To the Graduate Council:

I am submitting herewith a thesis written by Jane Ann Bradley entitled "Post-High School Plans of Rural and Urban High School Senior Females Enrolled in Occupational Home Economics and Consumer and Homemaking Programs in East Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Home Economics Education.

Sandra W. Miller, Major Professor

We have read this thesis
and recommend its acceptance:

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POST-HIGH SCHOOL PLANS OF RURAL AND URBAN HIGH SCHOOL SENIOR FEMALES ENROLLED IN OCCUPATIONAL HOME ECONOMICS AND CONSUMER AND HOMEMAKING PROGRAMS IN EAST TENNESSEE

A Thesis

Presented for the

Master of Science

Degree

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Jane Ann Bradley

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ABSTRACT

The purpose of the study was to examine the post-high school educational, occupational, and marriage plans of high school senior females in Consumer and Homemaking and Occupational Home Economics programs in selected rural and urban counties in East Tennessee. The study was also designed to identify sources of influence on these plans.

Questions formulated for the study dealt with the occupational and marriage plans of the population, sources and amount of assistance with their career planning, perception of themselves as participants in the working force, relationship of parents' occupational and educational backgrounds with respondents' occupational and educational plans, and differences occurring between the Consumer and Homemaking and Occupational Home Economics students.

One-hundred forty-one students responded to a questionnaire developed by the researcher. The instrument consisted of 21 forced-choice and three open-ended questions. Response percentages for each category for each question were computed. Chi-square analyses of differences were calculated between the responses of the Occupational Home Economics and Consumer and Homemaking, and the rural and urban groups. The confidence level was set at .05.

The majority of the students had earned three to four credit hours in home economics. The greatest number perceived themselves as participants in the working force and did not identify marriage as a career obstacle. Fifty percent indicated they planned to work more than 20 years. The annual salary expected by 61 percent was $5,000 to $9,999.

Seventy-two percent felt they would hold two to five different jobs during their lives. Eighty-nine percent had held wage-earning jobs.

The respondents felt they had not received much vocational guidance from their guidance counselors. They felt they had received more vocational guidance from their home economics teachers than their guidance counselors. Thirty-one percent had visited guidance counselors for career assistance three to five times during high school. They listed themselves as the major source that had influenced their post-high school decisions.

The majority of the respondents' parents had a high school diploma or less and held skilled or unskilled jobs. The respondents felt their parents aspired for them to graduate from high school and perform skilled or technical jobs. Fifty percent of the respondents listed these job types as their occupational goals. Lack of training was the major obstacle which they believed would keep them from performing these jobs.

Five significant differences occurred between the students in the two homemaking programs. Compared to Consumer and Homemaking students, Occupational Home Economics students: 1) had earned more home economics credit hours; 2) felt their parents wanted them to graduate from high school as their highest educational level; 3) had a higher percentage of fathers with less education; 4) had a higher percentage of fathers employed in skilled jobs; and 5) felt they had received more vocational guidance from home economics teachers.

Seven significant differences occurred between the rural and urban students. Compared to urban students, more rural students: 1) had fathers with less education; 2) had fathers working skilled jobs;

3) had received guidance from guidance counselors; 4) had made more frequent visits to their guidance counselors; 5) had received more guidance from home economics teachers; 6) felt they would earn less money; and 7) felt they would hold a greater variety of jobs.

It was concluded that the students generally perceived the work world realistically and seemed to have received effective vocational guidance. The findings suggest, however, that educators need to increase their awareness of the vocational interests of their students and significant people from whom they are receiving career information.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Statement of the Problem	3
	Questions to be Answered	3
	Importance of the Study	4
	Assumptions	7
	Limitations	7
	Operational Definitions	7
	Organization of the Study	8
II.	REVIEW OF RELATED LITERATURE	9
	Societal Changes Affecting Vocations	9
	Stability of Vocational Plans	10
	Characteristics of Working Women	12
	Factors Influencing Vocational Choice(s)	15
	Vocational Plans of Different Groups	22
	Vocational Role Concepts	27
	The Need for Vocational Guidance	29
	Summary	33
III.	METHODS AND PROCEDURES	35
	Selection of the Sample	35
	Description of the Data-Gathering Instrument	36
	Collection of the Data	37
	Treatment of the Data	39
IV.	PRESENTATION AND DISCUSSION OF DATA	40
	Background Information	40

CHAPTER PAGE

Overall Analysis of Responses 41

Responses of Consumer and Homemaking Students Compared to Responses of Occupational Home Economics Students . . 47

Comparisons of Rural and Urban Responses 50

Discussion 54

V. SUMMARY AND RECOMMENDATIONS 58

Summary 58

Recommendations 63

For further use of the instrument 63

To improve the study 64

For the use of these findings 64

LIST OF REFERENCES 66

APPENDICES 73

APPENDIX A 74

APPENDIX B 81

APPENDIX C 84

APPENDIX D 86

APPENDIX E 88

APPENDIX F 91

VITA 113

LIST OF TABLES

TABLE		PAGE
1.	Number of Credit Hours Earned in Home Economics	92
2.	Maximum Level of Education Respondents Thought Their Parents Want Them to Obtain	92
3.	Parents' Desire for Their Daughters to Perform a Wage-Earning Occupation	93
4.	Type of Occupation Respondents Thought Their Parents Want Them to Perform	93
5.	Respondents' Mothers' Educational Level	94
6.	Respondents' Mothers Who had Worked Outside the Home	94
7.	Respondents' Mothers' Occupations	95
8.	Respondents' Fathers' Educational Level	95
9.	Respondents' Fathers' Occupations	96
10.	Respondents' Marriage Plans	96
11.	Respondents' Occupational Plans	97
12.	Person Giving Respondents the Most Assistance in Making Post-High School Plans	97
13.	Career Guidance Received from Home Economics Teachers	98
14.	Career Guidance Received from Guidance Counselors	98
15.	Number of Times Respondents Visited Their Guidance Counselors	99
16.	Respondents' Desire to Receive More Help from Their Guidance Counselors	99
17.	Number of Years Respondents Expect to be Employed	100
18.	Respondents' Expected Salary	100
19.	Number of Different Jobs Respondents Expect to Have	101
20.	Respondents Who Have Held a Wage-Earning Job	101

