

Old Dominion University

ODU Digital Commons

OTS Master's Level Projects & Papers

STEM Education & Professional Studies

1980

The Determination of the Compatibility Between the Reasons for Attending and the Career Goals of Secondary Students at the Norfolk Technical-Vocational Center

Judith A. Wiltshire
Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/ots_masters_projects



Part of the [Education Commons](#)

Recommended Citation

Wiltshire, Judith A., "The Determination of the Compatibility Between the Reasons for Attending and the Career Goals of Secondary Students at the Norfolk Technical-Vocational Center" (1980). *OTS Master's Level Projects & Papers*. 516.

https://digitalcommons.odu.edu/ots_masters_projects/516

This Master's Project is brought to you for free and open access by the STEM Education & Professional Studies at ODU Digital Commons. It has been accepted for inclusion in OTS Master's Level Projects & Papers by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.

THE DETERMINATION OF THE COMPATIBILITY
BETWEEN THE REASONS FOR ATTENDING AND THE
CAREER GOALS OF SECONDARY STUDENTS AT
THE NORFOLK TECHNICAL-VOCATIONAL CENTER

A RESEARCH REPORT PRESENTED TO
DR. JOHN M. RITZ
OLD DOMINION UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
OF
MASTERS OF SCIENCE DEGREE,
SECONDARY EDUCATION

BY: JUDITH A. WILTSHIRE
MAY, 1980

This research paper was prepared by Judith A. Wiltshire under the direction of Dr. John M. Patterson in Education 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Masters of Science in Education.

APPROVED BY:

John M. Patterson

Dr. John M. Patterson
Advisor

6-17-80

Date

John M. Ritz

Graduate Program Director

6-22-80

Date

TABLE OF TABLES

	Page
TABLE I. Why Did the Students Elect NTVC Courses?	22
TABLE II. How Did the Students Hear About the Courses?	23
TABLE III. Student Career Plans After High School.	24
TABLE IV. Career Plan Breakdown by Course.	25
TABLE V. Are Jobs Available in This Field?	32

TABLE OF CONTENTS

	Page
Table of Tables	i
Chapter	
I. Introduction	1
Statement of Problem	1
Background and Significance	2
Assumptions	2
Procedures	3
II. Review of Literature	4
III. Methods and Procedures	18
IV. Findings	20
V. Conclusions and Recommendations	33
Conclusions	33
Recommendations	35
Bibliography	36
Appendices	
I. Pilot Survey	39
II. Survey	40

CHAPTER I
INTRODUCTION

The Norfolk Technical Vocational Center (NTVC) has been providing vocational education to secondary students since 1968. In the beginning, the Trade and Industry programs, which include welding, automotives, machine shop, etc., formed the majority of the offerings to students seeking a trade. The Business Education Service opened data processing, medical office procedures, and reprographics shortly thereafter. Home Economics followed with child care and catering. Fashion design was added in 1978. Distributive Education became the newest vocational service at the Center when Cashier-Checker Training for Supermarket Cashiers and Hotel-Motel Management debuted in 1975.

STATEMENT OF THE PROBLEM

The primary purpose of this study is to determine the motivating factors influencing secondary students who elect to attend the Norfolk Technical Vocational Center as they relate to the students' career goals. Finally, a purpose of this study was to answer the following questions:

1. Why do students elect the programs at NTVC?
2. What do these students intend to do after high school graduation?

3. What is the relationship between course selection and career plans?

BACKGROUND AND SIGNIFICANCE

Goal four of the Virginia approved Five Year Plan of Standards of Quality for Public Schools of Virginia, 1978, states:

By June 30, 1981, at least 70 percent of secondary students available for employment who complete occupational programs or leave school prior to completion with a marketable skill will be employed in a field for which they were trained or in a related field as verified by the annual follow-up survey system (VERS).

By June 30 of each year to 1981, when the results of the 100% follow-up of a vocational service is available, the appropriate state service will work with school divisions falling below the 70% to assist them in identifying causes and in developing a plan for improvement.

ASSUMPTIONS

The basic assumption in this study is that the students will answer the questions honestly when asked to respond to the questionnaire.

PROCEDURES

This questionnaire will be distributed to the tenth, eleventh, and twelfth graders during classes and collected the same day. The data will then be tabulated and findings reported.

Chapter II will review the professional literature on this subject. Methods and procedures used will be covered in Chapter III. Chapter IV will report the data. Chapter V will offer recommendations based on the conclusions.

CHAPTER II

A REVIEW OF LITERATURE

A review of the literature revealed a wealth of research studies on vocational preferences and theories based on the findings of those studies. Only literature dated 1950 or later was found to be significant to this study.

Erikson (1950) formulated a developmental theory of psychosocial crises called the eight stages of man. These stages were:

1. infancy, gaining a sense of trust.
2. early childhood, gaining a sense of autonomy.
3. middle childhood, gaining a sense of initiative.
4. late childhood, gaining a sense of industry.
5. adolescence, gaining a sense of identity.
6. early adulthood, gaining a sense of intimacy.
7. middle adulthood, gaining a sense of generativity.
8. late adulthood, gaining a sense of ego-integrity.

