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A DESCRIPTIVE INVESTIGATION OF THE
VOCATIONAL INTEREST OF JUNIOR HIGH GIRLS

by

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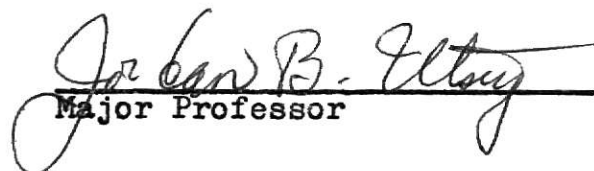
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CHAPTER I

INTRODUCTION

Career development studies of the adolescent girl occupy an important place in American education. Many of such studies are oriented to the growing manpower needs of the nation and the expanding role of females in the labor market. Most women have need for occupational information, decision-making experiences, and a setting in which to examine their feelings and needs.¹

The United States Department of Labor predicted that during the seventies there will be a need for more than 30 million female workers. Studies have indicated the junior high school girl is faced with such problems as her emerging life plans for marriage and/or career, cultural biases against females in some occupations regarded as not feminine, and an understanding of herself in relation to these forces.

Many educators have urged the adolescent girl to know whether the career she selects involves working conditions that are particularly hazardous for women, long or irregular hours, a great deal of travel, or living on the job premises. Finding out if her field of interest discriminated against married women appears to confirm the wisdom of her choice.

¹This article is reprinted from Vocational Guidance Quarterly, XV, by permission of the publisher and authors, 1967, pp. 191-95.

THE PROBLEM

Statement of the Problem

The purpose of this study was to determine the effect of short-term vocational counseling upon vocational interest and career planning among junior high school girls.

Procedures, Population, and Sample

Vocational interest measures used in this study were:

- (1) Verbal expressions concerning approaches to planning for vocational choice, degree of awareness of training, need for making a choice, assumption of responsibility for making a choice; and
- (2) knowledge of self and of occupations.

Portions of the data were collected in an individual interest inventory which served as a structured interview schedule. Other sources of data included the Kuder Preference Vocational which gave a knowledge of the world of work, a counselor-principal-student made individual inventory, and group counseling sessions.

The sample used in this investigation consisted of 30 eighth grade girls and 30 ninth grade girls drawn randomly from a junior-senior high school, population in Louisiana. The counseling group sessions were conducted in empty classrooms in the subjects' school.

Delimitations

For the purpose of this report the investigator studied only eighth and ninth grade Negro girls, because they were available to the investigator as subjects. Girls in junior high school are at an age where they are trying to discover their abilities and interests.

Definition of Terms

Most of the terms that were used in this report needed no definition, because they were used in the same contexts in which they were commonly used and understood.

Exceptions to the above statement were the following terms with the designated meanings which were peculiar to this presentation:

Vocational interest referred to a student's expressed interest in his choice of an occupation.

Junior high ascribed to eighth and ninth grades.

Kuder Vocational Preference Inventory referred to a test designed by G. Fredric Kuder for the purpose of determining the vocational interest of individuals.

Vocational choice ascribed to a series of choices which an individual makes as he progresses through the developmental stages of maturation. The ultimate goal is achieving vocational maturity.

Self Concept alluded to the person's inner world of ideas, attitudes, values, and commitments--the way he sees himself and feels about himself.

Fantasy Choice applied to the translation of simple needs and impulses into imaginary occupational goals. Fantasy choices are often unrealistic in terms of abilities and talents. They are, however, real choices to the child.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

The previous chapter introduced the problem and the writer's purpose for conducting such a study. This chapter is a presentation of some of the related material which seemed representative of and closely related to this study. The material was drawn from studies including speculation about vocational preferences for various intervals of time, occupational classification, and predictions.

The literature concerning people's perceptions, vocations, the personal occupational choices, and the kinds of vocational interests that were associated with certain kinds of occupational preferences continued to grow, but at a decreasing rate.

The determinants of occupational choices have remained a popular topic during the last three years. Large sample studies by Charles Wertz explored some of the relationships among the student's ability, social class, and his parent's occupation.² Other investigations by Benton Johnson,³ Rhoda Baruch, Stanley

²Charles Wertz, Career Choice Patterns: Abilities and Social Class HMSC Research Reports, Vol. 2, No. 3 (Evanston, Ill: National Merit Scholarship Corporation, 1966), p. 38.