TABLE PAGE

21. Type of Work Respondents Would Like to Do 102

22. Obstacles to Job Goals Perceived by the Respondents 102

23. Percent Analysis of Credit Hours Earned by Respondents . . . 103

24. Percent Analysis of Educational Level Daughters Thought Parents Desire for Them 103

25. Percent Analysis of Respondents' Fathers' Highest Educational Level 104

26. Percent Analysis of Respondents' Fathers' Occupations . . . 105

27. Percent Analysis of Amount of Career Guidance Assistance Students Felt They Received From Home Economics Teachers . . 105

28. Percent Analysis of Rural Compared to Urban Respondents' Fathers' Educational Level 106

29. Percent Analysis of Rural Compared to Urban Respondents' Fathers' Occupation 107

30. Percent Analysis of Amount of Career Guidance of Rural Compared to Urban Respondents' Felt They Received From Home Economics Teachers 108

31. Percent Analysis of Amount of Career Guidance Rural Compared to Urban Respondents Felt They Received From Guidance Counselors 109

32. Percent Analysis of Times Rural Compared to Urban Respondents Visited Their Guidance Counselors 110

33. Percent Analysis of Rural Compared to Urban Respondents Expected Yearly Income 111

34. Percent Analysis of Number of Jobs Rural Compared to Urban Respondents Anticipate Holding 112

CHAPTER I

INTRODUCTION

Financial support from the federal government has been responsible for advancing numerous programs in vocational areas. The passage of the Smith-Hughes Act in 1917 appropriated funds for the promotion and development of the vocational areas of trades and industry, agriculture, and home economics. The George Barden Act, passed in 1946, broadened the Smith-Hughes provisions so that a vocational education program could include vocational guidance. In 1963, federal vocational amendments (Public Law 88-210) provided monies to help establish Occupational Home Economics programs which would prepare students for jobs that utilized home economics knowledge and skills. These programs were to be designed to prepare students for entry level jobs upon graduation from high school. The Vocational Amendments of 1968 provided financial support to vocational home economics for Consumer and Homemaking programs. The programs were designed to emphasize the preparation of women for the dual role of managing a job and a home (Fleck, p. 416).

The Consumer and Homemaking programs are well established in Tennessee and the number of Occupational Home Economics programs is growing. One of the purposes of the Occupational Home Economics program is to provide vocational guidance for the students enrolled, as well as train them in job skills. It is not known whether the students enrolled in the Occupational Home Economics programs receive any more vocational guidance than the students enrolled in Consumer and Homemaking programs.

A review of various curriculum guides for Consumer and Homemaking and Occupational Home Economics programs indicates that courses outlined in these guides should include the introduction of adequate career information so that a senior enrolled in either program for at least one year would have a substantial foundation for making decisions regarding immediate post-high school plans. Even though the Occupational Home Economics programs are designed to be more job-oriented than the Consumer and Homemaking programs, the post-high school plans of students enrolled in either program may not differ. It is not known how much specific vocational guidance the students receive in the curriculum of either program. The students may be influenced by other sources such as parents, friends, teachers, and guidance counselors in making their plans for after high school graduation (Super, 1951).

There is a need to identify influences which may help to determine the high school female's role as a participant in the labor force. The Women's Bureau of the U. S. Department of Labor (October 1976) reports that nine out of ten women will work at some time in their lives. In 1969, the Bureau projected that the number of women workers would increase faster than men workers in the years ahead. With 37 million women in the labor force today (Women's Bureau, October 1976), it is evident that home economics must prepare students for more than homemaking. Figures published by the Women's Bureau, regarding the employment of females, indicate a need for effective occupational guidance for high school females. The selection and preparation for an occupation is one of the major developmental tasks of the adolescent. The process of

helping the adolescent to plan for potential participation in the labor force should be of concern to American educators.

Statement of the Problem

The broad purpose of the study was to identify the post-high school occupational, educational, and marriage plans of high school senior females in Consumer and Homemaking and Occupational Home Economics programs in selected rural and urban counties in East Tennessee. The study was also designed to identify sources of influence on the plans of the respondents.

More specific purposes were:

1. To identify the respondents' sources of vocational guidance;
2. To identify the areas of vocational guidance where respondents lacked information;
3. To identify the post-high school plans of respondents who plan to be both homemaker and wage-earner;
4. To identify any differences which may exist between the post-high school plans of:
   a. rural and urban respondents,
   b. respondents enrolled in Consumer and Homemaking and Occupational Home Economics courses.

Questions to be Answered

The purpose of this study provided the basis for formulating the following specific questions to be answered:

1. What are the occupational and marriage plans of the respondents?
2. Who has given the respondents the most assistance in their career planning?
3. How much occupational guidance do the respondents feel they have received?
4. How do the respondents perceive themselves as possible participants in the work force?
5. How do parents' occupational and educational backgrounds relate to the occupational and educational plans of the respondents?
6. How do occupational and educational plans of those respondents enrolled in Consumer and Homemaking programs differ from those of respondents enrolled in Occupational Home Economics programs?
7. How do occupational and educational plans of rural respondents differ from those of urban respondents?

Importance of the Study

Work is a major factor in the lives of families and has a far-reaching influence on the lives of family members. The well-being of the members of a family depends on choices made with regard to work. Since home economics programs center around the family, the role of work in the lives of individuals and families should be of particular interest to home economics teachers. In order to direct students toward a rewarding and successful life in the work world, educators must be familiar

with the goals and expectations of the students who plan to enter the work force. Helping the students to identify their goals and perceive the realities of the working world such as available jobs, necessary education, family responsibilities, actual earnings to be expected, and job changes is necessary in order to avoid misguiding students (Fleck, p. 412).