Tiedeman (1961, 1963) expounded on Erikson's theory and proposed a model for decision making. Tiedeman felt that vocational choice should be made through a rational process rather than by chance. Seven stages in occupational decision making became the core of Tiedeman's theory. These were:

1. exploration, transitory, imaginary, fantasy

2. crystallization, tentative choice including further explorations.
3. choice, particular goal, related activities, a start towards the goal.
4. clarification, career-related behavior analysed and perfected. Decides what needs to be done.
5. induction, starts implementing the actual experience. Exposure to realities causes reassessment.
6. reformation, assertion of person and individual ideas, degrees of success, achieves changes sought, adapts or withdraws.
7. integration, works in choice of vocation.

Tiedeman differed from other theories in proposing that human activity with regard to career development is a continuum from one stage to another within the context of time.

Lo Cascia (1964) felt that the development of vocational planning, or of planning abilities in general, was dependent on environmental factors. His research lead him to believe that children of professional families are able to plan because they are exposed to planning. These children see appointments made for business and social activities. Planned events happen on schedule. They learn that people can plan and predict their own behavior. Once behavior is predictable, other things are predictable also. Delayed development occurs in homes where the little planning done is short-range. Most major purchases are by time payments rather than by saving

and the result of impulse rather than planning for the purchase. Income is not sufficient, so life comes a day at a time. Available money is spent with little or no regard to priorities. Supplies are often not available when needed, so the children are sent to the store at the last minute before meals can be prepared. Lacking exposure to planning in the environment often transfers to delayed development of the sense of future.

Research by Super and Overstreet (1960) and Super and Jordaan (1972) indicated that high scorers on vocational maturity instruments tend to be future oriented. Low scorers tend to live for the present. The 1972 study showed moderate correlation between economic factors and vocational maturity which increased with the age of the students. Super's theory agreed with Lo Cascia's that insufficient income stunts planning skill development. In spite of the varying levels of vocational readiness, schools expect ninth graders to plan their high school programs. Seniors are expected to make life plans. Super's research found that young people reach the vocational maturity expected of them as high school seniors around the early or mid twenties. Super insisted that schools must help overcome this handicap by supplying more information on available occupations, the conditions of works, opportunities for advancement, supply and demand for jobs, etc.

Because Super considered the ability to plan for the future the central component of vocational maturity, he recom-

mended that school personnel help students to become concerned with choice and to accept responsibility for their own choices. He suggested that counselors should furnish information about occupations and the specific planning needed to obtain entry to the occupations.

Super (1957) developed his developmental theory based on the following five stages:

1. Growth stage (birth to 14 years)
 - a. prevocational (0 - 3) no vocational interest
 - b. fantasy (4 - 10) fantasy about vocations
 - c. interest (11 - 12) vocational thought based on likes and dislikes
 - d. capacity (13 - 14) ability considered
2. Exploration stage (15 - 24 years)
 - a. tentative (15 - 17) needs, interests, values and opportunities influence tentative vocational decisions
 - b. transition (18 - 21) reality influences
 - c. trial (22 - 24) first jobs
3. Establishment stage (25 - 44)
 - a. trial (25 - 30) occupational changes due to unsatisfactory choices
 - b. stabilization (31 - 44) stability in occupational field
4. Maintenance (45 - 65) continuity
5. Decline (65 - death)

- a. deceleration (65 - 70) declining vocational activity
- b. retirement

Super's theory included career patterns with male and female differing. Males follow one of the four patterns:

1. Stable career pattern- school-stable career for remainder of working life.
2. Conventional career pattern- school-one or more jobs leading to vocational stability.
3. Unstable career pattern-school-one or more alternative trial and stable jobs- no permanent job or occupation.
4. Multiple trial career pattern- school-a series of trial jobs with no dominant pattern for a career.

Females follow one of seven patterns:

1. Stable homemaking career pattern-school-marriage-no work.
2. Conventional career pattern-school- brief work-marriage.
3. Stable working career patterns-school-stable job for life.
4. Double track career pattern-school-work-double career of work and homemaking.
5. Interrupted career pattern- school- work- marriage and child rearing-return to work.
6. Unstable career pattern-school-any sequence of work,

marriage, child rearing, work, etc.

7. Multiple trial career pattern- school- any series of unrelated jobs resulting in no vocation.

Super combined his developmental stages and career patterns into his Self-Concept Theory for Vocational Development. The Self-Concept leads to an individual following one of the career patterns in order to express himself/herself. People work not only to support themselves but to gain recognition as individuals and to satisfy other needs. A maturing individual internalizes society's expectations, combines these with his/her own needs and wants, and begins to develop goals.

