

A STUDY OF ATTITUDINAL FACTORS IN THE VOCATIONAL AND
CAREER DEVELOPMENT OF INNER-CITY GIRLS

by 6791

KARIN FRANCES BURNS

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Approved by:


Major Professor

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Chapter 1

INTRODUCTION

The modern American labor scene has found an increasing number of women entering the labor force and continuing to be employed for a longer number of years. In addition, the Women's Liberation movement has helped to focus attention on the role of women in the world of work. Because women are playing a larger role in the work force, then according to Fortner (1970), counselors are becoming more aware of the need to help girls prepare for their future roles both in the labor market and in the home.

For the inner-city girl, who has long been overlooked in her vocational interests and potential, the need for adequate counseling becomes even more acute. In the past, relatively little thought has been given to the post-high school vocational preparation of girls from an inner-city community. Too often the attitude has been that a disadvantaged girl need only graduate from high school, get married, and go to work any place she can. An investigation of current attitudes held by people within an inner city regarding the vocational preparation of its girls is one method of updating the knowledge of counselors in their attempts to advise young girls in the area of vocational choice.

While economic factors often prevent a disadvantaged

girl from leaving home to pursue an education, there are opportunities for vocational training right within her city. It is an awareness of these opportunities that will encourage young inner-city girls to become trained for a vocation and to begin the break in the cycle of poverty and ignorance so often found in her community.

The Need for an Awareness of Opportunities
for Vocational Development

Washington (1968:170) discussed the fact there are 14 million women sixteen and over--more than one fifth of all the women in the United States--who are among the 35 million people living in poverty today. Of the 14 million impoverished women, many work, but their levels of education and work skills are so low that their wages yield only bare subsistence. Others, who need and want to work, stay home because there is no one to care for their children. Still others cannot find jobs because they are unskilled and untrained for the jobs available or because they live in depressed areas where jobs are scarce. She continued (p. 174),

An adolescent girl, more often than her male contemporary, has difficulty in choosing occupational roles and committing herself to specific ideals. She is too confused by the contradictory models she sees in her home, her community, her school, her leisure-time contacts, her church, and in the mass media by which she is surrounded.

The need for some type of vocational training is stressed by Kerber and Bommarito (1965:91). They emphasized that there is now less demand for the unskilled laborer, and there is a greater need for the skilled technical and

professional worker. In a highly complex technological society young people must have sound basic training to adapt easily to new tasks as the economy changes. It will be as important for women to be highly trained as it will be for men. Congress has made it clear through legislation (MDTA, the Vocational Education Act of 1963, and the Economic Opportunity Act) that it intends for vocational and technical education to be a part of the national effort to identify and bring disadvantaged elements of our society into the nation's educational, cultural, and economic mainstream. (Smith, 1967)

Who are our educationally, socially and culturally deprived youth? According to Smith (1967),

They are the children of low-income parents living in our affluent society, but not sharing its benefits. Each is an individual with his own aspirations, capabilities, interests, and dreams. But common to all, and setting them outside the mainstream of American life, is the limitation on their opportunities to fully develop their potentialities. This limitation results from low family income, educational and occupational background, and, in many cases, racial or national origin.

On the other hand, this limitation may be partly due to a lack of awareness of the opportunities available to them. Shertzer and Knowles (1964:7) pointed out that even though some 40,000 different occupations exist in America, most adolescents are just vaguely familiar with what a worker does in only five or six occupations. This partly explains why many youth state occupational preferences not commensurate with their ability levels.

The main thrust, then, should be toward preparing

disadvantaged youth to meet the demands of employment. They must first be shown the value of preparing for a vocation; then they must become familiar with the opportunities available to them, both in occupational choice and in training programs and institutions where preparation for these occupations can be obtained. As Washington has stated (1968:178), for the disadvantaged girl it means raising her self esteem so that she sees herself as an individual of worth, possessing talents and potential so that she may find work taking on a new meaning. Hopefully, she will realize she does not have to go out and look for just any available job; that work is not performed solely for monetary return, without relation to interests and talents. In working with the disadvantaged girl, the goal must be the integration of her various roles.

The disadvantaged girl's horizon of knowledge determines the awareness of available opportunities from which she can choose. Too often all she knows is a job as an office worker, waitress, or receptionist. There is a great need to acquaint personnel in education more adequately with the wide range of available educational, training and occupational opportunities so that they can help our youth, and specifically those from the inner city, to be able to utilize their potential.

Hoyt (1969:9) has stated that every individual should be allowed to choose what he wants to become, and to implement this basic goal, individuals must become acquainted with the widest possible set of alternatives from which they may choose.

The Problem

Statement of the problem. The purpose of this study was to investigate the attitudes of female high school students, educators, businessmen, training program representatives, and other community workers within an inner city regarding the vocational development of its young women, specifically its senior-high age girls. The study focused on four main areas:

1. What are the attitudes of senior high girls, of teachers, counselors, businessmen, and other community representatives concerning post-high school vocational training for girls in the inner city?
2. How do marriage plans relate to the further vocational preparation of young inner-city women?
3. What methods have been found which might help motivate high-school age inner-city girls to investigate post-high school educational opportunities?
4. How aware are those representatives of the inner-city community of the opportunities for post-high school vocational preparation which are available for girls within the metropolitan Kansas City area?

In addition to these primary emphases, the study was also aimed at uncovering other attitudes and trends that may be related to the main issues of the investigation.

It was hypothesized that the individuals interviewed were not totally aware of the many and varied post-high school opportunities there are within the metropolitan Kansas City area where girls can receive further vocational preparation; and in the instances where this information was available, it was not being utilized to its fullest extent.

Importance of the study. Secondary school counselors have a responsibility to aid and encourage both the college-bound and the non-college bound students to plan their vocational preparation. In an inner city, the non-college bound students often represent the majority of high-school age youth, and they should become one of the prime focal points of the counselor; yet in practice, this is not usually the case. These young people need to be encouraged to become more skilled in their job preparation in order that they can successfully compete with others in the labor market and not have to settle for semiskilled and unskilled jobs.

The problem is even more acute with inner-city girls because their role is often twofold. First, they frequently regard marriage and raising a family as their chief goal in life. Secondly, however, too often these same young women are called upon to help maintain their families financially. Without skills of any kind, they are forced to accept low-paying, unskilled types of work.

It is hoped that in implementing the results of this study, counselors of inner-city youth may develop strategies for vocational and career counseling to help alleviate the problems faced by inner-city girls entering the world of work.

Limitations of the study. The primary focus of this study, as mentioned above, was to investigate the attitudes of female students, educators, businessmen, training program representatives, and other community workers within an inner city

regarding the vocational development of its young women, specifically its senior-high age girls. As a result, it was limited in scope to the attitudes of those individuals interviewed and, inherent in these limitations, are the following problems:

1. Because personal interviews were used with each respondent, the number of people interviewed was only seventy-two. The attitudes and opinions expressed cannot be said to be representative of all people within an inner city. They are merely representative, of the seventy-two people involved.
2. The conclusions drawn from these attitudes and opinions are based upon these interviews and cannot be totally generalized to all people within the inner city.
3. A further intention of the study was that it would involve only people from the metropolitan Kansas City area. The attitudes could very easily differ in any other inner-city surrounding.
4. Also, the Kansas City, Kansas, inner-city area, from which the majority of respondents for this study were selected, is smaller than many inner-city communities, which could have affected the results.
5. This study was not intended to be a statistical analysis, but rather an open-ended view of the knowledge and feelings of the various people interviewed. It was intended to be latitudinal or cross sectional in nature.
6. In any interview survey, the responses are limited by the reaction to the age, sex, and race of the interviewer.

While no noticeable negative reactions occurred, covert feelings of the respondents may have entered into some of the answers given. Only in a very few instances were the respondents known by the interviewer.

Chapter 2

REVIEW OF THE LITERATURE

Literature relevant to the problem presented in this study may be grouped into four major categories: (1) literature concerning attitudes toward vocational training for inner-city girls; (2) literature concerning marriage plans as related to further vocational development; (3) literature concerning methods used to motivate high-school age girls to investigate vocational opportunities; and (4) literature concerning the vocational training opportunities to be found within the metropolitan Kansas City area.

Literature Concerning Attitudes Toward Vocational Training for Inner-City Girls

As Blai (1970) has noted, the increased demands for women as workers have been accompanied by broadened opportunities for their education and by girls' and women's increasing awareness of the need for more training. The great emphasis in recent years on completion of high school, on occupational training, on university education, and on continuing education for mature women has encouraged women to seek better preparation for jobs. Today, about nine out of ten women, at some period in their lives, will work outside the home. Consequently, the implication is that they should be encouraged to become trained for a skilled vocation.

Specifically, the disadvantaged girl will almost certainly be called upon to work outside the home. One means of identifying disadvantaged pupils, according to Spears (1964) can sometimes be by a lack of aspiration or by unrealistic job goals. The job market, historically, has appeared limited for minority group youth especially, and realistic planning meant completing school work which might lead to any job. However, with increasing emphasis on civil rights, including equal employment possibilities, it is important that competent students be guided and encouraged to acquire training in many fields.