³Benton Johnson (ed.) Planned and Unplanned Aspects of Occupational Choices by Youth: Religion and Occupational Preference (Eugene: University of Oregon, 1967), p. 34.

Segal, and Fannie Hendrick⁴ explored the possible influence of family and religion in occupational preference. These studies provided valuable knowledge, but they needed to be integrated with theories of vocational development. Routine studies concerning the difference between students or adults preferring or working in various occupations continued unabated. Although David P. Campbell and Hildred Schuell,⁵ Harry E. Anderson and John R. Barry,⁶ and Allen E. Ivey and Mack B. Peterson⁷ illustrated some of the usefulness of these studies, an effort to integrate them into some theoretical scheme might make them more useful.

Research showed that those in the same occupational group had congruent interests which were often quite different from those of other occupational groups. Therefore, it seemed that interest was a major factor in vocational choices.

Gordon W. Allport stated that "as an interest grows, it develops a condition of tension which acts as an agent to select and direct whatever is related to the interest."⁸ Although the develop-

⁴Rhoda Baruch, Stanley Segal and Fannie Hendrick, "Career and Family: Variation on a Theme," Harvard Studies in Career Development, No. 52 (Cambridge, Mass, Center for Research in Careers, Harvard University, January 1967), p. 62.

⁵David P. Campbell and Hildred Scheull, "The Vocational Interests of Women in Speech Pathology and Audiology," Asha IX (March 1967), pp. 67-72.

⁶Harry E. Anderson and John R. Barry, "Occupational Choices in Selected Health Professions," Personnel and Guidance Journal, XLIV (1965), pp. 177-184.

⁷Allen E. Ivey and Mark B. Peterson, "Vocational Preference Patterns of Communication Graduates," Educational and Psychological Measurement, XXV (1965), pp. 849-856.

⁸Gordon W. Allport, Pattern and Growth in Personality (New York: Holt, Rinehart and Winston, 1967), pp. 235-236.

ment of interest begins early in life, it appears that interests do not become stable until late adolescence.

The child's attitude toward himself and different occupations is largely the result of parental influence. His vocational choices are determined to a great extent by the attitudes of his parents toward this or that occupation. In a home where the parents have never been fully employed, the child is often brought up in the parents' own image.⁹ Parents frequently instill in their children the attitude that they should attempt to rise above the economic level of the family. They often motivate the child to base his vocational aspiration on a goal which will satisfy his interest, needs, and self concept.¹⁰

The guidance program should include provisions for parent conferences or group meetings so that parents can help their children in forming realistic self concepts, interests, and a wholesome attitude toward work. This will aid the child in selecting a vocation which will enable him to reach his own goals in life.

Junior high school is the first major fork in the road where those who drop out of school are separated from those who continue on. Thus, material for the junior high school should:

⁹Anne Roe, "Early Determinants of Vocational Choice," Journal of Counseling Psychology, XV (Fall, 1947), pp. 212-217.

¹⁰Walter M. Lifton, "Social Forces and Guidance in Elementary Schools," The Vocational Guidance Quarterly, XII (Winter, 1963-64), p. 89

- a. Focus, as in the elementary school, on enlarging occupational horizons rather than on encouraging youngsters to concentrate on the specific occupation. In recognition of the student's growing awareness of his interests and abilities, he ought to be helped to discover the many jobs available that will be compatible with his emerging self-concept.
- b. Recognize the adolescent's need for fantasy or his tendency to select an occupation based upon prestige or status needs. The guidance person need not worry because the occupation being explored does not represent the real goal of the student.
- c. Acknowledge that students in junior high school are at an age where they are trying to discover their abilities and interests. Occupational materials and class discussions ought to help them find a wide range of activities, hobbies, and part-time job experiences that could provide clues to areas of real competence and interest.¹¹

Can interest predict job satisfaction? Kuder alluded to the assertion that interest predicted job satisfaction and dissatisfaction. Moreover, Kuder cited several other studies with the same but less reliable results because of smaller experimental populations.¹²

Dwight L. Arnold, Professor of Education, Kent State University wrote, "The Validity of the Kuder test rests largely upon the judgment of the author."¹³ He saw the test as valid and

¹¹Walter M. Lifton, Working with Groups, (John Wiley-Sons Inc.), pp. 167-168.