In order to guide students toward functional occupational planning, one must be aware of the fallacies and misconceptions that the students may hold toward the world of work. The traditional idea in career counseling has been to prepare the male for an occupation, since he is assumed to be the "breadwinner" of the family. In some instances, contemporary society has still not acknowledged the changing roles assumed by women. Families and schools have continued to support a norm which portrays women primarily as wives and mothers.

Performing the role of wife and mother need not force a female to be dependent on her husband for economic security. With the rising costs of living, no longer can the young female marry with the expectation that her spouse will always be able to provide her economic security. Because of the foregoing idea, it has only been recently that vocational guidance has seemed as necessary for females as it is for males. This concept is supported by a statement in the June 1974 report from the Women's Bureau which indicated that a majority of women today work because of pressing economic need and to supplement the husband's income.

Educators need to be aware of the importance of assisting the female in coordinating the multiple goals she may have: marriage, education, career and family. Where females receive their information

about occupations, further education, and economic security is crucial in developing a work force that meets the needs of the economic society and the self-fulfillment needs of the individual. While important, the influence and expectations of parents, friends, and relatives may not be the most reliable sources of guidance that females receive. Professionals in education and occupations can help the young job prospect make careful decisions regarding her future. It is with these thoughts that this study has been designed. If professional educators are to assist females to play an active, well-coordinated role in the work force, the areas where females are lacking knowledge or are limited in their source and type of occupational information must be identified.

The fact that Occupational Home Economics programs in Tennessee are relatively new indicates that those who work with these programs could benefit from the findings of this study. Even though the Occupational Home Economics programs train individuals for entry-level jobs, there is a possibility that students may still need more life-long career planning and occupational information.

In the Consumer and Homemaking courses, the examination of individual work values and the value of women in the dual role of homemaker and wage-earner needs to be examined. Findings of this study could be used to strengthen this examination. If educators realize that females may be unsure or undecided about their future plans regarding an occupation, further education, and marriage and their ability to coordinate these roles, then educators can incorporate appropriate concepts of vocational guidance into their programs.

Assumptions

This study was conducted based on the following assumptions:

1. The students would be able to recall information needed to answer the questions.
2. The students would answer the questions truthfully.

Limitations

The study possessed the following limitations:

1. Only those schools in selected East Tennessee counties which had both Occupational Home Economics and Consumer and Homemaking programs in operation in the Spring 1977 were asked to participate.
2. Only those graduating females who returned their informed consent forms were eligible to participate in the study.
3. Only those graduating females who were enrolled in a Consumer and Homemaking or an Occupational Home Economics course in the Spring 1977 and attending school the day the data was collected participated in the study.

Operational Definitions

For the purpose of this study, the following terms were defined:

Consumer and Homemaking - A vocational home economics program designed to prepare individuals for managing the dual role of homemaker and wage-earner.

Occupational Home Economics - A vocational home economics program designed to prepare individuals for employment in occupations utilizing

knowledge and skills of home economics subject matter areas. (A Handbook for Planning, Establishing, and Implementing Occupational Home Economics Programs, no date.)

Urban - An area with a population of more than 300 persons per square mile.

Rural - An area with a population of less than 104.5 persons per square mile.

Organization of the Study

The study is presented in the following manner. The first chapter includes a statement of the problem, questions to be answered, importance of the study, assumptions, limitations, operational definitions, and the organization of the study. Chapter II is a review of literature of societal changes affecting vocations, stability of vocational plans, and characteristics of working women. Additional areas are factors influencing vocational choice(s), vocational plans of different groups and vocational role concepts. Literature which studies the need for vocational guidance and a summary conclude this chapter.

Chapter III describes the methods and procedures used in the study. Chapter IV includes the analyses of data and the results of the study. The data are summarized and conclusions are drawn in Chapter V. Recommendations and implications for further study are also included in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature includes professional writings and research studies relevant to the present study. These are organized in the following manner:

a. Societal Changes Affecting Vocations
b. Stability of Vocational Plans
c. Characteristics of Working Women
d. Factors Influencing Vocational Choice(s)
e. Vocational Plans of Different Groups
f. Vocational Role Concepts
g. The Need for Vocational Guidance
h. Summary

Societal Changes Affecting Vocations

Early research that attempted to measure vocational interests concluded that women were basically working as a stopgap until marriage and motherhood. However, the influx of married women in the labor force in recent years suggests that work is not only a stopgap measure, but also an indication of career commitment. Findings by Harmon (1967) support the hypothesis that marital status per se is not the only factor affecting career interest. Developments in society, such as voluntary limitations of family size, greatly increased use of nursery schools and the growth of home cleaning organizations make it easier for women to work outside the home.

According to Vetter (1970b, p. 28), career patterns for women today differ from career patterns of women in the past because 1) the roles of women are continually changing to accommodate greater life expectancy, 2) the changing nature of the economy, and 3) the changing character of the family. In a study in 1975, Diamond noted that the nature of work is changing. Today's jobs tend to be more service oriented rather than based on physical skill. For this reason, more different types of women are able to enter the labor force.

More women are being educated past high school. The more education a woman obtains, the more likely she will work. Since living costs are increasing, women need to work to meet the requirements of the family budget. According to Griggs (1971), many high school students are not aware that married women are one of the greatest new sources of labor in the economy; women need to be helped to face this reality.