Duncan (1967) in his study of disadvantaged ninth grade students found a high need for immediate economic and material gratification among them. There was an absence of the tradition of education in the families of these students. Therefore, members of their families did not have higher level occupational positions, and, in turn, there was a marked indication of indifference on the part of these students toward upward mobility as obtained through education. Roeber (1968: 237), Daniel (1964), and Radin and Kami (1965) also pointed out that disadvantaged youth in general have strong drives away from further educational endeavors and toward immediate economic gratifications. They were not willing to endure long periods of basic education before they enter programs of training for jobs. Short-range goals became acceptable.

Emphasizing this point, Amos (1968:22) stated that many disadvantaged youth are incapable of setting long-term

goals because they are so pre-occupied with immediate needs for money, food, clothing, and shelter. He added that unrealistic ambitions on the part of disadvantaged youth may simply be desire for a higher status. Their levels of aspiration must be raised where appropriate, but not to the extent that only certain status jobs are acceptable to the youth concerned. Often disadvantaged youth are reluctant to take training because they "know" nothing will be available to them when they finish.

On the other hand, Smith (1967) stated that disadvantaged youth, if they are interested, are creative, motivated and proficient, but that they will consider useless anything that has little relevance to their needs or future plans. He emphasized that deprived youth do not want to stop at the first level of training, even though many educators think they do, or because of social bias, think they should. Pre-technical training programs should emphasize development in the academic areas, social behavior, and vocational guidance; and the same quality of skill should be expected of disadvantaged youth as of anyone else. Cross (1968), in his survey of forty-two Neighborhood Youth Corps enrollees, both girls and boys, found that twenty-nine of the forty-two planned to continue their education upon high school graduation.

Looking specifically at the disadvantaged girl, Berry (1969) pointed out that most of her life is spent within the confines of her culturally deprived neighborhood. Seldom is she allowed an opportunity to develop skills other than that

of a housewife and mother. Washington (1968:185) adds that girls who have lived in hunger and all the other ills of poverty do not easily think far into the future. They are not aware of the horizons available to them; they only think in terms of jobs they know about. The girl afflicted with poverty often has adjusted her sights far too low in terms of her potential. She tends to seek the kinds of jobs that women in her milieu have been doing. The black female, in particular, remains engaged in occupations that have been relegated largely to members of her race; for example, hospital aids or domestic workers.

In terms of specific occupational preferences, Clark (1967) found in his study of New York City elementary school children that two occupations, teacher and nurse, accounted for two-thirds of the choices of both the middle- and lower-class girls. Housewife, the middle-class girls' third-ranking preference, was not chosen by any lower-class girl; whereas, secretary, the lower-class girls' third-ranking choice, was selected by only 5 percent of the middle-class girls. Astin (1970) found in the twelfth grade, the three most favored occupational choices of girls were teaching, the health fields, and office work.

Concerning the black disadvantaged girl, Herson (1965) stated that Negro youth, in general, aspire to high-level occupations. There was often a marked discrepancy between their aspirations and the employment patterns of their parents. According to Levine (1965), many studies of attitudes among

Negro youngsters in low socio-economic areas have shown that their aspirations are so high, as indicated by career choices, and plans to attend college are so frequent as to be tragically unrealistic. Herson (1965) added that there are large numbers of lower-class Negro youth who have high vocational aspirations, but they lack the specific knowledge and value orientations necessary to shape their behavior so that these aspirations may be realized.

In a study involving two inner-city high schools in Detroit, Vriend (1969) found that 54.6 percent of these inner-city high school seniors aspired to vocational levels requiring two or more years of post-high school education. His findings indicated that a program which integrates vocationally-related knowledge and activities into the total educational experience of inner-city youth can positively modify and influence the maturity of vocational development. Those students in the experimental group took more actual steps toward post-high school work or school goals.

It seemed evident from the research in this area that providing knowledge on the vocational training possibilities available to inner-city girls will be a necessary part of encouraging them to prepare for a vocation. Harrison (1970), in support of this statement, felt that the circumstances which have led disadvantaged youth to difficulties in employment can be removed or reduced with appropriate training and supportive services.

Literature Concerning Marriage Plans as Related
to Further Vocational Development

Shertzer and Knowles (1964:8), researching the current trend of employment of women, found that nine out of ten girls presently enrolled in high school will be employed twenty-five years or more of their adult lives. Yet, most of their plans dealt only with the time span that exists prior to marriage; in many cases, girls had not included in their vocational plans any consideration that they will probably re-enter the labor force after children are born or are in school. Washington (1968:188) pointed out that because the disadvantaged girl, more so than many girls, will face the necessity of work as well as homemaking, she should be stimulated and guided into thinking in terms of both marriage and work.

Blai (1970) continued by pointing out that the majority of women in the labor force are married. These working women are concentrated in families in the low- and in the lower range of middle-income brackets; and they are working, among other reasons, to supplement inadequate family income, raise the family's standard of living in general, or help pay for a home or their children's education.

Matthews and Tiedeman (1964) found in their study on young women that attitudes toward marriage and career definitely varied according to the life plans which women express. For those who expressed career ideas, marriage was not as immediately important. The high school group differed from the junior high school group specifically, though, in a greater

acceptance of marriage.

Again, Washington (1968:178) believed that the disadvantaged girl's concept of her future role is greatly influenced by her knowledge of and experience with her own mother. She needs to discard the notion that marriage and motherhood are just the next inevitable steps in life, neither desirable nor undesirable, but inescapable. Berry (1969), echoing Washington's contention, stressed that marriage becomes destined by residential proximity of the male and female. The disadvantaged girl doesn't feel she has a strong active voice in picking a marriage partner; the decision to marry likewise becomes more of a predestined fact that a relationship that should be entered with strong feelings.

For girls from the lower socio-economic levels, being a housewife was not perceived of as an occupation, for they must maintain their homes and work outside the home, too, in many cases. For this reason, Lewis (1969) felt that most women who work do not want to invest a great deal of time and effort in an extensive program of education or training. The major goal of the typical girl was that which it has always been--marriage and a family. Her job was psychologically subordinate to her role as wife and mother.

One last study of significance concerning the relationship of marriage plans to further vocational development was completed by Blai (1970). He found that 83 percent of the single women and 84 percent of the married women felt it was not desirable to work if one had preschool children.

Evidently, the age of the child was an important consideration because the women became more tolerant of the idea of a working mother when her children were school age. These findings were similar among those women in various socio-economic classes.

The studies presented in this section have stressed the necessity for the disadvantaged girl preparing for both marriage and work. The idea that marriage is the only inevitable answer needs to be discarded so that the importance of vocational preparation can be foreseen.

Literature Concerning Methods Used to
Motivate High-School Age Girls to
Investigate Vocational Opportunities

The problem of motivation is one of the key issues facing the counselor of disadvantaged youth. Gordon (1965) stated that the degree and direction of motivation in disadvantaged children are frequently inconsistent with the demands and goals of formal education, although the nature of their aspirations is usually consistent with their perceptions of the availability of opportunity and reward. Gordon's studies indicated that disadvantaged children are less highly motivated and have lower aspiration for academic and vocational achievement than do their middle and upper class school peers.

In discussing problems of the disadvantaged youth, Amos (1968:18) stated that many of them think that a lack of success in a job stems from limited opportunities in the labor force. To avoid accepting his own responsibilities, the disadvantaged youth often blames the environment, the general

employment picture, or the school that did not prepare him to earn an adequate living. Added to that feeling was the fact that his parents often do not offer adequate support and encouragement at home. In counseling the disadvantaged young woman, Washington (1968) added that the problems of her previous life experiences, her motivation, her attitude toward new opportunities, her attitude toward herself, and her attitude toward authority figures must be seen as total components of her total behavior pattern.

Several studies (Herson, 1965; Conant, 1961; Perry, 1964; Washington, 1968; and Clark, 1967) have mentioned the importance of role models in the motivation of disadvantaged youth, especially minority disadvantaged youth, in the selection of vocational choices. The late Whitney Young, former Executive Director of the National Urban League, in his testimony before a Congressional Committee, observed that (Herson, 1965):

People are moved by example, not exhortation. Therefore, some Negroes now study political science because of Ralph Bunche and some Negroes aspire to baseball because of Jackie Robinson; and a Negro like Sidney Poitier can win an Oscar, once he's given the chance to act.

Conant (1961) pointed out the "vicious circle" of the absence of successful Negroes in the world of scholarship and science and the lack of enthusiasm for these pursuits among Negro youth. Washington (1968:176) stated that the Negro girl cautiously seeks to enter fields where she sees Negro women already employed. Since there are still relatively few Negroes

of either sex in professional jobs, and only 8 percent of the adult female Negro population are currently in the professional and skilled occupations, a conscious effort must be made to help the girl become more aware of opportunities that she may not know exist. The counselor must be aware of members of the girls' group in various skilled occupations.

Perry (1964) described an experiment carried on in Washington, D. C., in institutions for delinquent children who were, of course, severely disadvantaged in aspects of employability. The first step in their approach to improve the motivation of these young people was to schedule a speech by someone who has successfully overcome these same disadvantages they were then facing. Young people in an inner-city community need to see that other people just like them have reached the goals they set for themselves.

In addition, Snyder (1965) observed that programs for the motivation of disadvantaged youth must start as early as in the elementary school. Among other things, he suggested class tours and visitations to community establishments.