Ginzberg (1951) was the first to postulate a theory of compromise in vocational choice. To test his theory, he used children of middle class urban parents as subjects. His findings led him to believe that occupational choice is a long-term process which becomes increasingly irreversible. The eventual choice represents a compromise between what the person would ideally prefer and the realistic possibilities. The entire process occurs in a series of definite stages as follows:

1. The fantasy period of childhood- no idea of reality, no knowledge of own abilities, no idea of time.
2. The tentative period of early adolescence- reality of interests, capacities, values, concept of time, rewards of work.
3. Realistic period of middle adolescence- person explores, makes general occupational choice.

Ginzberg's theory includes the compromise of the individual's desires and the limitations imposed by society. Potential occupational choices are eliminated by the limits of time, money and energy.

Roe (1956, 1957) constructed an 8 X 6 arrangement consisting of eight groups of occupations at six levels each. Her taxonomy broke into service, business contact, organization, technology, outdoor, science, general culture, and arts and entertainment. All occupations are to be located in one of these eight groups. Roe's research led her to combine Maslow's General Motivation Theory (1954) with the early parental influences that lead to the level of occupational choice. Personality differences exist between physical-biological scientists and social scientists. Child-rearing practices influence these personality differences. Roe described three psychological climates for child-rearing:

1. Emotional concentration on the child.
 - a. Overprotecting climate- includes the quick satisfaction of the child's basic needs but the withholding of higher needs until the child complies with parental expectations.
 - b. Overdemanding climate- emphasis on achievement as valued by the parents.
2. Avoidance of the child which includes both neglecting the child's physical and/or emotional needs and rejecting the child.

3. Acceptance of the child.
 - a. Casual climate where the child is accepted in an informal way.
 - b. Loving climate where the child is accepted in a loving attempt to satisfy needs at all levels.

According to Roe, occupational choice is based on the type of parent-child relationship. Acceptance and overprotective climate lead to people-interaction choices. Avoidance climates lead to non-interaction choices such as technology, animals, outdoors, science, etc.

Holland's Typological Model (1959, 1966) contains similarities with Roe's taxonomy. Holland felt it was more advantageous to predict general rather than specific vocational choices, i.e., a cluster concept. These clusters are:

1. realistic- trade, technical, service, systematic, tools, objects, animals.
2. conventional- office, clerical, orderly, structured, recordkeeping, machines, data, rules.
3. investigative- science, technical, thinking, observation, research.
4. social- education, social welfare, interpersonal, teaching, helping, human relations.
5. enterprising- managerial, sales, action, goals, persuasion, leadership, manipulation, orders.
6. artistic- music, art, literary, ambiguous, creative, unstructured, intuition.

According to Holland, and individual's occupational choice is based on cultural and personal forces which social class, parents and other significant adults, peers, etc. motivate. These forces combine into a hierarchy of stereotyped work conceptions. He felt that vocational counselors should aim at helping the individual students to have accurate self-knowledge and sufficient occupational knowledge to understand the potential occupational choices.

Kinnane and Pable (1962) also saw the child's environment as being responsible for occupational choices. Five family variables were listed:

1. The materialistic atmosphere which leads to an emphasis on making money.
2. Family cohesiveness which leads to the value of the work being judged by the conditions it allows the family to live under, i.e., the environment it affords.
3. Cultural stimulation which leads the student to look at the artistic values and social values that can be contributions through the occupation.
4. Social mobility where achievement values are not necessarily related to upward mobility.
5. Adolescent independence. Students who were kept dependent at home seek independence at work. Students were given a great deal of independence at home sought this in their work.

Goodale and Hall's (1976) research showed a significant

relationship between the student's father's occupational level and the student's attitude towards monetary rewards. This relationship had a significant influence on the student's occupational plans.

Smelser (1963) made a longitudinal study of family socioeconomic status and its impact on occupational choice. Conclusions were that sons from high-status upwardly mobile homes choose occupations with the highest status and varied the least in their choices. Sons from low-status upwardly mobile homes ranked third in terms of the prestige of occupations chosen but had the greatest variety of choices of the six groups. Sons of the downwardly mobile families choose occupations with the lowest status and tended to follow closely in the footsteps of their fathers in regard to occupational choices. Smelser interpreted this to mean that sons from downwardly mobile families choose jobs for security rather than status.

Clark (1968) also investigated the relationship between vocational choice and occupational status. High school students in the sophomore and senior classes were asked to select five occupations from a list of twenty-eight occupations which they would most like to have in fifteen years if there were no economic or other barriers. These were called fantasy choices. The students were secondly asked to indicate the five occupations they would most likely be working in within fifteen years. These were labeled reality choices. Thirdly, they were asked to rank the twenty-eight occupations in the order of

prestige. Lastly, they were asked to estimate how much money they thought each occupation would pay and how much education was needed to enter each occupation. Fantasy choices correlated at .76 for sophomores and .81 with prestige rankings. Reality choices correlated only at .15 for sophomores and .06 for seniors with prestige rankings. Money earned or educational level with reality choices correlated at .16 and .13. These vocational preferences led the researcher to the conclusion that ability and interest may be more decisive than money when choosing a vocation.