Stability of Vocational Plans

Several studies have indicated the career plans of students change over a period of time. Vetter (1970a) found that with advancing grade level, the number of girls who planned no education after high school increased. Similarly, Matthews and Tiedman (1964) found a ten percent decline in the students' desire to have a career. Thirteen percent of the junior high school students planned a career, while three percent of the senior high school students indicated a desire to have a career. A study by Bligh, Shaffer, and Michael done in 1972 examined the stability of students' educational and vocational plans over a two-year period. The Student Information Questionnaire of the Ohio

Vocational Interest Survey was administered to a sample of eighth graders and tenth graders who were again tested two years later. The older students had the same career plans two years later, contrary to the younger students. The girls' plans changed less than the boys in all age groups. In almost every case, at least half or more of the students changed their plans during the two-year period. David Jepsen (1975) revealed that females expressed more specific occupational preferences in the twelfth grade than in the ninth grade. His study adds confidence to the application of decision-making models to long-range vocational development, as opposed to immediate job preparation.

Occupational decision-making strategies appear to be key psychological constructs that develop during adolescence. Helen Astin (1970) did a study in order to gain insights into some of the psychological aspects of career development of young women. She concluded that despite the great instability of career plans between the high school senior year, and five years later (almost fifty percent of the twelfth grade female population changed their plans during this period), there are still early patterns and interests that predict later career outcomes. Since, at the time of high school graduation, many women must decide whether to continue their education or go to work, counselors and educators should assume the responsibility of guiding those young women and helping them make the educational and vocational plans most appropriate for them, as well as for the needs of society.

Characteristics of Working Women

Recent federal legislation, executive orders, and the Equal Rights Amendment have a definite impact on women's career planning. A look at the characteristics of working women emphasizes the overall idea that females need to be guided in making decisions concerning their occupational and educational plans. All of the figures cited in this section were taken from the Bureau of Labor Statistics report released in October 1976.

In 1920, only 20 percent of the work force was comprised of women. In 55 years this figure had doubled to 40 percent of the working force. It is felt that this growth trend will continue with the number of women workers expected to increase faster than men workers in the years ahead. Conservative estimates are that 47.9 percent of all women 16 years of age and over will be in the labor force in 1980, compared to 41.6 percent in 1968 (Kievet, 1972). During the last decade, women accounted for nearly three-fifths of the increase in the civilian work force.

The likelihood that a woman will be in the labor force at any particular time varies considerably with her age, marital and family status, education, race or ethnic background, and, if married, her husband's income. However, nine out of ten women will work at some time in their lives (Women's Bureau, 1976, p. 2). Although women are most likely to be working if they are young, have no children, and have completed their schooling, their rate of participation is relatively high and consistent (about 55 percent) in the prime working years of ages 25 to 54.

Almost three-fifths (58 percent) of all women workers are married and living with their husbands, while almost one-fifth (19 percent) are widowed, divorced, or separated from their husbands. Forty-four percent of all married women are in the labor force. However, married women are less likely to be labor force participants than divorced or separated women; 65 percent of all divorced or separated females and 57 percent of never-married women work.

Women in the labor force have completed a median of 12.5 years of schooling. This figure is the same number of years for men. About seven out of ten women workers have at least a high school education. Of all women in the labor force, more than one out of four has completed one or more years of college and one out of eight is a college graduate; 85 percent of female workers 20 to 34 years of age and 68 percent of female workers 35 years of age and older have high school diplomas.

Generally, the more education a woman has, the more likely she is to be in the labor force. About one out of five of all women 16 years of age and older who had completed less than eight years of schooling, was in the labor force in March 1975. However, about half of those who had completed high school and about seven out of ten of those who had five years or more of college were gainfully employed.

Typically, a woman enters the labor force after she has finished her schooling and works a few years before she marries and has her first child. A very small proportion of women leave the labor force permanently at this time. More than four out of ten married women 25 to 34 years of age were workers in March 1975, as compared with three out of ten in 1965, and two out of ten in 1950.

Women are more apt than men to be white-collar workers, but the jobs they hold usually require less skill and pay less than the jobs of male white-collar workers. Women represent two-fifths of the professional and technical workers. Women are less likely than men to be managers and administrators, and represent only about one-fifth of these workers. About one out of seven women workers is employed in a blue-collar job, but almost half the men are in such jobs. Only five percent of all craft workers are women.

Among full-time workers employed throughout 1974, women's median earnings were less than three-fifths those of men -- $6,772 and $11,835, respectively (Women's Bureau, p. 8). Reasons for this earnings gap are many. Men, on the average, have had more years of work experience than women. The concentration of women in certain low-wage occupations is a primary factor in the lower-average earnings level. Various research studies have found that a differential between the earnings of women and men remains, even after adjustment for factors such as education, work experience, and occupation or industry group.

The money contributions of working wives are of crucial importance where they raise the family income above the low-income level or from a low to middle level. Only four percent of all husband-wife families had incomes below $5,000 in 1974 when the wife was a worker, compared to 13 percent when she was not. Among all wives who worked during 1974, the median contribution was more than one-fourth of the total family income. Among those who worked year round full-time, it was nearly two-fifths of the total family income. Twelve percent of all wives who worked contributed half or more of the family income.

An increase in employment opportunities for women depends largely upon a continued improvement in general economic conditions. As the economy recovers, the outlook for women workers should be favorable. Legislation prohibiting sex discrimination in employment will continue to open up new opportunities for women to train for and enter into more diversified jobs and to advance to jobs of higher skill level. Women who are informed about opportunities before making career selections will be able to capitalize on these opportunities in fields where skilled workers will be in demand. The importance of vocational and technical training and education cannot be overemphasized and takes on even greater importance for women.

Factors Influencing Vocational Choice(s)

Throughout the review of literature the researcher discovered many factors that are related to the vocational choices of females. Studies revealed different influences, but perhaps Kolar (1976) summed it up when he commented that desire for work depends upon a person's background. In his book Emerging Woman: Career Analysis and Outlook (1975), Samuel Osipow writes that socialization by the family defines for the child the role(s) he or she will play in society. When Osipow studied socioeconomic factors, he found that results with women are inconsistent regarding the relationship between socioeconomic level and career interest.