Another approach to the motivation of inner-city youth is to help them raise their self esteem. Daniel (1964) and Levine (1966) both pointed out the fact that often times disadvantaged youth have experienced so much failure in school and elsewhere that they have acquired no faith or confidence in their own ability to succeed. They concluded that our programs must include conscious efforts to raise self esteem and overcome the distrust which is the only defense of the poor

against assistance that implicitly questions their dignity. This can be done by "plain talk," speaking to them honestly in their own terms.

Winder and Savenko (1970) found in a project involving group counseling with Neighborhood Youth Corps participants, that several individuals within the groups altered significantly in their goal of making meaningful occupational choices. The group seemed to provide support and praise so necessary for self esteem.

In relation to the black inner-city youth, Russell (1970) pointed out that there is no special mystique involved in relating to the black student. His feelings, wishes, desires, and hopes are like those of any other student. He merely wants to be treated as a normal human being.

Britts (1964), reviewing the vocational pattern of Negroes, found that they are in the professional and the unskilled jobs, but there is a vacuum in the middle. It is the skilled and semiskilled jobs that have been traditionally devoid of Negroes. The Negro girl, historically, has been mainly limited to the unskilled jobs. It is the counselor's job to help minority youth realize they can and should prepare for skilled jobs.

For the inner-city youth, another motivational technique necessary for his vocational development is that his academic course work and subject matter be relevant to his perception of his life. Proctor (1970) and Conant (1961) both emphasized that schools should make education relevant to

future jobs and what disadvantaged youth are familiar with. Banta (1969) observed that many of the disadvantaged have had opportunities to acquire an education in the public schools but have turned it down because the programs offered did not seem to fit their needs.

Benham (1967) and Conant (1961) suggested vocational education courses throughout the high school curriculum, where students can actually realize the relevance of what they are learning to future careers. On the other hand, Banta (1969) felt that even vocational education courses may not interest a student if he has no opportunity while in school to put his training to use in a job situation.

For the inner-city youth, who has had very little exposure to the various fields of work available to him, several authors (Ruff, 1966; Banta, 1969; Sanders, 1965; Eisen, 1964; and Amos and Grambs, 1968) advocated some form of work-study program in the high school. Amos and Grambs (1968:4) aptly stated that young people who have not had the opportunity to learn informally about the vocations of their parents, relatives and others and are hardly literate enough to read about them, must base their vocational choices on more immediate and concrete experiences. They need the "feel" of work activities and working conditions, and they need chances, formerly denied them, to visit establishments and see workers on the job. Besides being placed on a payroll, they can see the kinds of real employment possibilities the organizations offer and be ready for either vocational training or employment.

The studies reported in this section indicated there is no quick answer to the motivational problems of inner-city youth. Without motivation, they will not learn what they need to know, and without training and education, they cannot obtain the preparation they need to perform the kinds of jobs they desire to pursue in the future. Perhaps the most important point of all was that these youngsters need not one chance, but two, five, or ten to prove to themselves and the world that they can overcome the handicaps they have inherited.

Literature Concerning the Vocational Training
Opportunities To Be Found Within the
Metropolitan Kansas City Area

As Washington (1968:176) has pointed out, it is particularly important for the counselor of disadvantaged girls to be cognizant of existing public and private programs of occupational training, to be knowledgeable about continuing education, and to be aware of such undertakings as the work-study program, which could mean both a pay check and the acquisition of education or training.

For the inner-city girl interested in post-high school vocational preparation, the metropolitan Kansas City area has many and varied types of vocational-technical programs. Some are public institutions, some are private; some are more expensive than others, and some are more dependable than others. An awareness of what is available has to be the first step in promoting higher vocational aspirations among the youth of the inner city.

The Yellow Pages of the Greater Kansas City telephone book (Southwestern Bell, 1970) listed twenty-five business schools in the Kansas City area, ranging in programs from automation training schools to motel management. Kansas City Business College was representative of the comprehensive business schools and offers vocational training in the following fields: secretarial, stenographic, accounting, bookkeeping, comptometer, business administration, dictaphone, medical secretarial training, salesmanship, office management, executive secretary, calculator, economics, public speaking, IBM machines, computer programming, and court reporting. The American Business and Computer Schools offer speedwriting shorthand, a Nancy Taylor Finishing Course, and training on the IBM 360 computer. The Career Training Institute offers key punch training and computer programming.

There also were listed five schools where girls can receive medical and dental assistant training. The Johnson County College of Medical Assistance, for example, trains medical and dental assistants and medical and dental receptionists.

Of the ten modeling schools in the Kansas City area, Patricia Stevens Finishing School and Career College seemed to be the most diversified. It offers courses in modeling for fashion, photography, TV, or conventions, in addition to finishing courses and merchandising. The Isabelle Boldin School of Fashion offers a two-year course in fashion designing.

There were eight airline training schools, in addition to the training offered by each private airline. Representative of these programs was the Atlantic School, offering training in passenger service, ticketing, reservations, operations, communications, automation, tour, travel, and transportation.

Many of the area hospitals have a nurses' training program in conjunction with them. For example, St. Mary's Hospital has a School of Practical Nursing and a School of Professional Nursing. In all, there were eleven schools of nursing in the Kansas City area.

For those girls interested in cosmetology, there were twenty beauty culture schools in the Kansas City area. The Moler Beauty School, as an example, offers basic training, advanced styling, wig styling, shop management, and charm courses.

Kansas City had a four-year public institution, the University of Missouri at Kansas City, as well as private and parochial colleges, such as Rockhurst and Donnelly Colleges. The Kansas City Art Institute offers a complete training program in art.

There were three junior college systems in the Kansas City area: Johnson County Community College; Metropolitan Junior College District of Kansas City, Missouri, which has two branches; and the Kansas City Kansas Community Junior College. Kansas City Kansas Community Junior College, as a representative example, offers the following vocational courses

in which girls might be most interested: data processing, dental assistant, inhalation therapy, medical technology, mid-management, nursing, physical therapy, secretarial, medical or legal secretarial, one-year secretarial and one-year clerical, as well as pre-social work and pre-teaching courses.

Kansas City, Kansas, also had an Area Vocational Technical School which offers courses in business and office occupations, including accounting, bookkeeping clerk, general clerical, secretarial and distributive education; licensed practical nursing; trade and industry, including cosmetology; and technical, including data processing.

In addition to specific schools, the Employment Service administers several training programs for disadvantaged youth, including Manpower Development and Training Act programs, the Work Incentive Program, Neighborhood Youth Corps, Job Corps, and JOBS-NABS. (Reed, 1969:51) Each of these programs was designed for disadvantaged people who may not otherwise be able to afford training.

In Kansas City, Kansas, the Manpower Training Skill Center had inner-city girls enrolled in business office occupations; a cashier-checker course; a medical service assistants class; a radio and electronics course; and a bench assembler class. The Black Motivation Training Center offered vocational training to black inner-city girls in key punch operation, secretarial courses, backing, and printing. This training was free and was given strictly for the purpose of vocational improvement.

According to the Apprenticeship Information Center of the Missouri Division of Employment Security, any of the twenty-four registered apprenticeship programs in the metropolitan Kansas City area were available to women. Also, businesses such as Southwestern Bell Telephone Company cooperated in on-the-job training for youth.

These schools and training programs provided illustrations of the types of vocational training available within the general proximity of the inner-city youth. There was a program for almost any vocation the disadvantaged girl may choose.

Chapter 3

METHODOLOGY

Subjects

The seventy-two subjects for this study were located in the greater Kansas City area, including people from both Kansas City, Kansas, and Kansas City, Missouri.

The first group of subjects were thirty-six senior high girls chosen from four of the Kansas City, Kansas, high schools: Argentine, Rosedale, Summer, and Wyandotte. A total of ten girls (nine girls plus an alternate) were selected from each school according to the random sampling method suggested by the Rand Corporation (1955:xxiii).

The second group of subjects were eleven business teachers selected from the same four Kansas City, Kansas, high schools.

The third group of subjects were twelve counselors, also selected from these same high schools. Business teachers and counselors were chosen for this survey because of their *direct connection with the vocational preparation of high school girls*. Their names and positions are listed in the Appendix.

The fourth group of subjects were thirteen adult representatives of various aspects of the inner-city community in general. They were chosen from among people who would have

occasion to come in contact with inner-city girls, both in and out of the secondary school setting. Their names and positions are listed in the Appendix.

Instruments

Data for this investigation was obtained by using interviews. Specifically, the interview focused on standardized questions developed in advance of the interview to focus on:

1. Attitudes concerning post-high school vocational training for girls in the inner city.

2. The relationship of marriage plans to the further vocational preparation of inner-city girls.

3. Methods used to motivate high-school age inner-city girls to investigate post-high school educational opportunities.

4. The awareness of opportunities for post-high school vocational preparation available to girls within the metropolitan Kansas City area.

The majority of the questions on the interview schedule were open-ended; the respondent was given a minimum of restraint on his answers and expression. Some of the items were of the fixed-alternative type, requiring merely "yes" or "no" answers.

A definite attempt was made in formulating the questions to keep them clear and unambiguous, as well as to keep them from being leading questions. Any questions which were

not readily understood by the respondents were re-phrased or re-explained.