¹²G. Frederic Kuder, Manual, Kuder Preference Record, Vocational (Form E), Chicago: Science Research Associates, (1964), p. 2.

¹³Dwight L. Arnold, The Fifth Mental Measurements Yearbook, p. 863.

useful in vocational guidance work and as a measurement of personality. John Gastad, in his report on the Kuder Test, asserted that it had promise for counseling the vocationally undecided.¹⁴ He interpreted the test as a short inventory, suitable for developing keys to interest in specific occupations. Strong points for Kuder test, according to John Pierce Jones, were in the administering and scoring of the test. He saw the test as well planned¹⁵ and approaching the Strong Vocational Interest Test.¹⁶ He reported that the Kuder Test as an accepted tool to be used to measure the interest of the person being tested.

Boys and girls sometimes have similar choices of occupation. However, Donald E. Super and Phoebe L. Overstreet related that the actual choice of an occupation was not as important as the development of a readiness to make a choice.¹⁷

Young people according to these authors must be ready to make a vocational choice as they progress through school so that the choice will be appropriate to the individual. They cited the choice of an occupation as a process which extended over a period of time.

¹⁴John Gastad, The Fifth Mental Measurements Yearbook, p. 863.

¹⁵John Pierce Jones, The Fifth Mental Measurement Yearbook, p. 863.

¹⁶Edard Bord, The Fifth Mental Measurements Yearbook, p.863.

¹⁷Donald E. Super and Phoebe L. Overstreet, The Vocational Maturity of Ninth Grade Boys (New York: Bureau of Publications, Teachers College, Columbia University, 1960), p. 152.

An aspiring young girl might be discouraged from her academic and vocational pursuits by a counselor saying "Sooner or later she will settle down and get married" or "a woman can do anything a man can do."¹⁸ There is no need to wait for a girl to seek counseling in order to expose her to facts of vocational decision making which can no longer be dodged.

The junior high girl becomes aware of the fact that in the not-too-distant future she will need to choose a vocation. She begins to consider her interests, talents and abilities, and finally her values.

The world of work and her involvement in it becomes increasingly interesting to her, and her thinking is concentrated toward making tentative choices on the basis of information about herself and the occupational world. Tentative choice involves stages during which choices are made on interests, capacities, and values.

Eli Ginzberg maintained that once the choice was made and the individual started preparation for a vocation, it became increasingly difficult for him to change to a different one.¹⁹ A reason for this was that decisions were made as a result of previous experience. In other words what we are, how we feel, how we react are results of our previous life. There is no going

¹⁸Helen S. Farmer, "Helping Women to Resolve the Home-Career Conflict," Personnel and Guidance Journal, X (June 1971), pp. 795-801.

¹⁹Eli Ginzberg, W. S. Ginsburg, Sidney Axelrad, and J. L. Herma, Occupational Choice (New York: Columbia University Press, 1951), pp. 185-98.

back and starting one's experimental life over. As a person progresses in his educational studies it becomes most difficult, if not impossible, to change from one area of study to another, for instance, from medical to clerical work. Other programs might require less of a challenge to change; an example would be a change from business to law.

During an individual's occupational life he probably will change positions a number of times; this change might be within a particular vocational area or it might be a change to a different area. Each of these changes requires that a decision be made. A girl needs to be capable of making wise choices and decisions all through her life.²⁰ The premise that vocational development is a life-long process seems to be a valid one.

Many jobs require little or no training except that which is given on the job. An individual can move from one occupation to another quite easily and often with an increase in pay and with greater satisfaction. Ginzberg's view in this regard paralleled that of the knowledge of middle-grade teachers who seemed to be more informed about professional occupations than other types.²¹

²⁰Roy B. Hockman, "The Problem of Vocational Choice in Vocational Guidance: An Essay," In Counseling and Guidance a Summary View, James F. Adams, (ed.) (New York: The MacMillan Company, 1965), pp. 233-247.