Slocum and Bowles (1968) saw difficulties in determining student interests. Their research to determine the attractiveness of various occupations used a sample of 3,100 randomly selected high school juniors and seniors from the State of Washington. These subjects were asked to indicate occupational choice and then to answer a questionnaire asking them to rate occupations on a five point scale from mostly like to mostly dislike. The findings showed sex-line divisions. Only 9.6% of the boys desired to be managers, officials or proprietors. But over 50% of the same boys said they would like to operate a small business. Over 45% said they would like to manage a factory.

Only 2.9% of the girls aspired to be managers, officials, or proprietors, yet over 37% then stated that the owner-operator of a small business or store manager were attractive to them. Fifteen percent of the girls aspire to service jobs,

but a large proportion of the same girls stated a preference for a job such as hairdresser, nurse, etc.

Sex-lines developed with males disliking "feminine" occupations. Girls rejected "masculine" fields such as dentistry, clergyman, or engineering. A disproportionate number of high school age students desire to pursue professional occupations. Slocum and Bowles concluded that many of the students in their research study would be frustrated and need additional information concerning alternative occupations.

Burlin (1976) studied realistic goals versus ideal goals of eleventh grade females. Findings showed strong sex-role stereotypes. Non-female careers appealed for ideal goals but in the realist choices, women choose traditionally female occupations.

Many researchers place part of the blame for the sex-role stereotyping on career counselors. Medvene and Collins (1976) studied attitudes of secondary school counselors, psychotherapists, and advanced graduate students by having all three groups rate twenty-five different occupations as to their appropriateness for women. Results showed 90% of male counselors rated only ten of the twenty-five occupations appropriate for females. Ninety percent of the female graduate students rated at least twenty-two of these same occupations suitable for females. This led the researchers to recommend updating counseling services.

Ahron's study of Counselors Perceptions of Career Images

of Women (1976) found that career goals for womwn were perceived by the counselors as being incompatible with the roles of wife and mother.

Englehard (1976) studied Minnesota guidance counselors in 1968, 1971, and again in 1974. Findings showed that male counselors still are more conservative than female counselors. Changes from 1968 to 1974 would tend to indicate that the sex stereotyping by counselors is declining. The researchers speculated, however, that this change in statistics may be more influenced by the counselors perceiving that sex stereotyping is no longer considered acceptable than by a change in their actual feelings about the appropriateness of women in certain occupations and that counselors may still be influencing the decisions of their female clients towards selecting traditionally female occupations.

Goldman and Hewitt (1976) took a different approach to the sex-role clustering of females in traditional occupations. Their hypothesis stated that women's alternatives are restricted by weakness in mathematics and math-related abilities. Using SAT Verbal and SAT Mathematics subtests as measures, they measured the relationship between abilities and choices of occupations. SAT Verbal scores acted as a suppressor, removing the effect of high verbal levels and enhanced the SAT Mathematics as the indicator of the occupational field. Goldman concluded that females choose occupations that do not require high math abilities while rejecting fields such as engineering

which require these abilities. These researchers concluded that women must increase their math abilities if they are to increase the range of careers open to them.

Vocational choices are made for various reasons, based on which theory or combination of theories one supports. Environment is reflected in vocational development, vocational readiness, planning readiness, decision-making ability, and vocational maturity. The level and occupation of the father influences the student's choice. Family social status and mobility patterns are significant. Students compromise between ideal choices and realistic choices. The prestige of the occupation influences choice. Counselors are partially to blame for females continuing to select traditionally female fields while rejecting male fields. Women's low math abilities are at fault for the small range of occupational alternatives available to female students. These various theories are available to explain why students choose the careers they choose.

Chapter III will describe the methods and procedures used to determine the motivating influences of students selecting vocational programs at the Norfolk Technical Vocational Center and to find the relationship, if any, with their career goals.

CHAPTER III
METHODS AND PROCEDURES

The purpose of this study was to show the motivating factors influencing tenth, eleventh, and twelfth grade students who elect to attend the Norfolk Technical Vocational Center as they relate to the students' goal.

1. Population

Subjects in this study comprised the entire secondary student population at the Center.

2. Pilot study

A pilot study in which the population consisted of a random selection group stratified to include representatives of tenth, eleventh, and twelfth graders was used to obtain relevant choices of responses to be included on the final form. Open ended questions were used for this purpose on the pilot survey.

(Appendix I)

3. Data collection

The procedure used to collect the data included a survey form composed of four closed questions and two open-ended questions. Closed questions were used in order to expedite the use of classroom time and to speed the tabulation of the large numbers involved.

(Appendix II)

Mr. Edward Daughtry, Principal of the Center, granted the researcher permission to conduct this study. The researcher presenter the survey form to the instructors at a faculty in-service. Survey forms were distributed to these instructors with oral directions for administering them. The approximate class time required to complete these forms was estimated to be no more than ten minutes. The forms were to be collected immediately after completion.