While the questions varied slightly for each person, they all followed the same general outline. The same basic questions concerning attitudes and information were asked of each person and are listed in the Appendix.

The purpose of the interviews was not to examine statistically any variation between respondents, but rather to describe attitudes and ideas concerning the vocational development of inner-city girls.

Data Collection Procedures

Permission to conduct these interviews was obtained through a counselor in each of the four schools, as well as the principal. A copy of the letter sent requesting this permission is found in the Appendix. Those subjects not connected with one of the schools were contacted by telephone, and appointments were made at their offices. At the schools, interview times were arranged according to class schedules of the students and teachers.

The interview schedules were typed so as to allow for the recording of the respondents' answers directly under each question and to record as nearly as possible in the exact wording of the respondent. No attempt was made by the interviewer to interpret or reword the responses.

It would be difficult to tell what effect the age, race, and sex of the interviewer had upon the respondents; but

very little noticeable effect was apparent during the interview sessions themselves. It would be valid to assume that the face-to-face interview did in some intangible ways have some influence on the respondent--direct or indirect. A few of the black female students seemed somewhat shy during the interviews, but no one expressed any overt hostility toward the interviewer while answering the questions. In addition, no one refused to answer any of the questions.

Analysis

Scoring of the instrument. The responses to the interview questions were examined and summarized. The results were tabulated for each question in terms of the students' responses, the business teachers' responses, the counselors' responses, and the responses of the other community representatives. The questions were grouped according to the four main areas of focus mentioned above, and comparisons were made among the different groups of subjects.

Methods of classifying subjects into groups. As was previously stated, for the purposes of comparison, the subjects were divided into four groups: (1) the female student sample, (2) business teachers, (3) counselors, and (4) other representatives of the inner-city community.

Within the student sample, the girls were divided according to race, according to grade level, and according to schools attended, to determine if any significant differences

could be attached to these factors. In a few instances the business teachers and counselors were grouped according to sex or schools.

Hypotheses to be Investigated

The following hypotheses served as the focus for this investigation:

Hypothesis 1. Most people within an inner-city community regard high school as the final step in the vocational development of its girls.

Hypothesis 2. The general attitude of educational and social leaders within the inner-city environment is that girls should prepare for marriage rather than a career.

Hypothesis 3. Methods and strategies of motivating inner-city girls to continue their vocational preparation are not being utilized to their fullest extent.

Hypothesis 4. There are many post-high school vocational training opportunities available to girls within the metropolitan Kansas City area of which many educational and social leaders in the inner-city community are not fully aware.

Chapter 4

RESULTS

Description of the Subjects

Of the thirty-six senior-high age female subjects used for this investigation, twelve were sophomores, thirteen were juniors, and eleven were seniors. According to ethnic grouping, sixteen of the girls were black, fifteen were white, and five were Mexican-American.

Each of the schools used in the study was considered an inner-city school; and while a few of the families had above-average incomes, the majority of them had incomes ranging from average downward to the welfare level.

In all, eleven business teachers were interviewed, eight women and three men. The business department at Sumner High School consisted of only two women; at the other three schools, three business teachers were selected at each school. In addition, twelve counselors were interviewed altogether, six men and six women. Counselors and business teachers were chosen because of their direct connection with the vocational preparation of girls.

The thirteen representatives of the inner-city community came from various walks of life. Four worked with vocational training programs, four were businessmen, two represented the employment service, two were connected with religious

organizations, and one was affiliated with a labor organization. Each of them had occasion to deal with inner-city girls.

Analysis of Attitudes Toward Vocational Training for Inner-City Girls

Occupational choices. The first major focus of this study was to investigate the occupational ambitions of the girls taking part in the survey. (Questions 2 through 4 on the female student survey)

A total of sixteen different occupations were being considered. The most frequently mentioned occupations, clearly in line with the research of Clark (1967) and Astin (1970), were the secretarial fields, the clerical fields, teaching, and nursing. These four fields have all traditionally been open to women and occupied in large part by women. Table 1 summarizes the results of these questions.

It was interesting to note that the widest variety in occupational preference was found among the black students. They not only indicated more different types of occupations; but of the occupations mentioned, more of them would require a higher level of education or training than among the occupations mentioned by either the white girls or the Mexican-American girls. At Sumner High School, the only totally black student population, one girl indicated a preference for secretarial work, one girl mentioned filing, and the other seven all indicated occupations which would require further education

or training. By contrast, ten of the eighteen occupations being considered by the white girls were in either the secretarial or clerical fields. From this very limited sample, it can be concluded that the aspirations of the black female students were higher as a whole than those of the white students or the Mexican-American students.

Table 1
Types of Occupations Being Considered
(Divided According to Ethnic Grouping)

Job Type	Black Students	White Students	Mexican-American Students	Total
Secretarial	3	5	2	10
Clerical*	2	5	0	7
Teaching	2	2	0	4
Nursing	2	1	1	4
Keypunch Operator	2	0	1	3
Interior Decorator	2	1	0	3
Cosmetology	1	1	1	3
Modeling	0	1	1	2
Social Worker	1	1	0	2
Airline Hostess	1	0	0	1
Medical Technician	1	0	0	1
Seamstress	1	0	0	1
Home economics	1	0	0	1
Mortician	1	0	0	1
Mid-management	0	1	0	1
Veterinarian	1	0	0	1

*Includes receptionist, filing, bookkeeping and other clerical jobs.

There were no noticeable trends by grade level in favor of the various occupations. About an equal number of sophomores, juniors, and seniors were considering more than one field or had not decided upon a definite occupation. It

was of interest to note that in the spring of their senior year, four of the eleven senior girls interviewed had not decided upon a particular type of job.

Each of the thirty-six girls indicated that she would plan to work outside her home. There were fifteen girls who specifically indicated that they wanted to go on to college before getting a job; the others planned to work right away or in conjunction with additional schooling after high school.

Sufficiency of high school preparation. Each of the individuals interviewed was asked if, in his opinion, high school preparation was sufficient for the types of jobs desired by girls in the inner city. (Question 11 of the student survey, question 3 of the teacher survey, question 10 of the counselor survey, question 6 of the community representative survey)

A majority of the students (22 of the 36) felt that more training or education beyond high school would be necessary for the types of occupations they desired. Of the fourteen who did think their high school training was sufficient, twelve of them were interested in secretarial or clerical fields and had taken most of the business courses available to them in high school.

These female students were realistic, for the most part, in recognizing their need for additional training. Seventeen of the twenty-two girls who thought their high school preparation was insufficient aspired to jobs where more

training would be required.

Only one girl appeared to be setting her goals too low for her skill level. She indicated a desire for a filing position; yet, she had completed Typing I, Typing II, Shorthand I, Shorthand II, and Secretarial Training.

The business teachers were asked their opinions on the sufficiency of high school preparation in business subjects. Only one teacher responded by saying high school business preparation was not sufficient; the other ten felt that it was, with certain qualifications. The consensus among them was that the training is sufficient if the girls had satisfactorily completed most of the business courses available to them. Because so many companies provide on-the-job training, students need only be able to apply the basics they have learned in high school. A further qualification was that high school business courses are sufficient for most jobs, but that technical jobs would require more training.

The answers of the counselors were pretty much in line with those of both the students and the teachers. The majority of the counselors felt that the girls who had completed the secretarial courses were fairly well prepared for jobs in the inner-city community, but that in most other areas of preparation they would need more training. In addition, they felt the training given in high school is sufficient only to maintain minimal, low-paying jobs; and while many of the secretarial programs are strong, the high schools are not providing any other type of specific vocational training for girls.

From among the community representatives, those five who felt high school preparation was sufficient felt it was sufficient for entry-level jobs only or for those requiring very little technical skill. The other seven felt very strongly that more training was necessary. They, too, felt that although some of the secretarial programs are good, there are not enough different kinds of vocational programs offered in the high schools.

Necessity for vocational training. The community representatives agreed unanimously upon the necessity for high school girls in an inner city becoming trained for a particular type of job. (Question 5 of the community representative survey) The predominant feeling was that the inner-city girl cannot afford the luxury of a general education; she must be able to have a means of helping support herself or her family. It was also felt that advancement came much more quickly to those with a vocational skill.

Attitudes toward further vocational preparation. Of specific importance to this study were the attitudes of female students toward further vocational preparation following high school. Questions 14 and 15 of the student surveys asked if the girls had considered attending any of the Kansas City area schools or training programs after high school graduation.

The results found an overwhelming majority of the girls (35 of the 36) making tentative plans for additional schooling or vocational preparation. There were twenty-five girls

planning to attend one of the Kansas City area schools, and ten others considering a college in another city. Only one girl was not planning to go on for more vocational training right away because of plans for marriage; even she had considered cosmetology school in another year. These findings were contrary to the expectation of the study.

As a matter of comparison, the other individuals interviewed were asked their opinions as to the attitudes of inner-city girls concerning preparation for a vocation. The majority of the business teachers (question 16 of the teacher survey) felt that most of the girls did not plan to continue their training following high school. They noted that many times the girls indicate plans to continue their vocational preparation but then get married and do not follow through with their plans. One interesting point was that the two teachers from Sumner were the only ones who indicated that most of their girls did intend to further their education or training.