Kosa, Racaiele, and Schommer (1962) concluded that females who were more marriage oriented were in the lower socioeconomic level and had lower educational aspirations. Almquist and Angrist's study (1971)

indicated that a majority of college women wanted dual careers as housewives and career women. This desire on the part of college women seems to be put into practice when one recalls the positive correlation of working and education.

A study by Cosby and Picou (1973) dealing with black-white variations among adolescents in the deep south found that higher level occupational aspirations were found to be associated with higher levels of father occupation and education, urban residence, and white racial status. A study by Church (1974) compared the career objectives with parental occupations. There proved to be more identification in the boys' career objectives with their fathers' occupations than between the girls' and their mothers'. Church's research indicated that there was less inclination to follow parents' occupations when fathers or mothers were employed in unskilled, sales, or service classifications. He found no significant relationship between girls who have declared a career objective and mothers who work outside the home, nor did the mother's occupation have any influence. The largest percent of girls who had not decided on a career had professional mothers and the smallest percent of girls who had not made career decisions had mothers who participated in technical/managerial type jobs. The girls who had housewife mothers ranked mid-way in the list.

Several studies have been conducted to try to discover the degree of parental influence in the adolescent's career plans. Gottleib and Heinsohn (1971) found that students were very much concerned that they not disappoint their parents. The mother, followed by family and friends, was the primary source of concern. In a 1972 study of high

school seniors by Fetters, students identified the person of greatest influence regarding their post-high school plans. Ninety-one percent indicated "self" as the person who influenced them the most. The next two rankings in Fetters' study were parents and friends their own age, 43 and 25 percent respectively. These two sources of most influence fall in line with Gottleib and Heinsohn's students' feelings that they not disappoint their parents and friends.

A study by Sandis (1970) examined the relationship of the mother's education to the daugher's ambitions. He found that the higher the mother's educational ambitions were for her child, the more education the child planned to obtain. His study considered the amount of overt pressure the child felt from her mother to obtain higher education and also the cultural advantages to which the subjects may have been exposed.

Eyde (1970) concluded from his study that exposure to models of employed female adults may aid the career development of young women, and that the most potentially influential model to whom a girl is exposed is her mother. Career-oriented women are more apt to have working mothers than noncareer-oriented women, regardless of the mother's education (Riley, Johnson, and Boocock, 1963). Contrary to this idea, Conaway and Niple (1966) concluded that career-oriented students had a significantly higher proportion of employed mothers than did a noncareer-oriented group of students. Zissis used a similar sample and had the same result. One of his additional findings was that mothers of the students in the group oriented to marriage were not employed outside the home to a significant level.

Another factor to consider regarding career-oriented girls was emphasized by Almquist and Angrist (1971). This was that career-oriented girls may have been exposed to broadening, enriching experiences which may have led them to a less stereotyped female role concept. A girl whose mother has been employed has been exposed to an alternative to the stereotyped female model. The Almquist and Angrist team found that two-thirds of their career-salient subjects had employed mothers, while only one-fifth of the noncareer-oriented women had mothers who were working. Their data suggests that compared to girls without working mothers, girls with working mothers have a more favorable definition of the working mother role and recognize the possibility of combining marriage and career.

Studies by Kinnane and Bannon (1964) concluded that girls whose fathers worked at the manual level had significantly stronger value orientations toward work than did girls from professional homes. Girls who identified with their mothers tended to have fathers in low-level jobs. Fathers who were professionals and who had more education than their wives had greater influence toward encouraging their daughters to work than the mothers did. Two explanations for these findings were: 1) Daughters of professional level fathers identify with their fathers' positive attitudes toward women working rather than with stereotyped masculine/feminine roles regarding work; 2) Parents' positive attitudes toward their daughter performing a wage-earning occupation is frequently not strong enough to overcome a generally feminine life value orientation of society labeling her as a wife and mother.

Goodale and Hall (1976) concluded that a nondirective, supportive home atmosphere of high interest appears to be an influence on childrens' college and career plans. However, problems may arise when two conflicting role models are perceived in the home by the child. The inconsistency in educational backgrounds and current occupational status of their parents may have influenced the uncertainty of college plans for one group of students who were undecided about going to college in the Goodale and Hall study. The study also showed that males and females reported the same level of parental desire for them to go to college, but the girls perceived less parental interest in their school work than boys did. This type of information seems consistent with the rapidly accumulating evidence that parents encourage educational attainments and work careers more for boys than for girls.

It appears that the parental interest in educational activities which girls perceive is less affected by parents' background than that perceived by boys. This finding suggests that girls are more independent than boys of the socioeconomic background of their parents in formulating their career plans. According to this study, girls' career plans may be more dependent upon their own goals and ambitions than those of their parents. The fact that girls' occupational plans were high and did not differ from those of boys in this sample tends to support this idea.

There are additional factors revealed in other studies that may have influence on a students' post-high school plans. Dixon, Fukuda, and Ignacia (1972) found that the female respondents did not choose an academic high school curriculum which would help them reach their post-high school goals. Females chose more academic post-high school

destinations than males. They concluded that knowledge of the values of a student's parents, the student's financial need, and his high school curriculum would be valuable to someone helping the students select his post-high school destination. They also felt a person acting as a career counselor should understand the differences between the academic aspirations of males and females.

High school occupational expectations and background factors which might influence occupational and educational attainment of women were the focus of a study by Olien and Donohue. The findings can be summarized in the following six statements:

1. Occupational expectations were significantly related to occupational attainment; divergence from expectations is greatest for the professional category and least for the clerical category.
2. Occupational expectations upon graduation from high school do not differ according to residence, but actual occupational attainment differs significantly by area of residence.
3. Occupational attainment differs significantly with the father's occupation; the daughters of white-collar workers realize higher levels of attainment than daughters of blue-collar workers, with farmers' daughters having the lowest level of attainment.
4. There was a high relationship between educational expectations and actual educational attainment.