The results of the survey will be presented and discussed in the following chapter.

CHAPTER IV

FINDINGS

The purpose of this study was to show the motivating factors influencing secondary students who elect to attend the Norfolk Technical Vocational Center as they relate to the students' career plans.

The goals were to:

1. To obtain answers to:
 - a. Why do students elect the programs at NTVC?
 - b. What do these students intend to do after high school graduation?
2. What is the relationship between course selection and career plans?

Respondents were first asked to name the course at NTVC in which they are currently enrolled.

Table I showed the students' responses when asked to identify their reasons for taking that course. Eighteen responses were listed from which to choose. Approximately 27% stated that their primary motive was that the job opportunities are compatible with that skill. Responses, i, c, m, r, k and p indicated a desire to work in the field. The total for these choices was 64.7%. (Table I)

Table II summarized the students' responses when they were asked how they had heard about that course. This question was included to provide useful recruitment data to the

NTVC guidance counselors. The most often selected response (21.4%) was "A person from NTVC came to my home school to talk to us." Table II)

Table III showed career plans for after high school. Nearly 57% of the students responded that they planned to work in their field of training. (Table III) College-bound students were asked to name their intended major.

To fulfill goal number two, establishing the relationship between course selection and career plans, Table IV contains the breakdown of responses by NTVC course.

Next, the respondents were asked about the availability of jobs in their fields. This question was included to see if the students were aware of the opportunities offered. Nearly 40% felt confident that they could find employment without difficulty. (Table V)

Five hundred fifty-three usable surveys were returned to the researcher for tabulation and analysis.

TABLE I
WHY DID THE STUDENTS ELECT NTVC COURSES

Percent	Number	Response
26.6	145 i	The job opportunities are good for this skill.
21.6	118 c	I need a skill.
8.4	46 l	I wanted this skill as a hobby.
7.5	41 o	I would like to work with my hands.
6.6	36 m	I heard this field pays well.
5.3	29 n	I would like to work in a field where I can meet people.
4.4	24 r	I took a course somewhat like it before and enjoyed it.
4.0	22 k	I have seen people at work on this type of job.
3.3	18 b	My counselor said it would be good for me.
2.7	15 g	I could not get the course at NTVC I really wanted.
1.8	10 h	My friend was taking this course also.
1.7	9 a	My parents wanted me to take it.
1.7	9 q	I thought it would give me easy credits.
1.5	8 f	I heard that I would be treated as an adult at NTVC.
1.5	8 p	I am working in this field now.
1.4	7	other responses
<hr/> 100.0	<hr/> 545 usable responses	

TABLE II
HOW DID THE STUDENTS HEAR ABOUT THE COURSES

Percent	Number		Response
21.4	116	i	A person from NTVC came to my home school and talked to us.
20.1	109	a	From my home school counselor.
19.4	105	c	From a friend.
11.8	64	e	I took a tour of NTVC.
9.1	49	f	I saw it in the book when I was picking classes.
8.1	44	b	From an NTVC counselor.
4.4	24	d	From a teacher.
3.0	16	h	From parents.
2.6	14	g	I was in a different class at NTVC and heard about it.
<hr/>			
99.9	541		usable responses

TABLE III
STUDENT CAREER PLANS AFTER HIGH SCHOOL

Percent	Number		Response
56.8	312	a	To work in the field that I am being trained for at NTVC.
23.5	129	e	To go to college.
6.9	38	f	To work in a different field.
6.4	35	c	To go into the armed forces.
5.7	31	b	To go to college and pay at least part of my own way.
0.7	4	d	To be a homemaker and not be employed outside the home.
<hr/>	<hr/>		
100.0	549		usable responses

TABLE IV
CAREER PLAN BREAKDOWN BY COURSE

AIRCONDITIONING/PLUMBING/HEATING

To work in the field of training	27 (63%)
To go to college and study:	7
Medicine	1
Social Science	1
Automotives	1
Business Admin.	2
Engineering	2
To go into the armed forces	7
To be a full time homemaker	1
To work in a different field	1
Total responses	43

AUTOBODY

To work in the field of study	12 (67%)
To go to college and study:	3
Commercial art	1
Business Admin.	1
Engineering	1
To go into the armed forces	3
To work in a different field	3
Total responses	18

AUTOMECHANICS

To work in the field of study	20 (77%)
To go to college and study:	4
Communications	1
Business Admin.	1
Engineering	1
Social Work	1
To work in a different field	2
Total responses	26

CARPENTRY

To work in the field of study	15 (83%)
To go to college and study:	2
English	2
To work in a different field	1
Total responses	18

TABLE IV (CONTINUED)

CASHIER/CHECKER

To work in the field of study		15 (45%)
To go to college and study:		14
Business Admin.	7	
Social Work	3	
Nursing	3	
Medicine	4	
Music	1	
To go into the armed forces		1
To work in a different field		3
		<hr/>
	Total responses	33