The responses of the counselors (question 6 of the counselor survey) were much more varied concerning the attitudes of the girls with whom they deal. On the positive side, some felt that girls are very interested in vocational preparation and what they can do. Others expressed the opinion that girls are not concerned with top-notch professional jobs--just with getting a job. One observation was that many of the girls are unaware of other possibilities besides secretarial jobs.

The community representatives (question 11 of the community representative survey) agreed that many of the girls do

not know what jobs are available to them, primarily because they do not know people in the various occupations. They have set their goals too low because they are so limited in their knowledge of what is available and because they have seen their families meet failure.

The four businessmen reported the attitudes of the girls with whom they deal in a different light. They felt that most girls view a job as merely "a job and a paycheck" and that most are working because of financial need. They indicated, however, that more of the young women who work for them are beginning to express a desire for more training and education.

Attitudes toward encouraging vocational training. Question 9 on the counselor survey and questions 7 and 8 on the community representative survey asked for the individuals' feelings regarding encouraging girls to seek additional schooling or vocational preparation after high school.

The consensus of opinion was that additional schooling should be encouraged. One qualification mentioned was that girls should be encouraged to go on if they needed it for the job they desire but not just for the sake of going on to school.

Two of the businesses encouraged further training by offering educational assistance programs, whereby girls who take job-related courses are reimbursed for their expenses.

Summary. A summary of the analysis of attitudes toward vocational training for inner-city girls revealed the

following conclusions:

1. The most popular occupational choices of the female students interviewed were in the secretarial fields, clerical fields, teaching, and nursing. Among the black female students, a wider variety of occupational preferences was found, as well as an interest in occupations requiring a higher level of education or training.

2. The majority of female students (22 of the 36) felt more training or education beyond high school would be necessary for the types of occupations they desired. The consensus of opinion among the other individuals interviewed was that business was the only area where high school training might be sufficient and then often for only entry-level jobs.

3. Representatives of the inner-city community were unanimous in their feeling that high school girls should become trained for a skilled job.

4. An overwhelming majority of the female students interviewed (35 out of the 36) expressed plans to continue their vocational preparation following high school. In contrast, the majority of business teachers felt their female students would not continue their training; the counselors and other community representatives were divided in their opinions.

5. It was felt that often inner-city girls set their goals too low because of a lack of knowledge of what is available to them.

6. The adult school and community representatives agreed on the importance of encouraging the further vocational

development of inner-city girls.

Analysis of Marriage Plans as Related to
Further Vocational Development

Plans for marriage. Questions 18 to 22 of the female student survey were concerned with how plans for marriage and a family would affect the vocational plans of the girls involved in the study.

When asked if they had any plans for marriage, 44 percent (16 girls) responded "yes," 14 percent (5 girls) responded "yes, but not soon," and 42 percent (15 girls) responded "no." An analysis of those girls responding "no" indicated that no specific conclusions could be drawn according to grade level; four of them were sophomores, six were juniors, and five were seniors. Of the black female students, 50 percent of them responded "no," as compared to 37 percent of the white students and 20 percent of the Mexican-American students. Several girls specifically indicated they wanted to go to college or a training program first and not get married right away. These results may be due, in part, to an increased emphasis upon urging inner-city youth, especially black youth, to become more highly skilled.

The twenty-one girls who indicated an interest in marriage were asked if they would plan to work after they were married. The answers were unanimously "yes" with the exception of one girl who said it would depend upon the situation.

An overwhelming majority of the girls (32 of the 36)

indicated they would still train for a job even if they were to get married soon after high school graduation. Three of those girls reiterated that they wanted to go to school before getting married, and one girl indicated it would depend partly upon the situation. Of the four who said they would not continue their training if they were to get married, three of them were Mexican-Americans and the fourth girl was white. All of the black girls indicated they would continue with their plans to train for a job.

All but one girl responded affirmatively when asked if they would like to have children some day. However, attitudes toward wanting to work after their children were born varied considerably, as summarized in Table 2.

Table 2
Attitudes Toward Wanting to Work
After Children are Born

Response	White Students	Black Students	Mexican-American Students	Total
"Yes"	1	12	1	14
"No"	10	3	3	16
"Depends on Situation"	1	1	0	2
"Yes, as the Children Get Older"	3	0	1	4

Opposite attitudes were apparent when the black students were compared to the white students. The majority of

the black students (75 percent) indicated they would plan to work after they had children, while the majority of white students (67 percent) indicated they would not.

The importance of marriage. Question 11 of the counselor survey and question 9 of the community representative survey were concerned with the opinions of those people interviewed regarding the importance of marriage to inner-city girls.

Again, the opinions were varied; but the key factor appeared to be the life style plan of the individual girl. While the consensus was that all of the girls hoped eventually to include marriage in their plans, the adults interviewed felt that for those girls planning to go to college or continue their vocational preparation, marriage was not of immediate importance. Also, particularly those people involved in training programs have found that some inner-city girls do not feel marriage itself is particularly important and that they do not have to be married to have children. It was noted that many inner-city girls are separated or divorced and are more concerned with supporting themselves and their children than they are with marriage.

On the other hand, other opinions revealed the fact that for many inner-city girls, getting married soon after high school graduation was extremely important. The individuals interviewed felt that the girls totally committed to marriage were those who were not concerned with further education. They also indicated this number of girls with immediate marriage

plans was less frequent in the inner city today than it was twenty years ago.

Advice concerning vocational preparation for girls planning marriage. The business teachers were next asked what advice they would have concerning vocational preparation for the girl who had marriage in her immediate plans. (Question 12 of the business teacher survey)

While the opinions varied, everyone seemed to feel that inner-city girls can plan to work and that they should have some vocational preparation. Six of the eleven teachers felt that for most of these girls, if they got married, their education would end with high school graduation. For that reason they encouraged as much business course preparation in high school as possible. Four of the teachers recommended further training if it was financially possible.

The counselors and community representatives were asked if they would change their strategy for dealing with a girl's vocational preparation if she expressed plans to be married soon after high school. (Question 12 of the counselor survey and question 10 of the community representative survey)

Again, the response of eight of the twelve counselors was that marriage plans would not affect what they would advise her. The opinion expressed by the majority of individuals interviewed was that since the inner-city girl will probably have to work even though she does get married, it would be to her advantage to become trained for a skilled occupation.

Practical considerations were listed as the reason for those four people whose strategies would be altered. They felt that when a girl gets married, since money is more of a factor, she will probably need to go to work right away instead of continuing her education and training. Also, she would be limited in where she could acquire her vocational training.

Summary. In summarizing the analysis of marriage plans as related to further vocational development, the following observations were made:

1. A large majority of the female students interviewed (89 percent) stated that they would still continue their plans for vocational training even if they were to get married soon after high school.
2. If they had children, 75 percent of the black female students indicated they would still plan to work; 67 percent of the white female students indicated they would not.
3. The majority of adult representatives interviewed felt that the importance of marriage to inner-city girls depended upon the life style plans of the girls. For those girls planning to go to college or continue their vocational preparation, marriage was not of immediate importance; for others, getting out of high school and getting married were of utmost importance.
4. Because most inner-city girls will be required to work, the adult representatives interviewed felt that girls should

be advised to acquire some vocational training even if marriage were planned.

Analysis of Methods Used to Motivate High School-Age Girls to Investigate Vocational Opportunities

A third major focus of this study centered around motivational techniques used in dealing with the vocational development of inner-city girls. Comparisons were made from the different points of view of the individuals involved, both as to the methods used and the sufficiency of the methods used.

Methods for promoting awareness. The counselors were asked to relate the methods they used to make high school girls aware of the educational possibilities available to them for additional vocational training. (Question 16 of the counselor survey)

The most common response was to invite representatives from the area schools and businesses to come to the school and discuss their programs with the students. Another way of disseminating information was by making it known to teachers and encouraging them to pass it on to their students, particularly in orientation, vocations, home economics, and business classes. Most of the counselors indicated they visited these various classes at times to discuss vocational possibilities.

Various other methods were mentioned, including announcements in the daily bulletin; a guidance bulletin board; clubs, such as Future Nurses; and information and tests provided by the Kansas State Employment Service and Civil

Service. Sumner High School indicated they provide an active program of sponsoring tours to various businesses and training programs to increase their students' awareness of the opportunities available to them.

The majority of counselors felt these methods were effective, although they admitted more could be done. None of the counselors used all of these methods.

The majority of the business teachers, when asked if they felt girls were being made sufficiently aware of the opportunities for post-high school vocational training available to them, replied that they did not. (Questions 13 and 14 of the business teacher survey) They reported a definite need to get information to more of the students and at an earlier age. Seven of the eleven teachers felt that the methods of promoting awareness were not totally effective.

From the standpoint of people outside the school setting, the community representatives interviewed agreed overwhelmingly that the schools were not making girls sufficiently aware of the opportunities available to them. (Questions 12 and 13 of the community representative survey) Four of the individuals interviewed suggested that more vocational exposure and more of a variety of vocational training programs were needed at the high school level. They also indicated that the schools need to be more realistic in making their curriculums relevant to the needs of the students. A further opinion expressed was that girls are not sufficiently aware of all the occupational fields available to women.