5. Educational attainment differs significantly depending on the area of residence. The lowest percent of college attendees was among farm girls.
6. The educational attainment of girls is significantly related to the education of both parents; the daughter of parents who had attended college is more likely to go beyond high school in her education.

A study by Bligh, Shaffer, and Michael (1972) questioned students' expressed vocational plans, subject area preferences, and post-high school plans. The post-high school plans were sharply influenced by the type of post-high school training facilities available to the area. Where there were no facilities, post-high school plans were indefinite. The most definite choice was those students who selected some kind of college training.

Two other studies reported the effects of certain types of programs on post-high school plans. In a 1968 study entitled "Career Development of Girls During High School Years," Helen Astin found that girls who anticipated scientific or teaching careers in the twelfth grade were more likely than those choosing other careers to report in the ninth grade that they had already had counseling regarding their plans. Girls who attended larger high schools were more likely to plan careers in the professions and sciences, while girls who attended smaller schools were more likely to aspire to teaching and office work. Barak, Carney, and Archibald (1975) pursued some research in the area of classes that were supposedly more career oriented. Their study did not lend support that the more occupational information sought by an

undecided individual, the more decided he will become. Occupational information may be crucial for many individuals in their career decision making, but its role may be more of one of helping to produce better informed decisions, rather than stimulating decision making per se.

Vocational Plans of Different Groups

Groups as well as individuals differ in their vocational plans and ideas. This portion of the review of literature deals with studies which compared students of different races, students enrolled in different types of schools and programs, males' and females' ideas on women working, and rural and urban students in relation to their post-high school plans.

In a study which examined the attitudes of 180 women toward career and marriage, 59 percent said they planned to work a large portion of their lives; about one-fourth of the 180 subjects felt that managing a home was too much to combine with a career (Rand and Miller, 1972). Entwisle and Greenburger (1970) asked ninth grade males and females if women should work. Generally, the girls said yes, and the boys said no. Overall, the girls expressed more liberal views about women working than the boys did. Peggy Patrick (1972) studied the career aspirations and future plans of young women in Arkansas to confirm or negate a belief that women do not aspire to higher employment positions. She found that more than one-third of the females expressed traditional attitudes about women as workers; one-half of the males expressed the same attitudes. The female respondents tended to rate getting married as their first goal and having a career as their second goal. In this study, a majority of the female students planned to work after getting married.

When Gyspers, Johnston, and Gust (1968) compared characteristics of career-oriented women and homemaker-oriented women, they found the career-oriented women more enterprising and intellectual, more apt to be single, more likely to have completed more education, and have slightly more educated parents. Watley (1969) found that National Merit Scholarship winners who sought an immediate career scored higher on scholastic ability tests than those who either planned no career or who planned to delay entering careers.

Chisman (1974) examined differences between blacks and whites in educational and occupational aspirations and occupational and educational expectations. In both groups there was a significant difference between what the students aspired for occupationally, and what they expected to do. It was also found that students in career exploration programs had higher expectations for skilled occupations than the non-career exploration students did.

Carolyn Goodworth (1971) found in her sample of 317 high school senior girls that the majority projected employment at some time in their lives and to some extent recognized the need to be trained for employment. They saw employable skill as a means of meeting economic need rather than a means of personal fulfillment. The majority of the students planned to attend a four-year college or university, but planned to attend for less than four years. Many students indicated a desire to be employed in a professional occupation. There were significant differences in the future education and employment plans of the students enrolled in small, intermediate, and large high schools.

A study that compared rural and urban Negro girls' (Kuvlesky and Lever, 1967) occupational goals showed that the two groups had similar goals and expectations. Both groups also expected to be deflected from their goals. Responses of the subjects indicated that most of them wanted and expected to get high status, white-collar jobs. The girls did not want to become housewives, operatives, or unskilled workers. The rural girls had lower occupational goals and anticipated higher rates of deflection from the achievement of their goals than the urban girls did.

Ray, Vetter, Murphy, and Sethney (1971) analyzed the effects of community size, type of school, and social status of high school senior girls on their post-high school plans. They found that higher social status and larger community size had positive effects on knowledge and negative effects on plans for full-time work. The graduates of vocational schools showed more interest in the financial rewards of work and early marriage than did graduates of the comprehensive and general academic schools. The girls in metropolitan schools indicated more knowledge of the world of work and had fewer plans for full-time work than did nonmetropolitan girls. Those attending vocational schools planned for earlier marriages, more full-time work, and less additional occupational education following high school than the respondents from the other types of schools.

Anderson (1973) found no significant differences in a study which compared work attitudes of girls enrolled in: 1) occupational home economics programs; 2) consumer and homemaking programs; and 3) neither program since the ninth grade. Overall, the girls planned some sort of

post-high school training. Most felt that they would be working part-time. Anderson explained the lack of significant differences in her findings to two factors: 1) the 90 girls from the five high school had similar community, family, and educational backgrounds; 2) the occupational home economics classes may not be teaching about the world of work any more or differently than the consumer and homemaking classes.

Dalrymple, Lowe, and Nelson (1971) had a population of 286 girls in a study designed to initiate a preparation of the disadvantaged for the dual role of homemaker and wage-earner. Through their treatment, they hoped to encourage pupil perception of individual worth and destiny and maximize positive attitudes toward school, home and the world of work. In the experimental group of the inner-city youth, stronger emphasis was given to the role of wage-earner than that of homemaker; the dual role was stressed in both the experimental and control groups. Those enrolled in the experimental wage-earning course showed the greatest growth in employability potential, which may be related to the fact that this group also showed the greatest growth in self-concept, feelings of self-worth, equality with others, and respect for themselves. Gains were made in both groups' attitudes toward work, but the girls enrolled in the experimental wage-earning course were stronger in their positive attitudes toward work than the girls who had been enrolled in the homemaking (control group) course. A year later, the girls enrolled in the experimental group also showed a higher employability potential than those in the control group.