CATERING

To work in the field of study		7 (44%)
To go to college and study:		4
Catering	1	
Teaching	1	
Business Admin.	1	
Social Work	1	
To go into the armed forces		2
To work in a different field		3
		<hr/>
	Total responses	16

COMMERCIAL ART

To work in the field of study		6 (30%)
To go to college and study:		11
Art Design Fields	11	
To go into the armed forces		2
To work in a different field		1
		<hr/>
	Total responses	20

COMPUTER PROGRAMMING

To work in the field of study		13 (42%)
To go to college and study:		16
Math	1	
Public Relations	1	
Business Admin.	5	
English	1	
Data Processing	1	
Computer Science	7	
To go into the armed forces		2
		<hr/>
	Total responses	31

TABLE IV (CONTINUED)

COSMETOLOGY

To work in the field of study		22 (63%)
To go to college and study:		9
Law	2	
Psychology	2	
Business Administration	1	
Fashion Merchandising	1	
Drama	1	
Music	1	
Nursing	1	
To be a fulltime homemaker		1
To work in a different field		3
		<hr/>
	Total response	35

DRAFTING

To work in the field of study		24 (65%)
To go to college and study:		8
Engineering	7	
Retail Management	1	
To go into the armed forces		4
To work in a different field		1
		<hr/>
	Total responses	37

ELECTRICITY

To work in the field of study		22 (81%)
To go to college and study:		3
Physics	1	
English	1	
Criminal Justice	1	
To go into the armed forces		1
To go into a different field		1
		<hr/>
	Total responses	27

ELECTRONICS

To work in the field of study		12 (55%)
To go to college and study:		8
Biology	1	
Chemistry	1	
Engineering	6	
To go into the armed forces		1
To go into a different field		1
		<hr/>
	Total responses	22

TABEL IV (CONTINUED)

FASHION DESIGN

To work in the field of study		9 (69%)
To go to college and study:		4
Business Admin.	1	
Fashion	1	
Nursing	1	
Textiles	1	
		<hr/>
	Total responses	13

FOOD SERVICES

To work in the field of study		7 (30%)
To go to college and study:		12
Business Admin.	4	
Computer program.	2	
Nursing	1	
Biology	1	
Food Mgt.	1	
Food Service	1	
Home Economics	1	
Nutrition	1	
To go into the armed forces		3
To go into a different field		1
		<hr/>
	Total responses	23

HORTICULTURE

To work in the field of study		14 (50%)
To go to college and study:		7
Engineering	1	
Accounting	1	
Journalism	1	
Communications	1	
Horticulture	3	
To go into the armed forces		2
To be a homemaker		1
To work in a different field		4
		<hr/>
	Total responses	28

HOTEL/MOTEL MANAGEMENT

To work in the field of study		1 (8%)
To go to college and study:		9

TABLE IV (CONTINUED)

Business Admin.	3	
Photography	1	
Recreation	1	
Sociology	1	
Nursing	1	
Psychology	1	
Medical Secretary	1	
To go into the armed forces		1
To work in a different field		1
		<hr/>
	Total responses	12
 <u>MACHINE SHOP</u>		
To work in the field of study		10 (71%)
To go to college and study:		3
Computer Progr.	1	
Business Mgt.	1	
Engineering	1	
To work in a different field		1
		<hr/>
	Total responses	14
 <u>MASONRY</u>		
To work in the field of study		4 (50%)
To go to college and study:		2
Business Admin.	1	
Engineering	1	
To work in a different field		1
To go into the armed forces		1
		<hr/>
	Total responses	8
 <u>MEDICAL OFFICE PROCEDURES</u>		
To work in the field of study		4 (67%)
To go to college and study:		1
Business Admin.	1	
To go into the armed forces		1
		<hr/>
	Total responses	6
 <u>PRACTICAL NURSING</u>		
To work in the field of study		14 (58%)
To go to college and study:		10
Nursing	6	

TABLE IV (CONTINUED)

Psychology	1	
Applied science	1	
Chemistry	1	
Engineering	1	
	Total responses	24
<u>PRINTING</u>		
To work in the field of study		2 (29%)
To go to college and study:		3
Nursing	1	
Communications	1	
Fashion Design	1	
To go into the armed forces		1
To go into a different field		1
	Total responses	7
<u>RADIO AND TV REPAIR</u>		
To work in the field of study		7 (41%)
To go to college and study:		8
Engineering	3	
Music	2	
Communications	1	
English	1	
Basketball	1	
To work in a different field		2
	Total responses	17
<u>REPROGRAPHICS</u>		
To work in the field of study		8 (73%)
To go to college and study:		3
Chemistry	2	
Business Admin.	1	
	Total responses	11
<u>SMALL ENGINE REPAIR</u>		
To work in the field of study		8 (36%)
To go to college and study:		5
Engineering	1	
Drama	1	
Business Admin.	1	

TABLE IV (CONTINUED)

Oceanography	1	
Psychology	1	
To go into the armed forces		<u>3</u>
	Total responses	22
 <u>WELDING</u>		
To work in the field of study		29 (76%)
To go to the college and study:		7
Business Admin.	4	
Engineering welding	1	
Science	1	
Architecture	1	
To go into the armed forces		1
To work in a different field		<u>1</u>
	Total responses	38

TABLE V
ARE JOBS AVAILABLE IN THIS FIELD?