Methods used for vocational motivation. All of the adult subjects interviewed were asked what methods they felt were most effective for motivating inner-city girls in the area of vocational preparation. (Question 17 of the business teacher survey, question 18 of the counselor survey, question 14 of the community representative survey)

Many ideas were expressed repeatedly. The majority of individuals felt the most urgent need and most valuable method for motivating inner-city youth was exposure. This included exposure through the school curriculum to vocations, careers, and educational opportunities, as well as exposure to the businesses, schools, and training programs available to them upon high school graduation.

The consensus of opinion was that personal contact is the best way to promote interest in a particular occupation or training program. They felt one of the biggest problems in an inner city is the lack of knowledge and understanding of available opportunities. Besides having representatives from the training institutions visit the high school students, they suggested inviting in former students, who are currently enrolled in a school or training program, as a means of providing encouragement to students who are considering these same programs.

Other representatives stressed that there is often a feeling of helplessness among inner-city youth and that much encouragement and support are needed to help them learn to believe in themselves and in their ability to succeed. They

indicated that particularly girls need to be made aware of the many and varied vocational opportunities available to them. Identification is hard for the inner-city youth; he has not had occasion to see successful people in the various occupations.

The counselors at Sumner were aware of the lack of vocational role models available to their students, all of whom are black. The counselors indicated that in the past, black students have been limited to certain careers, and they will be interested only in those they have seen. In order to broaden that scope, the counselors felt that the black student will have to see that opportunities are available; he will not take someone's word for it. He needs to see black people who have succeeded at these various occupations, so he knows it can be done. For this reason, the personnel at Sumner felt that field trips to businesses and training institutions were especially valuable motivational devices, as well as exposure through assemblies and other school functions to graduates of their high school who have succeeded in a particular occupation.

Finally, motivational devices which are not currently being implemented in Kansas City, Kansas, but were suggested include some type of work-study program, Office Education, or Distributive Education. It was felt that besides providing a knowledge of job-related experiences, these programs would place students on payrolls and help fulfill their immediate needs, hopefully increasing their motivation to remain in school.

Sufficiency of encouragement. In questions 23 and 24 of the female student survey, the girls were asked if the guidance department had helped them in their preparation for a job. The responses indicated that the majority of them did not feel they had been sufficiently encouraged, as shown in these results:

<u>School</u>	<u>Yes</u>	<u>No</u>
Argentine	3	6
Rosedale	2	7
Sumner	7	2
Wyandotte	3	6
Total	<u>15</u>	<u>21</u>

The only school which had a positive response was Sumner. No particular distinction was apparent either by race or by grade level in any of the schools. Of the twenty-one who answered "no," twelve of them said they hadn't asked the counselors for help. Noteworthy suggestions as to what more might have been done for them included field trips to businesses and some form of work-study program.

Summary. A summary of the analysis of methods used to motivate high school girls to investigate vocational opportunities indicated the following conclusions:

1. While many methods are being used for making girls aware of vocational opportunities available to them, it was agreed that more could be done in this area. Collectively, the methods are effective; but used individually, they are not

totally sufficient. No one school has used them all.

2. The inner-city community subjects interviewed felt that more vocational exposure and vocational training programs were needed in the high schools.

3. It was agreed that exposure was the most valuable method for motivating inner-city girls. The need to provide adequate vocational role models is great, as well as the need for encouragement.

4. The majority of female students interviewed did not feel they had been adequately helped in their preparation for a job.

Analysis of the Familiarity of Inner-City Representatives with Vocational Training Opportunities

Basic familiarity. The fourth analysis of this investigation dealt with the familiarity of the individuals interviewed with the post-high school educational opportunities available in the greater Kansas City area. All of the subjects were asked to name the schools with which they were familiar in the Kansas City area where girls could obtain vocational training following high school. (Question 13 of the female student survey, question 5 of the business teacher survey, question 14 of the counselor survey, and question 15 of the community representative survey)

The number of vocational training institutions each person could name specifically ranged from zero to fifteen. Altogether, fifty-four of the seventy-two persons asked this

question could name no more than four institutions in the greater Kansas City area. The comparisons by type of individual interviewed are summarized in Table 3.

Table 3
Acquaintanceship of Inner-City Representatives With
Post-High School Educational Institutions
in the Kansas City Area

Subjects	Number of Institutions Named					
	0	1-2	3-4	5-6	7-8	More Than 8
Female Students	7	25	4	0	0	0
Business Teachers	0	4	2	1	4	0
Counselors	0	0	2	4	3	3
Community Representatives	2	3	5	2	1	0
Total	9	32	13	7	8	3

As expected, the counselors interviewed, as a whole, had a more complete knowledge of the schools and training programs than did any of the other groups of subjects. The median number of schools named by the students was 2.0; by the community representatives, 3.5; by the business teachers, 4.0; and by the counselors, 7.0. Noteworthy was the fact that seven students and two community representatives could not name any specific vocational training institutions in the greater Kansas City area. It was also significant that none of the thirty-six students could name over four.

Among the female students, those girls from Wyandotte

appeared to have the most familiarity with the area schools and the girls from Argentine and Rosedale, the least. There were no distinct differences according to ethnic group or grade level. On the whole, the seniors seemed better acquainted with the area schools than the other two grade levels, while the sophomores seemed less familiar with them than the group as a whole. The black students and the white students appeared to be about equal in knowledge of the area schools, but the Mexican-American students were slightly less familiar with them.

The business teachers and community representatives were varied in their knowledge. However, six out of eleven business teachers and ten out of twelve community representatives could name no more than four institutions.

Specific familiarity. Altogether, thirty-five different schools and training programs were mentioned within the greater Kansas City area. Table 4 summarizes the specific institutions named.

These results indicated that familiarity of the individuals interviewed with post-high school vocational training opportunities within the greater Kansas City area is very limited. Despite the fact that thirty-five institutions were named, it was significant that only six of them were named by ten or more individuals.

It was also concluded that familiarity was partially limited to the proximity of the subjects' living areas. Five

Table 4

Familiarity With Specific Post-High
School Training Institutions

Institution	Number of Times Named				Total
	Female Students	Business Teachers	Coun- selors	Comm. Rep.	
Kans. City Kans. Comm. Jr. College	19	11	11	5	46
Area Vo. Tech. School	11	6	11	2	30
Kans. City Business Col.	3	8	11	5	27
Metropolitan Jr. Col.	1	3	5	6	15
Platt Business College	1	3	7	1	12
Donnelly College	4	3	3	1	11
Univ. of Mo. at K. C. Manpower Training Skill Center	1 0	3 1	0 6	5 1	9 8
Kans. Univ. Med. Center	1	1	2	1	5
Hays Hairdressing Sch.	1	1	2	0	4
Breech Academy	1	0	2	0	3
Heavilin Schools of Beauty	0	1	2	0	3
IBM	0	0	2	1	3
Johnson County Comm. College	0	0	3	0	3
Rockhurst College	0	2	0	1	3
American Computer Programming Institute	0	0	2	0	2
Automation Institute	0	1	1	0	2
Avila College	0	0	1	1	2
Job Corps	0	0	1	1	2
Menorah Medical Center Vocational Rehabilitation	1 0	0 0	0 1	1 1	2 1
Bendix Corporation	0	0	1	0	1
Black Motivation Training Center	0	0	1	0	1
Hoffman Institute	0	0	1	0	1
Jones Store	0	0	1	0	1
Neighborhood Youth Corps	0	1	0	0	1
Park College	0	0	1	0	1
Patricia Stevens Model Agencies	1	0	0	0	1
Research Hospital	0	0	1	0	1
Smith Cosmetology Sch.	1	0	0	0	1
Southwestern Bell Telephone Co.	0	0	1	0	1
U. S. Trades	0	0	1	0	1
Victor Business School	0	0	0	1	1
Warrensburg Extension	0	0	0	1	1
Wilson Flight Training	0	0	1	0	1

of the eight most frequently named institutions were located in Kansas City, Kansas, and all but six of the subjects used in this study were located in Kansas City, Kansas. This was found to be particularly true of the students interviewed. For example, while nineteen of the thirty-six girls mentioned the Kansas City Kansas Community Junior College, only one girl mentioned the Metropolitan Junior College in Kansas City, Missouri; and not one of them mentioned Johnson County Community College in Shawnee Mission, Kansas.

In addition, the value of exposure to the various schools and programs was apparent. Kansas City Kansas Community Junior College and Kansas City Business College were the two schools whose representatives visit the Kansas City, Kansas, high schools regularly to present their programs to the students. The counselors indicated they work in conjunction with the Area Vocational Technical School to enroll students in its programs; and Donnelly College and Platt Business College were located near Wyandotte and Sumner high schools.

Finally, it seemed significant that the counselors were familiar with more than twice as many different institutions as were the students. The implications for promoting the awareness of female students were apparent.

Summary. In summarizing the knowledge of the individuals interviewed with vocational training opportunities in the greater Kansas City area, the following conclusions were made:

1. Familiarity of the individuals interviewed with

post-high school vocational training opportunities within the greater Kansas City area is very limited, based upon the fact that fifty-four of the seventy-two persons interviewed (75 percent) could name no more than four institutions.

2. The familiarity of area schools is based primarily upon those located within the proximity of the living area of the individuals interviewed, particularly the female students.