²¹Walter M. Lifton, "Vocational Guidance in the Elementary School," The Vocational Guidance Quarterly, XVIII (Winter, 1959), pp. 79-81.

According to Robert Hoppock one chooses an occupation to satisfy his needs.²² Needs are ever-changing. What one needs today is not necessarily his need for tomorrow. A person, who is having trouble finding a job, will tackle any job in order to be fed when he is hungry; however, when his hunger need has been satisfied, he will seek out a more satisfying job which will fulfill, not only his psychological needs, but his emotional needs as well.

Don C. Dinkmeyer said:

1. Occupations are chosen to satisfy basic needs.
2. Choice begins as soon as the child becomes aware that occupations may meet some of his needs.
3. Choices depend on what the child feels he wants and the information he has about himself and the opportunities which are available to him.²³

There are a number of factors which affect vocational choice. One of these factors is the economic factor which many times dictates the amount of time and money which can be invested before one has to begin earning a living. The economic state of the country sets the stage somewhat in the number and nature of employment opportunities which are available at the time one is employable.

Education is a great factor in influencing occupational choice. Education introduces students to new and different occupations, and encourages or discourages their interest in them.

²²Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, 1957), pp. 74-85.

²³Don C. Dinkmeyer (ed.), Guidance and Counseling in the Elementary School, (New York: Holt, Rinehart, & Winston, Inc., 1968), pp. 309-310.

Psychological factors influence vocational choice by helping the person to know himself; to assess his abilities; to be aware of his limitations, aptitudes, and interests. He can perceive his own needs and can anticipate what he must to satisfy them.

To satisfy a need for safety, some people accept and hold a steady, uninteresting job. All people are not ambitious. They might want to make only a moderate living, raise a family, and "enjoy life." Yet, even these people make a vocational choice based on interest. They may want a job in sales, in the automotive field, or in a factory which merely provides the means to attain the truly valued aspects of living.

Needs are not always based on a clear understanding of the self or a realistic approach to the situation. Arthur J. Jones used the illustration that one might feel a need to own a cadillac to "keep up with the Joneses;" but a realistic understanding of self and one's financial situation may make him be willing to settle for a used volkwagon.²⁴

Anne Roe emphasized early experiences as determinants of vocational choice,²⁵ where the psychological climate in which a child was raised caused him to develop certain needs and interests which influenced his choice of occupations.²⁶

²⁴Arthur J. Jones, Principles of Guidance, (5th ed.) (New York: MacGraw-Hill Book Company, Inc., 1963), p. 32.

²⁵Anne Roe, "Early Determinants of Vocational Choice," Journal of Counseling Psychology, IV (Fall, 1957), pp. 212-217.

²⁶Anne Roe, The Psychology of Occupations (New York: John Wiley & Sons, Inc., 1956), p. 253.

He can view opportunities realistically. Hopefully he brings these into focus and chooses an occupation which fits his needs.

One of the psychological factors which influence occupational choice is the cultural pattern in which a person is reared in addition to the social group with which he identifies. As a result some occupations may be excluded or unacceptable to an individual. An employer might prefer employees of a certain religion, nationality, sex, or race. All of these factors influence vocational choice and need to be considered.

If we accept the fact that a junior high girl's interest in an occupation is to satisfy her needs, we must then try to understand that her needs are an attempt to help her to relate these needs to her life. The important part is that her interests and goals be attuned to her needs at the moment.

The adolescent girl chooses the occupation of her current hero for she feels the need to identify with someone outside her family. This is one of the signs of adolescent maturity. Even though the choice may not parallel her aptitudes or talents, it satisfies the individual's desire to stand alone.

Occasionally, one chooses an occupation to deny his own concept of self so that he will be more like his ideal self. The choice fills an emotional need of the person. Until he can find a different vocation or job or another satisfying emotional outlet, he will continue in his present setting.