Percent	Number	Response
39.8	220	I feel I would be able to get a job without difficulty.
31.7	175	Maybe. It depends on how skilled you are in the field.
16.5	91	Training beyond high school is necessary.
7.2	40	I do not know what the opportunities in this field are now.
4.9	27	Jobs are hard to get in this field.
<hr/>	<hr/>	
100.1	553	Usable responses.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

Data obtained from the study was presented in Chapter IV. Chapter V will provide conclusions derived from the analysis of those findings and recommendations based on those conclusions.

Conclusions

Questioning the motivation for electing the NTVC course revealed that nearly half of the students selected their course because they needed a skill or that job opportunities were good for that skill. Only 8% wanted that skill primarily for a hobby. Less than 2% felt that easy credits was their main motive. The conclusion was that the students intended to work in these fields when they made their selection.

Table V showed that 220 students felt that they could get a job without difficulty. Another 175 stated that obtaining a job could be based on how skilled they had become in their field. Together this constitutes a majority of 71.5% who saw successful employment as possible. These findings supported the motivation shown in Table I.

Career plans were listed in Table III for NTVC as a whole and then by individual courses in Table IV. Fifty-seven percent of the population surveyed indicated the intention to work in their field of training. This compares to the 48%

that took the course because they needed a skill or because they heard that job opportunities were good for that skill. This data would tend to indicate that students intended to find employment using the skill obtained at NTVC.

Table IV data were somewhat non-supportive of the above conclusion. Sixty-three percent of the Air Conditioning/Plumbing/Heating enrollees indicated the intent to work in the field. But of the seven college-bound, six choose majors unrelated to their field of study at NTVC. The Autobody, Automotives, Carpentry, Cosmetology, Electricity, Reprographics, and Welding courses had similar findings. The majority of these students seeking higher education will do so in unrelated fields.

Cashier/Checker, Catering, Radio and TV Repair, Small Engine Repair, and Horticulture had between 35% to 50% intentions to work in the field of study. But the college-bound still tended to choose unrelated majors.

Commercial Art had 30% intention of working in the field, but of the 20 students who stated a college major, all were in related areas of higher education. Computer Programming and Practical Nursing had similar findings. These students choose vocational training related to their ultimate careers.

It is the opinion of the researcher that for more than half of the student population, the primary motive for selecting the vocational courses was to obtain a skill and use it for employment. The college choices could be the result of

several factors. The students may have tried a skill at the Center and found it not to be as they had originally thought and have made alternate plans based on that new knowledge. Some students would appear to be obtaining skills at NTVC to help finance their higher education. Either of these explanations would seem to be admirable for young people still in those indecisive teenage years.

Recommendations

It is recommended that no changes be made at NTVC as a result of this survey. Students come seeking training in a skill. More than half of them obtain this skill and intend to continue in the field after graduation.

It is recommended that a follow-up survey be conducted five years hence to determine the actual career patterns of these students used in this research.

BIBLIOGRAPHY

1. Ahron, C.R., "Counselor's Perceptions of Career Images of Women," Journal of Vocational Behavior, 1976, 8, 197-207.
2. Burlin, F.D., "Focus of Control and Female Occupational Aspiration," Journal of Counseling Psychology, 1976, 23, 126-129.
3. Clark, R.J., "Occupational Prestige and Vocational Choice," Vocational Guidance Quarterly, Vol. 16, 1968, 282-286.
4. Englehard, P.A., Jones, K.O., and Stiggins, R.J., "Trends in Counselor Attitude About Women's Roles," Journal of Counseling Psychology, 1976, 23, 365-372.
5. Erikson, E.H., Childhood and Society, W.W. Norton and Company, 1950.
6. Ginzberg, F., Ginzberg, W.W., Axelrod, S., and Herms, J.L., Occupational Choice, New York, Columbia University Press, 1951.
7. Goldman, R.D., and Hewitt, B.N., "The Scholastic Aptitude Test 'Explains' Why College Men Major in Science More Than College Women," Journal of Counseling Psychology, 1976, 543-552.
8. Goodale, J.G., and Hall, D.T., "Inheriting a Career: The Influence of Sex, Values, and Parents," Journal of Vocational Behavior, 1976, 8, 19-30.
9. Holland, J.L., "A Theory of Vocational Choice," Journal of Counseling Psychology, Vol. 6, 1959, 35-45.
10. Holland, J.L., The Psychology of Vocational Choice, Waltham, Massachusetts, Blaisdell Publishing Company, 1966.
11. Kinnane, J.K. and Pable, M.W., "Family Background and Work Value Orientation," Journal of Counseling Psychology, Vol. 9, 1962, 320-325.
12. Lo Cascia, R., "Delayed and Impaired Vocational Development: A Neglected Aspect of Vocational Development Theory," Personnel and Guidance Journal, 1964, 42, 885-887.
13. Maslow, A.H., Motivation and Personality, Harper and Row, New York, 1954.