3. Of the approximately one hundred schools and training programs available for girls in the greater Kansas City area, only thirty-five were mentioned by participants of this survey.

4. Counselors, teachers, and other *community* representatives are in a position to help students become more aware of existing opportunities.

Chapter 5

DISCUSSION, IMPLICATIONS, AND SUMMARY

Discussion

The first analysis of this investigation dealt with attitudes toward vocational training for inner-city girls. A review of the types of occupations being considered by the female student subjects indicated a strong preference for the secretarial and clerical fields, teaching and nursing. A wider variety of occupational choices, as well as a desire to enter occupations requiring a higher level of education or training, was found among the black female students. Altogether, sixteen different occupations were mentioned.

Representatives of the inner-city community were unanimous in the feeling that high school girls should become trained for a skilled occupation. The majority of the female student subjects felt more training or education beyond high school would be necessary for the types of occupations they desired. Correspondingly, an overwhelming majority of them expressed plans to continue their vocational preparation following high school.

The second major analysis of this study concerned marriage plans as related to the further vocational development of inner-city girls. A large majority (89 percent) of the female student subjects indicated they would continue their

plans for vocational training even if they were to get married soon after high school. A majority of the black female students indicated they would still plan to work if they had children, while a majority of the white students and Mexican-American students indicated they would not. For those girls planning to go to college or continue their vocational preparation, marriage was not of immediate importance; for others, getting out of high school and getting married were of utmost importance.

The third major focus of this study centered around motivational techniques used in promoting the vocational development of inner-city girls. While many methods are being used for making girls aware of the vocational opportunities available to them, it was agreed that the techniques used are not totally sufficient. Exposure to occupational opportunities and vocational role models was found to be the most effective method of promoting vocational aspirations among inner-city youth.

The fourth analysis dealt with the familiarity of representatives of the inner city with the vocational training opportunities available to youth in the greater Kansas City area. It was found that the familiarity of the individuals interviewed was very limited compared to the number of schools and training programs available. In many cases, this familiarity was based to a large extent upon schools found in the general proximity of the living areas of the subjects.

Several conclusions could be established from these

findings:

1. Female students in an inner city are not totally aware of the many occupational fields available to them. Only sixteen different occupations were being considered by the girls taking part in this survey; the four most common were the traditional fields of secretarial and clerical work, teaching, and nursing.

2. The recent emphasis on the training and education of minority youth partially accounts for the finding that the black female students appeared to have higher vocational aspirations than the white students.

3. With the possible exception of business subjects, the interviewees felt more vocational training is needed for girls to acquire an occupational skill.

4. The majority of individuals interviewed encourage inner-city girls to seek further vocational preparation. This finding is contrary to the expectations of the study.

5. Girls within an inner city should plan in terms of both marriage and an occupation, not merely marriage.

6. The immediate importance of marriage appears to be related to the life style plan of the individual girl.

7. More vocational exposure and occupational training programs are needed in the inner-city high school. This conclusion supports a major hypothesis of the study.

8. A great need exists for vocational role models for the inner-city girl. The attitudes expressed by many of the educational and social leaders interviewed indicated that

disadvantaged girls, particularly those from minority groups, need to be exposed to women from their community who have become successful in various occupations.

9. Familiarity of inner-city representatives with available vocational training opportunities in the greater Kansas City area is limited. This conclusion supports a major hypothesis of the study.

Implications

The results of this study indicated that girls are not sufficiently aware of either the occupational or the educational opportunities available to them. As the majority of inner-city girls will at some time be called upon to work, adequate vocational preparation becomes extremely important. The counselor is challenged to develop methods of disseminating occupational information so that inner-city girls will become motivated to take advantage of the opportunities available to them.

It is hoped that the results of this study will provide a basis for the development of strategies in dealing with the vocational preparation of inner-city girls.

Summary

The purpose of this study was to investigate the attitudes of female students, educators, businessmen, training program representatives, and other community workers within an inner city regarding the vocational development of its young women, specifically its senior-high age girls. There were four

main areas of concern which it was hoped this study could explore: (1) the attitudes of senior high girls, of teachers, counselors, businessmen, and other community representatives concerning post-high school vocational training for girls in the inner city, (2) how marriage plans relate to the further vocational preparation of young inner-city women, (3) what methods have been found which might help motivate high-school age inner-city girls to investigate post-high school educational opportunities, and (4) how aware are representatives of the inner-city community of the opportunities for post-high school vocational preparation which are available for girls within the metropolitan Kansas City area.

The subjects for this study were located in the greater Kansas City area (Kansas City, Kansas, and Kansas City, Missouri). A total of seventy-two people were involved in the survey.

The results of the study indicated a need for inner-city girls becoming exposed to the many and varied occupational and educational opportunities available to them following high school. The example of successful role models and an awareness of the vocational training programs available are the most effective methods of encouraging higher occupational aspirations.

Based on this limited sample, there appears to be much interest in the vocational development of inner-city girls. Many more of the female students were considering further training than other studies have indicated. In addition, the

majority of individuals interviewed advocated encouraging inner-city girls to seek further vocational preparation following high school. The inner-city girl has the same opportunities as everyone else, but she may need more support and encouragement than girls from higher socio-economic classes. An awareness of the opportunities existing for her and an exposure to the skills required are essential prerequisites for providing the motivation to continue her vocational development.

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DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

219 Summit
Manhattan, Kansas 66502
March 17, 1971

Miss Dorothy Phillips, Counselor
Sumner High School
8th and Oakland
Kansas City, Kansas 66101

Dear Miss Phillips:

I am currently on a leave of absence from the Kansas City Kansas Schools, working on a Master's degree in Guidance and Counseling. As a part of my Master's Report, I am interviewing various people in the Kansas City area concerning their attitudes toward the vocational development of inner-city girls. These interviews will include 9 students, 3 counselors, and 3 business teachers at each of four schools in Kansas City, Kansas.

I would appreciate your serving as a resource person in my conducting of these interviews. I will plan to spend two days during the week of April 5-9 at Sumner to gather the data necessary for my report. If you think it would be possible to obtain students from classes, I would come to your office, use a random method of selecting girls from your rosters, and then arrange times during the day that would be most convenient to talk with each student for about 15 minutes. I would like to talk to the business teachers, if they consent, during their planning periods, and to the counselors, if at all possible.

Would you please notify me if this arrangement is agreeable to you and to your principal. Thank you for your time and consideration in this matter.

Sincerely yours,

Karin F. Burns

Approved by:

Joseph F. McIlvaine, Ph.D.
Assistant Professor of Education

SCHOOL REPRESENTATIVES INTERVIEWED

Argentine High School

Counselors:

Miss Phyllis Kraft
Mr. Bob Allison
Mr. Ralph Brightwell

Business Teachers:

Mrs. Flo Haynes
Mrs. Marlene Tignor
Miss Diane Regier

Rosedale High School

Counselors:

Miss Shirley Murray
Mr. James Cross
Mr. Eldon Milburn

Business Teachers:

Miss Virginia Wiedel
Mrs. Paula Suominen
Mr. Joe Haynes

Wyandotte High School

Counselors:

Mrs. Lois Arioli
Mrs. Myrna Carlock
Mr. Webster Gaylord

Business Teachers:

Miss Marilyn Smith
Mr. Lester Ramsey
Mr. Bill Haddock

Sumner High School

Counselors:

Miss Dorothy Phillips
Mrs. Arvestine Fowler
Mr. Bob Clark

Business Teachers:

Mrs. Delouise Boatman
Miss Diane Rose

COMMUNITY REPRESENTATIVES INTERVIEWED

1. Mrs. Wanda Harper
Supervisor of Counselors
Ks. State Employment Service
2. Mr. Don Waterman
Executive Secretary
Kansas City, Missouri Central Labor Council (AFL-CIO)
3. Miss Andre Weatherbee
Community Worker
Methodist Inner-City Parish
Kansas City, Missouri
4. Mr. William Ferguson
Director, Neighborhood Youth Corps
Kansas City, Kansas
5. Mrs. Ruth Margolin
Department of Continuing Education for Women
University of Missouri at Kansas City
6. Apprenticeship Information Center
Missouri State Employment Office
7. Mrs. Alice Banks
Director, Black Motivation Training Center
Kansas City, Kansas
8. Miss Marjorie Grafke
Counselor and Coordinator, WIN Training Program
Manpower Training Skill Center
Kansas City, Kansas
9. Mr. Ellsworth Titus
Personnel Manager, Hallmark Cards
Kansas City, Missouri
10. Mr. Bill Swope
Personnel Manager, Gulf Oil Corporation
Kansas City, Missouri
11. Mr. Harvey Hanson
Personnel Director, Standard Oil Division of American
Oil Corporation
Kansas City, Missouri
12. Mr. Phil Rew
Manager, A & P Grocery Store
Kansas City, Kansas

13. Rev. Walter Simpson, Pastor
Seventh Street Methodist Church
Kansas City, Kansas

9. Do you plan to take any other courses next year or before you graduate from high school which will help train you for a job?

yes
no

10. If so, what are they?

typing	bookkeeping
shorthand	other
office practice	

11. Do you think the work you will have had in high school and the things you will have learned will prepare you enough for the job you would like to have?

yes
no

12. If not, do you know where else in Kansas City you might go for more education or training after you graduate from high school?

junior college
business college
medical and dental assistant schools
nursing schools
vocational technical schools
airline training
modeling schools

13. Can you give me the names of schools in this area that you are familiar with where girls can receive more training for a job when they finish high school?

