	<input type="checkbox"/> \$61 - \$70
<input type="checkbox"/> \$40 - \$50	<input type="checkbox"/> \$71 - \$80
<input type="checkbox"/> \$51 - \$60	<input type="checkbox"/> over \$81
9. EXPERIENCED WORKER'S AVERAGE WEEKLY WAGE OR SALARY:  

<input type="checkbox"/> under \$39	<input type="checkbox"/> \$81 - \$100
<input type="checkbox"/> \$40 - \$60	<input type="checkbox"/> \$101 - \$120
<input type="checkbox"/> \$61 - \$80	<input type="checkbox"/> over \$121
10. MOST DESIRABLE AGE FOR A NEW EMPLOYEE: (Check one)  

<input type="checkbox"/> no chice	<input type="checkbox"/> 30 - 39 yrs. of age
<input type="checkbox"/> under 18 yrs. of age	<input type="checkbox"/> over 39 yrs.
<input type="checkbox"/> 18 - 29 yrs. of age	

11. LICENSING OR CERTIFICATION REQUIREMENTS: (Check one)
- ( ) none ( ) required (Specify: \_\_\_\_\_)
- ( ) preferred
12. TIME NECESSARY TO LEARN JOB: (Check one)
- ( ) less than 6 weeks ( ) 1 year to 2 years
- ( ) 6 weeks to 6 months ( ) 2 years to 4 years
- ( ) 6 months to 1 year ( ) over 4 years
13. Check any of the following policies and practices which affect workers on the job:
- ( ) deductions for uniforms, ( ) medical examination equipment prior to hiring
- ( ) vacation with pay ( ) psychological testing prior to hiring
- ( ) pensions ( ) deductions for Social Security
- ( ) employment compensation ( ) guaranteed minimum wage
- ( ) overtime ( ) sick leave with pay
- ( ) other \_\_\_\_\_
14. Check the physical requirements of the job:
- ( ) walking ( ) seeing ( ) hearing
- ( ) standing ( ) jumping ( ) feeling
- ( ) sitting ( ) lifting ( ) pushing
- ( ) other
15. Check the working conditions of the job:
- ( ) inside ( ) noisy
- ( ) outside ( ) explosives
- ( ) wet ( ) working with others
- ( ) hot ( ) working alone
- ( ) odors ( ) other \_\_\_\_\_
16. Machines and tools used by workers: (Specify names)
- \_\_\_\_\_
- \_\_\_\_\_
17. List the skills, abilities, or aptitudes essential to the beginner, such as typing 40 W.P.M., arithmetic, spelling, use of simple hand tools, ability to meet people, and so on: \_\_\_\_\_
- \_\_\_\_\_



## APPENDIX C

## CAREER PACKETS

Under a grant received from the Tennessee Research Coordinating Unit, the Green Brier High School library now has prepared and ready for circulation CAREER PACKETS.

These career packets include combined audio and visual materials to be used by individuals, groups or classes.

If you desire to have these materials for use in your school, please contact Marjorie Pike, Librarian, Green Brier High School, to schedule the packets.

# CAREER PACKETS

## CAREER AWARENESS I

Poster	1
Getting Better Grades	25
Health Careers	5
Business & Office Careers	5
Environmental Careers	5
Marine Science Careers	5
Marketing & Distribution	5
Transparencies	5
Dittos	5

## SCIENCE

People Who Work In Science	FSR
Recording Engineer	FSR
Laboratory Technician	FSR
Ocean Life Scientist	FSR

## OFFICE WORKERS

So You Want to be a Secretary	C
Grooming & Dress	
Effective Work Habits	C
Personal Techniques	
Telephone Techniques	C
Dictation Habits	
Getting Along with People	C
Meeting the Public	
Analysis of Office Occupations	C
Hunting an Office Job	
Job Interview	C
Adjusting to the Job	
Stenographer-Secretary	C
Typist	
Study Sheet-Secretary	

## MECHANIC

What is an Applicator Mechanic	FSR
Aircraft Mechanic	C
Airplane Dispatcher	
Auto Body Repairman	C
Auto Mechanics	
Your Future in Automotive Service Booklet	
Automotive Mechanic	

## CAREER AWARENESS II

Bingo Game	1
Fine Arts & Humanities	5
Agri-Business-Natural Resources	5
Manufacturing Career i	5
Communications & Media	5
Transportation	5
Construction	5
Consumer & Homemaking	5
Hospitality & Recreation	5
Transparencies	5
Dittos	5

## LAW ENFORCEMENT

Career in Law Enforcement I	FSC
Career in Law Enforcement II	FSC
FBI Special Agent	C
Police Officer	