It seems that women are making significant gains in holding top-level positions. Nevertheless, the proportion of women in the upper levels of occupations--even in fields traditionally regarded as women's work--is much lower than that of men. Caplow states the situation as follows:

In a hierarchy, men accept women superiors with great reluctance. This objection is so strong that the problem hardly arises in industrial plants. The idea of placing a woman foreman over a male crew is regarded as intrinsically ridiculous. In white-collar work, and particularly in well-organized bureaucracies, the issue is not evaded so easily, but it is nevertheless evaded. The majority of women at supervisory levels are found to have only women subordinates, or to be engaged in technical or staff jobs which require little authority to be exercised. Women supervisors may be used in charge of training sections, where the status of their subordinates is temporary, or in connection with a highly routinized operation like a mail service where morale can be more or less disregarded. An occasional highly gifted woman may be used in an authoritative position where the number of her direct subordinates is small, and where the nature of the job requires little cooperation with executives on the same level.²⁷

The national labor statistics listed the following conclusions about women in the world of work:

1. Nine out of ten females will work at some time in their lives--though most girls believe they will never have to work and do not plan for a career.
2. Half of the females in our population aged 18-65 are at work right now and the percentage is rising--2 out of every 5 workers are women.
3. In the decade of the 70's it is anticipated that women will be employed in every occupation and profession and the greatest source of new entrants into the labor force will be women and youth.

²⁷Theodore Caplow, The Sociology of Work, (Minnesota: University of Minnesota Press, 1954), pp. 230-247.

4. The largest number of females (9.9 million) are employed in clerical jobs; 4.5 million as operatives; 4.7 million in the services; 4.2 million are professional and technical workers.²⁸

Briefly the review of related literature, as the investigator saw it, is summarized by Goldstein in these words:

This type of information can never be red or green light telling an individual whether or not to enter a particular occupation. It is rather more like a road map of the territory ahead pointing out how difficult or easy the traveling will be, indicating the conditions he will meet if he makes this occupational choice.

The reason for this emphasis on our inability to make the individual's decision for him perhaps is obvious. In the first place, the primary factors in any person's choice of an occupation should be his own aptitudes, interests, and opportunities. In the second place, I hope you will think of my remarks as indicators of situations in different occupations rather than in terms of stop and go signals for an individual.²⁹

²⁸Washington State Coordinating Council for Occupational Education, What About Vocational Education? A Guideline for Action in the 70's Part 1, (November, 1970), p. 17.

²⁹Harald Goldstein, Current Occupational Trends and Vocational Guidance (Paper presented at Separation Classification School, Fort Dix, N.J. October 17, 1944; Washington: Bureau of Labor Statistics), p. 1.

CHAPTER III

ANALYSIS OF DATA

Structured group interviews were used to obtain data concerning job preferences of junior high school girls. Estimates of the girls' interest and knowledge of self and of occupations were obtained from the Kuder Preference Vocational which also gave a brief knowledge of the world of work. In addition, small group sessions were held to discuss various types of jobs and personal qualifications for these jobs.

Three interviews were made. The first pointed toward studies of girls' vocational interest in terms of making vocational choices. Some time was spent verbalizing perceptions of family influences, parental attitudes, role models, and attitudes toward work. The second interview was directed toward discussion of total assets and barriers including aptitudes, desires, and expectations. The third interview was devoted to a clarification of counselees' perceptions regarding things to consider in making vocational choices, the need to ultimately make vocational choices, and the location of resources of occupational information. An attempt was made to bring the subjects to an awareness of some of the factors involved in success or failure in any occupation.

Three sets of sample leads were used to observe behavior indicating the girls' interests in occupations.

Sample Leads I:

Some girls belong to clubs or take dancing or piano or something like that outside of school. Do you do anything like this?

Do you often find yourself making most of the plans when you are in a group?

I suppose girls dream like boys and adults do; maybe some think of being the first woman president or the first lady astronaut or perhaps of being a movie star. What do you daydream about when you just let yourself go?

Responses to Sample Leads I:

Membership in out-of-school clubs or organizations included Girl Scouts, Campfire, Hi-Yi, and swimming clubs. Five different special talents and interests were revealed--musical artistic, athletic, literary, and dramatics.

Most of the girls admitted that every member in a group should have an equal share in making plans. Nevertheless, a few admitted that they preferred making the plans for the group. Girls wanted to be airline stewardesses, cashiers, typists, sewing-machine operators, and the first lady astronaut. None of the girls expressed a desire to be the first woman president.