A study by Donna Sims (1971) compared a group which had participated in a career education program and one that had not. The findings

showed that those in the career education group made more professional career choices. They also perceived that more education was needed in order to obtain the professional jobs they desired.

Wallace and Leonard (1971) compared college preparatory courses with vocational courses. Their study indicated that girls aspiring to and expecting low and intermediate educational and occupational levels were usually enrolled in a vocational curriculum. Girls reporting high educational and occupational aspiration and expectation levels were most frequently enrolled in a college preparatory curriculum. An especially significant finding was that the majority of girls who neither aspired to nor expected to complete high school, and who expected to obtain employment as semiskilled or unskilled workers, were not enrolled in a vocational course of study which could help them to enter the labor market. Most of the girls, however, expressed realistic attitudes concerning the education necessary to attain their chosen occupations.

An evaluation of two career-oriented programs by Cochran and Weis (1972) concluded that perhaps the school program also accounted for differences in scores. One program evaluated was in a vocational high school; the other program was in a general high school. The students were scored on the Ohio Vocational Interest Survey and the Tennessee Self Concept Scale. They were also given a Career Plans Survey. The instruments were administered in the Fall 1970 and again in the Spring 1971. This study indicated that vocational students: 1) were more definite in their choices and plans to graduate from high school; and 2) demonstrated they had developed a more positive attitude toward their abilities and chances for getting ahead in an occupation.

Vocational Role Concepts

This section of the chapter recognizes several sources of information that refer to counselors' perceptions of vocational guidance for females. For example, an article entitled "Wanted: More Realistic Educational Preparation for Women" by Dorothy Zuersher (1975) raised several questions with regard to vocational guidance for women. These were:

1. Are we as educators living up to our ideas of preparing each individual to his or her fullest intellectual potential?
2. Are we recognizing the changes taking place in today's society and how they affect the likelihood for women's employment?
3. Are we preparing young women for realistic futures as wage-earners, and perhaps, heads of households? (p. 120).

Zuersher feels that one reason that women are clustered at the lower level of routine, nonstatus, low-paying jobs is that there are differing role expectancies for men and women in this culture. Women are not made aware of the very real likelihood of their future employment (p. 119). She states that there is a dominant and persistent belief that continues in our culture that woman's proper role is that of wife and mother. She points out that even though curriculum and educational opportunities for men and women are the same in elementary and secondary school years, there is a pervasive belief that women will marry after a relatively brief sojourn into the labor market and "live happily ever after" (p. 118).

This idea is reinforced in the results of a study by Ahrons (1976). The study surveyed male and female counselors' perceptions of career images of women. Ahrons' results indicated the counselors had different perceptions of male and female roles. Their ideas of what male social and vocational roles should be were similar, while their ideas of females' roles were in disagreement.

The studies of Schlossberg and Pietrofesa (1973) confirmed Ahrons' findings. They indicated that many counselors perceive career participation as inappropriate for women. The findings also suggest that counselors expect women to experience conflict in vocational choices that men do not experience. A serious implication is that counselors may reflect this idea in their counseling with girls and women, and may not encourage or even realistically discuss potential career options with women. The Ahrons' and Schlossberg and Pietrofesa's studies also found that career roles for women continue to be perceived as incompatible with homemaking and parenting roles.

Davis (1975) pointed out that there is a gross under-representation of women in nontraditional jobs. In her article, "Women in Non-Traditional Roles: Hurdles, Challenges, Rewards" she wrote:

> Part of the reason for this imbalance is that girls are programmed by parents, by counseling at school, and by society from their beginning to select sex-stereotyped roles. Toys, television programs, admonitions against unladylike aggressiveness, the rewards of feminine pursuits and the suggestion that a girl will not be sought after for marriage, if her intelligence or talents are revealed, are some of the characteristic means used directly and indirectly to lead girls toward traditional roles (p. 99).

Davis concluded that women must insist upon career-oriented education for girls and must be alert to inappropriate counseling for girls.

Koontz (1971) points out that a girl who is not college bound is offered little choice in vocational training during her high school years. She feels that schools have an obligation to open up a variety of interesting vocational opportunities to girls who are unable or who do not wish to go to college. In order for girls to find broader vocational opportunities, they need counselors who can advise on the basis of what is possible now, not on what was available in the past. In another article, Koontz (1970) noted that teachers and guidance counselors were of increasing importance in helping girls select fields that challenge their talents and help them realize their full potential. She feels that high school counselors in general have too little knowledge of and interest in vocational education and the labor market.

In summing up the role of a counselor, Tiedt (1972), Myers (1971), and Tyler (1969) agree that the aim of the counselor is to improve the self-concept of girls as early as possible. Approaches that can be tried include developing a file of inexpensive materials on possible careers, helping the girls to form discussion groups about coordinating different lifestyles, having speakers discuss different job responsibilities, and designing courses in career education.

The Need for Vocational Guidance

Don Super (1951) defined vocational guidance as the process of helping a person develop and accept an integrated and adequate picture of himself and/or his role in the world of work, to test this concept

against reality, and to convert it into a reality with satisfaction to himself and benefit to society (p. 89). Berenger polled eleventh graders on the amount of assistance received from their schools in planning a career. He found that 49 percent of them said their schools gave them little or no help with career planning. Forty-two percent of them said they had never talked with teachers or counselors about their career goals, interests, and abilities. Seventy-eight percent said that they wanted more help than the schools gave them in making career plans. The students' vocational guidance needs are definitely not being met when one looks at the relationship between Super's definition and Berenger's study.