## DRIVERS

Truckdriver	C
Local Truckdriver	
Truck Driving: Qualifications	FS
Truck Driving: Types of Jobs	FS
Taxi Driving	FS
Bus Driving	FS
Reading a Roadmap/Study	Sh
Bus Driver	Study Sh
Long Haul Driver	FS

## SINGLE CAREER AIMS

Cook-Chef-Waiter-Waitress	C
Electrician-Elevator	
Construction	C
Instrument Repairman	C
Maintenance Electrician	
Telephone Installer	FSC
Broadcast Technician	FSC
Newspaper Reporter	FSC
Airline Cabinet Attendant	
Job Opportunities in Supermarket-Restaurant	FSC
Department Store-Hospital	



## THE ARTS

Future in Photography	Booklet
Future in Fashion Design	Booklet
Future in Interior Design	Booklet
Radio-T.V. Announcer	C
Broadcast Technician	
Singer & Singing Teacher	C
Commercial Artist	
Dancer	C
Musician & Music Teacher	
People Who Create Art	FSR
Puppeteer	FSR
Musician	FSR
Designer	FSR
Careers in Illustration	FSR
Careers in Fashion Design	FSR
Actor, Actress	Study Sh
Careers in Photography	FSR

## Key to Career Packets

FSR	Filmstrip with Record
C	Cassette
FSC	Filmstrip with Cassette
Study Sh	Study Sheets
Booklet	Booklet

Numerals indicate number of copies found in each packet.

## APPENDIX D

## STUDENT EVALUATION OF CAREER KIT

This audio-visual explanation has been developed as a new method to assist you in learning the things you need to know to succeed in the world of work.

In order to make this material and the audio explanation as useful and practical as possible, we need your honest opinion. Please answer the following questions and make any suggestions you might have. As a student who has used this kit, you can offer constructive criticism that may make these lessons more effective.

You do not need to sign your name. When you have completed this evaluation questionnaire, please give it to your teacher or librarian.

1. Does the material clearly show the job and the requirements?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Is there enough material used to fully cover the subject?  
Yes \_\_\_\_\_ No \_\_\_\_\_
3. Do you understand the information presented?  
Yes \_\_\_\_\_ No \_\_\_\_\_
4. Are there words used in the material that you do not understand?  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. Is there something else about the occupation that you would like to know?  
Yes \_\_\_\_\_ No \_\_\_\_\_
6. If "Yes", what would you like to know?  
\_\_\_\_\_  
\_\_\_\_\_



7. I feel that this lesson is:

Very helpful \_\_\_\_\_ Helpful \_\_\_\_\_

Little Help \_\_\_\_\_

8. Write any comment about the above questions or any ideas which you believe would improve this selection of materials.

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## APPENDIX E

## LIST OF RESOURCES

Company

BFA Educational Media  
2211 Michigan Ave.  
P. O. Box 1795  
Santa Monica, California  
90406

Career World  
501 Lake Forest Ave.  
Highwood, Illinois  
60040

Creative Studies  
30 East State Street  
Suites 5 & 6  
Redlands, California  
92373

Educational Dimensions  
P. O. Box 488  
Great Neck, New York  
11022

Driving as a Career

Your Future in Interior Design  
Your Future in Photography  
Your Future in Fashion Design  
Your Future in Automotive Service  
Your Future in Restaurants &  
Food Service

Commercial Artist  
Singers & Singing Teachers  
FBI Special Agents  
Police Officers  
Dancers  
Musicians & Music Teachers  
Truck Driver  
Local Truckdriver  
Radio - T.V. Announcer  
Broadcast Technician  
Auto Body Repairman  
Auto Mechanic  
Diesel Mechanics  
Aircraft Mechanics  
Airplane Dispatcher  
Cooks, Chefs  
Waiters, Waitresses  
Electricians  
Instrument Repairman  
Maintenance Electrician  
Stenographer  
Secretary, Typist  
Elevator Construction  
Electric Sign Serviceman

Career in Photography  
Career in Illustration  
Career in Fashion Design



Company

Guidance Associates  
Pleasantville, New York  
10570

People Who Create Art  
People Who Work in Science

King Features  
235 East 45th Street  
New York, New York  
10017

Career Awareness Program

Pathescope Educational  
Films, Inc.  
71 Weyman Ave.  
New Rochelle, New York  
10802

Careers in Law Enforcement

Society for Visual  
Education  
1345 Diversey Parkway  
Chicago, Illinois

The Long Haul Truckdriver  
Broadcast Technician  
Automotive Mechanic  
Job Opportunities in a Restaurant  
Preparing for an Office Job  
Exploring Careers  
Job Opportunities Now

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