The second interview pointed up Margureite W. Zapoleon's findings concerning assets, barriers, aptitudes, desires, and expectations of women.

The average woman weighs less and is shorter than the average man. Her hands and feet are smaller, her reach is shorter. Her grip is weaker and her strength less. She would be at a disadvantage in operating a machine designed to fit an average man or in heavy lifting or long reaching. However, she has a corresponding advantage in occupations where lightness, shortness, and compactness are needed. Technology has reduced the number of occupations that require strength and large size. The physical disadvantages women once had in some types of employment--for example, in many production jobs and in engineering--are fast disappearing.

What about differences in other capacities? On the tests that attempt to measure intelligence, some

of which you have taken in school, psychologists find that boys and girls show up equally well. On tests of special aptitudes, girls seem to use both words and hands more readily and to have greater clerical speed and accuracy. Boys are better at large bodily movements, at understanding mechanical things, and at perceiving space relationships such as those involved in doing a jigsaw puzzle or parking a car. The differences between boys and girls on the average, however, are so small that some psychologists believe they would disappear if boys and girls were treated alike from birth.

Being a girl seems to make more difference in the kind of work sought than in the ability to do what is required. To girls, getting along with people seems more important than getting ahead on the job. The surroundings in which they work mean much more to women than to men. Part of this difference may be traced to the feminine concern with homemaking.

Some experts think that these and other traits that have been called feminine are due entirely to the fact that girls are trained differently from boys as they grow up. Others think they are inborn. It is probable that girls are born with a strong tendency toward these characteristics and that the traits become stronger as girls are taught "to act as a girl should." . . . Whatever the origin of the differences, anthropologists, sociologists, psychologists, and other experts have described girls as less aggressive, more fearful of being alone, more easily influenced by affection than boys. All of these affect work preferences and work relationships.³⁰

³⁰Marguerite W. Zapoleon, Girls and Their Futures (Chicago: Science Research Associates, 1962), pp. 13-14.

Sample leads II:

Do you see yourself as having any health problems or physical impairments that might interfere with your choosing some types of occupation?

What types of things such as school subject, sports, or pastimes do you feel you do especially well?

How will you pay for the training or the schooling involved with your future?

Is there agreement among your father, mother, and yourself as to the subjects you will take next year in high school?

Do you feel there are some types of occupations that you would feel uncomfortable to be in? (For example, airline hostess because you are meeting many people and don't get to know any of them very well; waitress because of the physical strain of being on your feet all the time; or secretary because you are under close supervision of your boss all the time).

The third interview was devoted to a clarification of counselee perceptions regarding things to consider in making vocational choices, the need to ultimately make vocational choices, the location of resources of occupational information, and an attempt to bring the subjects to an awareness of some of the factors involved in success or failure in any occupation.

Responses to Sample Leads II:

None of the girls felt they had any health problems or physical impairments that might interfere with their choosing some type of occupation. Most of the gifted girls felt they could pay for their schooling maybe through The National Scholarship Service and Fund available for Negro students if there was insufficient parental support. The other girls were not sure about their future training or schooling. Nevertheless, the girls felt there are some types of occupations in which they would feel uncomfortable.

Sample leads III:

What do you think you will be doing ten years from now?

What are some things you would want to know about a job before you took it?

How do you see your ability or aptitudes in comparison to other boys and girls?

Responses to Sample Leads III

The investigator did not force career planning on the girls, but made sure that each girl had the opportunity to discuss the dual role of marriage and career in a changing society. The girls admitted that they planned to get married and settle down. They also admitted that they had not thought about being able to work or having some special skills for a job.

The girls desired to be either married or working ten years from now. They thought they had ability or aptitudes which made for success in comparison to other boys and girls.

TABLE I

Percentage of Three Most Frequent Occupational Interests of Girls on Kuder From CH

High Scoring Occupational Interest		Lower Scoring Occupational Interest	
N=30		N=30	
	Percent		Percent
1. Teacher	33	Housewife	47
2. Lab Technicians	23	Beauticians	20
3. Office Worker	44	Social Worker	33

The percentages of the ranking occupational interests of the girls were presented in Table 1. Laboratory technicians, their second ranking preference, was chosen by almost 23 per cent of the high scoring girls. In contrast, teaching the first and office work the third-ranking choice of the high scoring girls, had little

interest for the lower-scoring girls. Very few high scoring girls chose cosmetology or social work; the lower-scoring girls' first ranking preference was not chosen by any higher-scoring girls. However, social worker, the lower-scoring girls' third ranking choice, was selected by approximately 33 per cent of the lower-scoring girls.