14. Medvene, A.M., Collins, A.M., "Occupational Prestige and Appropriateness: The Views of Mental Health Specialists," Journal of Vocational Behavior, 1976, 9, 63-71.
15. Roe, Ann, The Psychology of Occupations, New York, Wiley, 1956.
16. Roe, Ann, "Early Determinants of Vocational Choice," Journal of Counseling Psychology, 1957, 4, 212-217.
17. Smelser, W.T., "Adolescent and Adult Occupational Choice," Psychological Monographs, Vol. 67, 1953.
18. Slocum, W.L. and Bowles, R.T., "Attractiveness of Occupations to High School Students," Personnel and Guidance Journal, Vol. 46, 1968, 754-761.
19. Super, D.E., The Psychology of Careers, New York, Harper and Brothers, 1957.
20. Super, D.E., Jordaan, J.P., Career Development Theory, New York, Teachers College, Columbia University, 1972.
21. Super, D.E., Overstreet, P., The Vocational Maturity of Ninth-Grade Boys, New York, Bureau of Publications, Teachers College, Columbia University, 1960.
22. Tiedeman, D.V., "Decision and Vocational Development," Personnel and Guidance Journal, Vol. 40, 1961, 15-20.
23. Tiedeman, D.V., O'Hara, R.P., Career Development: Choice and Adjustment, New York, College Entrance Examination Board, 1963.

APPENDICES

Norfolk Technical Vocational Center Pilot Survey.

Please answer the following questions.

1. What course are you taking at NTVC?

2. Why did you decide to take this course?

3. How did you hear about this course?

4. What are your career plans after you finish high school?

5. Are jobs available in the field you are being trained for
at NTVC?

**NORFOLK TECHNICAL VOCATIONAL CENTER
SURVEY**

Your cooperation in completing this questionnaire would be greatly appreciated.

What course are you taking at NTVC?

For Questions A and B, please select the three answers that are closest to your feelings. Place the numbers 1, 2, or 3 on the lines in front of your choices with number 1 being the most important. If only one or two choices apply to you, do not make additional choices.

A. WHY DID YOU DECIDE TO TAKE THIS COURSE AT NTVC?

- _____ a. My parents wanted me to take it.
- _____ b. My counselor said it would be good for me.
- _____ c. I needed a skill.
- _____ d. I heard that the teacher was good.
- _____ e. I heard that it was safer at NTVC than at my home school.
- _____ f. I heard that I would be treated as an adult at NTVC.
- _____ g. I could not get into the course at NTVC I really wanted.
- _____ h. My friend(s) was taking this class also.
- _____ i. The job opportunities are good for this skill.
- _____ j. I was doing poorly in my subjects at my home school.
- _____ k. I have seen people at work on this type of job.
- _____ l. I wanted this skill as a hobby.
- _____ m. I heard this field pays well.
- _____ n. I would like to work in a field where I can meet people.
- _____ o. I would like to work where I can use my hands.
- _____ p. I am working in this field now.
- _____ q. I thought it would give me easy credits.
- _____ r. I took a course somewhat like it before and enjoyed it.

B. HOW DID YOU HEAR ABOUT THIS COURSE?

- _____ a. from my home school counselor
- _____ b. from a NTVC counselor
- _____ c. from a friend
- _____ d. from a teacher
- _____ e. I took a tour of NTVC.
- _____ f. I saw it in the book when I was picking classes.
- _____ g. I was in a different class at NTVC and heard about it.
- _____ h. from parents
- _____ i. A person from NTVC came to my home school and talked to us.

C. WHAT ARE YOUR CAREER PLANS AFTER YOU FINISH HIGH SCHOOL?

Check One.

- a. to work in the field that I am getting trained for at NTVC.
- b. so I can go to college and pay at least part of my own way.
- c. to go into the armed forces.
- d. to be a homemaker and not be employed outside the home.
- e. to go to college.
- f. to work in a different field.

D. ARE JOBS AVAILABLE IN THE FIELD YOU ARE BEING TRAINED FOR AT NTVC?

Check One.

- a. I feel I would be able to get a job without difficulty.
- b. Jobs are hard to get in this field.
- c. Training beyond high school is necessary.
- d. Maybe. It depends on how skilled you are in the field.
- e. I do not know what the opportunities in this field are now.

If you are planning to go to college, what will be your major course of study? For example, engineering, chemistry, business, etc. _____

Thank you for your cooperation. The results of this survey will be made known to you when the data is counted.