Kansas City Business College
Kansas City Kansas Junior College
Metropolitan Junior College
Johnson County Community College
Area Vocational Technical School
Kansas University Medical Center
Patricia Stevens Modeling Agency

14. Have you considered attending one of these schools?

yes
no

15. If so, which one?
16. Have you done any checking into the requirements of its program, its cost, etc?
yes
no
17. How did you find out about these schools (or programs)?
friend newspaper
counselor phone book
teacher representative from that school
brochures or catalogues
other
18. Do you have any plans for marriage?
yes
no
19. If so, do you plan to work after you marry?
yes
no
20. If you hope to be married within a year or two after you graduate, do you think you'll train for a job?
yes
no
21. Do you think you would like to have children some day?
yes
no
22. If you plan to have children, do you think you will want to train for a particular type of job?
yes
no
23. Has the guidance department at school helped you learn how to prepare for a job?
yes
no

INTERVIEW NOTES

Business Teachers

1. Name:

Subjects taught:

2. With about how many girls do you come in contact daily?

3. Do you feel that the training these girls receive in business subjects in high school is sufficient preparation for most of the jobs in this area?

yes
no

4. Do you spend any time in your classes discussing opportunities for continuing vocational preparation after high school?

yes
no

5. What schools are you aware of in the Kansas City area where girls might get more training for a job after they graduate from high school?

Area Vocational Technical School
Kansas City Kansas Junior College
Johnson County Community College
Metropolitan Junior College
Kansas University Medical Center
Kansas City Business College
Airline Training Schools
Patricia Stevens Modeling Agency
other

6. Could you tell me a little about the programs offered for girls at the Area Vocational Technical School?

Business and Office Occupations: Bookkeeping clerk
General Clerical
Secretarial
Distributive Education

Licensed Practical Nursing
Cosmetology
Data Processing

7. Do you have any communication with people from the Area Vocational Technical School?

yes
no

8. Do you have representatives from any of the area schools discuss their programs with your classes? (Explain)

yes
no

9. Do you discuss individually with any of the girls in your classes their vocational preparation?

yes
no

10. If so, how often do you do this?

11. Do you have any contact with businessmen in the area to help evaluate the sufficiency of what you are teaching?

yes
no

12. If you knew that marriage were in the immediate plans of one of your students, what would you advise her concerning job preparation?

13. Do you feel that through the school, the counseling program, the teachers, and other sources, high school girls are made sufficiently aware of the opportunities for additional vocational training after high school?

yes
no

14. What suggestions might you have for improving this communication?

15. Do you feel your students are sufficiently encouraged to look into the possibilities for job training?
- yes
no
16. What is the general attitude of girls you deal with concerning further schooling after high school?
17. What suggestions might you make for improving the motivation of inner-city girls in the area of vocational preparation?
18. Where would you send a girl for more information about a career or vocation?
- Dictionary of Occupational Titles
Counselor
The particular school in which she was interested
Businessman
Library
Occupational Information file of the school
Other

INTERVIEW NOTES

Secondary School Counselors

1. Name:
School:
2. About how many girls have been assigned to you as a counselor?
3. How many are in each grade?

sophomores	_____	seventh graders	_____
juniors	_____	eighth graders	_____
seniors	_____	ninth graders	_____
4. About how many of these girls would you say you come in contact with every week?
5. How many of them come to you with problems regarding vocational choice?
6. What is the general attitude of the girls you work with concerning preparing for a job or vocation?
7. In what types of situations do you have occasion to discuss job training and job possibilities with the girls?
 - classes
 - individual counseling sessions
 - group counseling sessions
 - extra-curricular club sponsorship
 - other
8. How do you rate vocational counseling in importance related to your other activities?
 - necessary
 - overemphasized
 - underemphasized
 - unimportant
 - time consuming

9. What is your feeling about encouraging the girls to seek additional schooling or vocational preparation following high school?

10. Is the vocational training the girls may receive in high school sufficient for most of them to get and maintain the type of job they desire?

always	seldom
frequently	never
in some cases	

11. How important does marriage seem to be in the near future plans of most of these girls?

12. If a girl tells you she plans to be married fairly soon after high school graduation, does that change your strategy for dealing with her vocational preparation?

yes
no

13. If so, in what way?

14. What schools are you aware of in the Kansas City area where girls might get more training for a job after they graduate from high school?

Area Vocational Technical School
Kansas City Kansas Junior College
Johnson County Community College
Metropolitan Junior College
Kansas City Business College
Airline Training
Kansas University Medical Center
Other

15. Do you encourage high school girls to investigate these possibilities?

yes
no

16. What methods does your department use for making high school girls aware of the educational possibilities available to her for additional vocational training?
17. Do you feel they are effective?
- yes
no
18. What methods do you use for increasing interest and motivation toward vocational goals for these girls?
19. Do you invite representatives from the area schools and training programs to discuss their courses with your students?
- yes
no
20. Do you know the counselors at the Area Vocational Technical School?
- yes
no
21. Do you work in conjunction with the Area Vocational Technical School to enroll students in their courses?
- yes
no
22. Where else might you send a girl for information concerning a career or vocation?

Dictionary of Occupational Titles
Occupation Information file
Library
Specific school in which they are interested
Other

INTERVIEW NOTES

Community Representatives

1. Name:
Position:
2. In what way do you have occasion to come in contact with senior-high age girls?
3. Tell me a little bit about the training programs you have to offer. (where applicable)
4. With about how many young women do you come in contact during an average week?
5. Do you feel that high school girls in this area should become trained for a particular type of job?
yes
no
6. Do you feel that high school training is sufficient for most girls in their preparation for a job?
yes
no
7. Do you have occasion to encourage girls to go on for additional training for a job?
yes
no
8. Do you do so?
yes
no
9. How important does marriage seem to be in the near future plans of most of the girls you deal with?

10. If a girl tells you she plans to be married soon, does that change your strategy in discussing her vocational preparation?

yes
no
11. What is the general attitude of the girls you deal with concerning preparing for a job or vocation?
12. Do you feel the schools are helping high school girls become sufficiently aware of the opportunities for additional vocational training after high school?

yes
no
13. If not, what more should they do?
14. What methods do you use for increasing interest and motivation toward vocational goals for these girls?
15. If a high school girl wanted to continue her education, what schools in the Kansas City area are you familiar with where girls might get more training for a job when they have graduated from high school?
16. Do you encourage girls to investigate these possibilities?

yes
no
17. In what ways do you work in conjunction with the high schools?

A STUDY OF ATTITUDINAL FACTORS IN THE VOCATIONAL AND
CAREER DEVELOPMENT OF INNER-CITY GIRLS

by

KARIN FRANCES BURNS

B. S., Kansas State University, 1966

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

Today an increasing number of women are entering the labor force and continuing to be employed for a longer number of years. Young women from an inner city, in particular, will likely be called upon to help support themselves and their families financially. Too often in the past, relatively little thought has been given to the vocational preparation of girls from the inner city. As our society becomes more highly technical, it becomes more important that young women develop an occupational skill. It is hoped that in implementing the results of this study, counselors of inner-city youth may develop strategies for vocational and career counseling to help alleviate the problems faced by inner-city girls entering the world of work.

The purpose of this study was to investigate the attitudes of female students, educators, businessmen, training program representatives, and other community workers within an inner city regarding the vocational development of its young women, specifically its senior-high age girls. There were four main areas of concern which it was hoped this study could explore: (1) the attitudes of senior high girls, of teachers, counselors, businessmen, and other community representatives concerning post-high school vocational training for girls in the inner city, (2) how marriage plans relate to the further vocational preparation of young inner-city women, (3) what methods have been found which might help motivate high-school age inner-city girls to investigate post-high school educational opportunities, and (4) how aware are representatives

of the inner-city community of the opportunities for post-high school vocational preparation which are available for girls within the metropolitan Kansas City area.

The seventy-two subjects in this study were located in the greater Kansas City area, including people from both Kansas City, Kansas, and Kansas City, Missouri. They included senior high female students, business teachers, counselors, and adult representatives of the inner-city community in general.

The results of the study indicated a need for inner-city girls becoming exposed to the many and varied occupational and educational opportunities available to them following high school. It was found that female students in an inner city are not totally aware of the many occupational fields available to them. The example of successful role models and an awareness of the vocational training programs available are the most effective methods of encouraging higher occupational aspirations. In this connection, the familiarity of the inner-city representatives interviewed with available vocational training opportunities in the greater Kansas City area was found to be limited.

Based on this limited sample, there appears to be much interest in the vocational development of inner-city girls. Many more of the female students were considering further training than other studies have indicated. In addition, the majority of individuals interviewed advocated encouraging inner-city girls to seek further vocational preparation

following high school. The inner-city girl has the same opportunities as everyone else, but she may need more support and encouragement than girls from higher socio-economic classes. An awareness of the opportunities existing for her and an exposure to the skills required are essential prerequisites for providing the motivation to continue her vocational development.