TABLE II

Categories and Percentages of
High-Scoring and Lower-Scoring Interest of
Girls on Individual Interest Questionnaire

	Higher-Scoring	Lower-Scoring
Professional	20%	07%
Business	30%	20%
Education	17%	33%
Government	13%	17%
Don't Know	20%	23%
Totals	100%	100%

The categories and percentages presented in Table II provided a difference in occupational interest between the high-scoring interest and lower-scoring interest of the girls. The girls' scores did not differ significantly. Business occupations were given 30 per cent of the high-scoring occupational interest and 20 per cent of the lower-scoring occupational interest of the girls.

Different kinds of responses were within the "don't know" category, which included less than 5 per cent of the high-scoring occupational interest of the girls.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

Vocational interest has undergone considerable change since its emergence in the early part of the nineteenth century. Educational literature revealed that during the past decades, the life style of the female has undergone such extensive changes that girls must be prepared for the job market.

Many forces of today's world have endeavored to broaden the scope of the junior high girl's vocational decision making experiences. The primary objective of this study was to present information to offer "extra" vocational stimulation for junior high girls to determine the effect of short-term vocational counseling upon vocational interest and career planning among junior high school girls.

Findings

The study showed that short-term vocational counseling stimulated interest in the subjects to the degree that they (1) asked for additional information about various career opportunities (2) requested more group discussions related to job and job qualification; and (3) indicated that the experience of taking the Kuder Preference Vocational Record Inventory made them career conscious.

Conclusions

Results of this study were by no means conclusive, but they did indicate the need for further investigation. The investigator recognized, however, that junior high schools were ready for preliminary career planning activities; and that there was a need to provide opportunities for them to develop career awareness and explore vocational interest through methods that may very well include short-term vocational counseling.

Recommendations

Since this study failed to provide statistically significant evidence of interest based on scores of the Kuder Preference Record Vocational, research is needed: (1) to establish reasons for limiting the value of high scores made on the Kuder Preference Vocational Form CH and perhaps to provide a basis for change; (2) to ascertain the importance of filling out the blank a second time; (3) to consider the limitations that society places on the Kuder Preference Record Vocational, and (4) to repeat this same kind of study using a control group as well as boys.

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A DESCRIPTIVE INVESTIGATION OF THE
VOCATIONAL INTEREST OF JUNIOR HIGH GIRLS

by

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ABSTRACT

Purpose

The purpose of this study was to determine the effect of short-term vocational counseling upon vocational interest and career planning among junior high school girls.

Procedures

The sample for the study which consisted of 60 junior high school girls was randomly selected from a population of 186 girls. Data were collected through (1) interviews centered around career awareness and career planning; (2) the counselor-principal-student made individual inventory; (3) the Kuder Preference Vocational Record Inventory (Form CH); and (4) group counseling sessions.

Findings

The study showed that short-term vocational counseling stimulated interest in the subjects to the degree that they (1) asked for additional information about various career opportunities; (2) requested more group discussions related to jobs and job qualification; and (3) indicated that the experience of taking the Kuder Preference Vocational Record Inventory made them career conscious.

Conclusions

Results of this study were by no means conclusive, but they did indicate the need for further investigation. The investigator recognized, however, that junior high school girls were ready for preliminary career planning activities; and that there was a need

to provide opportunities for them to develop career awareness and explore vocational interests through methods that may very well include short-term vocational counseling.

Recommendations

Since this study failed to provide statistically significant evidence of interest based on scores of the Kuder Preference Record Vocational, research is needed: (1) to establish reasons for limiting the value of high scores made on the Kuder Preference Vocational Form CH and perhaps to provide a basis for change; (2) to ascertain the importance of filling out the blank a second time; (3) to consider the limitations that society places on the Kuder Preference Record Vocational, and (4) to repeat this same kind of study using a control group as well as boys.