Findings similar to those in Berenger's study were also found in a study by Jacob Kaufman and Morgan Lewis, as reported by Rosen (1969). Their study indicated that the vocational education graduates who recalled receiving counseling appeared to be satisfied with the guidance they received. However, about half reported that they had no discussion about coursework with a counselor, and more than 75 percent indicated that they had never discussed their job plans with a guidance counselor. Rosen also noted that noncollege bound youngsters in rural schools tended to receive little in the way of counseling services. These kinds of information reveal a need for more counseling if students are to develop themselves and be an asset to society.

Rosen (1969) states that a number of studies supported by the Manpower Administration have shown that vocationally-oriented students do not receive adequate guidance. The researchers stress that if youth are to be trained for occupations that offer good job opportunities,

they need better guidance at the junior-high level. Counseling is often job oriented and not career oriented. Youngsters have indicated that they did not learn about earnings of working conditions from their vocational school counselors. In its 1968 General Report, the Advisory Council on Vocational Education said that only 50 percent of American high schools provide any form of vocational guidance during a large part of a student's educational career.

Parsons (1974) studied the effectiveness of an instructional unit designed to increase the length of the anticipated work period after graduation. On the preevaluation, two-thirds of the participants indicated they thought they would be working for five to ten years following graduation. On a post-evaluation, 50 percent of the participants thought they would be working for 15 years after graduation. It appears that counseling in courses can help students to perceive more realistic ideas toward the world of work.

Matthews and Tiedman (1964) discovered that there is a drop in the career commitment of women between the junior high and senior high years, a time when women give marriage greater priority in their plans. By taking such developmental changes into consideration, teachers and counselors might be better able to focus their attention on young women at the time when they are most receptive to new career information.

As the high school years draw to a close, boys are becoming involved in the necessity, and even desirability of making a career decision, while girls are increasingly drawn toward the marriage goal (Matthews, 1963). Counselors need to be aware that girls may fulfill their lives in many ways. The role of the counselor should not be to

determine which way of life is best, but to provide a knowledgable, sensitive, and empathetic relationship that will enable each student to make a truly free and informed set of evolving life decisions (Matthews, 1963).

Havighurst (1965), thinking similar to Matthews, suggested that the counselor should be able to sense the career pattern in which a girl is moving, and help her understand the problem and what it means to her. The counselor should be a specialist in understanding a woman's identity and guiding her in the most beneficial direction.

Samuel Osipow (1975) defined three career patterns that females may follow. These are:

1. Homemaker pattern, in which the woman never engages in any significant paid work outside her role of wife, mother and homemaker.
2. Traditional career pattern, where the woman may or may not be married, but engages in significant out of home employment at various times in her life, and whose work is in some career role that is seen to be "appropriate" for women.
3. Pioneer career pattern, where the woman may or may not be married, but engages in significant out of home employment through most of her life on a regular basis, in competition with men, usually in a male dominated field, and exhibits a clear commitment to her work and advancement in it.

The knowledge of these career patterns can help counselors in their techniques with females.

Many times women do not make many or varied career choices (Harmon, 1970). When they do, the choice is usually a clue to their earlier patterns of vocational thinking. Mitchell's (1972) and Osuji's (1976) studies stress the importance of early influences on initial career decisions.

Berry, Kearn, Meleney, and Vetter (1966), Eyde (1970), and Jackson and Egner (1976) emphasize the need for teaching life-long career planning, a constant awareness of the changing job situation and changing needs of females. The counseling staff has a big job in stressing that career planning is not a static thing, but should be flexible enough to allow advantages to be taken of future changes in employment opportunities and in a female's life. Career development is a lifelong process for everyone.

Summary

The literature suggests that the process of decision making is of major importance in career planning. Life-long career planning plays a major role in everyone's life. The present roles of women are changing rapidly. It is important that junior and senior high school counselors recognize this as they work with females.

Career commitment in females tends to decrease as they move from junior high to senior high age. However, the older students that have career plans are more definite in those plans. Nevertheless, females do not seem to recognize the rapidly growing number of women in the work force. Almost half of the present working force is comprised of women. Nine out of ten women will work at some time in their lives.

The more education a woman has, the more likely she is to be in the labor force.

There are many factors which influence a female's vocational choice and attitude toward work. The most significant was that socialization by the family defines for the child the role(s) he or she will play in society.

CHAPTER III

METHODS AND PROCEDURES

This study was designed to identify information about the post-high school occupational, educational, and marriage plans of graduating female students. The sources of influences on these plans were also examined. The students were enrolled in home economics programs in selected rural and urban counties in East Tennessee.

The procedure used in this study is presented in this chapter under the following headings:

a. Selection of the Sample

b. Description of the Data-Gathering Instrument

c. Collection of the Data

d. Treatment of the Data

Selection of the Sample

Potential participants for the study were selected on the basis of being enrolled as senior females in a Consumer and Homemaking or Occupational Home Economics program during Spring 1977. Another criteria was that the home economics programs be located in either a rural or urban East Tennessee county.

All schools in the rural and urban counties within 75 miles of Knoxville, Tennessee, that had both an Occupational Home Economics program and a Consumer and Homemaking program during Spring 1977 were requested to participate in the study. There were four counties which met the stated criteria of rural classification and had both of the

described programs in operation. They were Campbell, Cocke, Rhea, and Sevier counties. Knox County, which was 69 percent urban and the most densely populated county in East Tennessee, was the only county which met the criteria for an urban classification.

Based on the 1976-77 projected enrollment records, which were compiled in September, 1976 by the Home Economics Section of the Tennessee Department of Education, the total potential population for the study was 375 subjects in 18 schools. This included 147 subjects from six schools in rural counties (61 Occupational Home Economics female students and 86 Consumer and Homemaking female students). From the 12 schools in the urban county, there were 228 subjects. The latter included 72 female students who were enrolled in Occupational Home Economics and 156 who were enrolled in Consumer and Homemaking programs.

Description of the Data-Gathering Instrument

The questionnaire (Appendix A) consisted of 21 forced-choice questions and three open-ended questions. The questions were designed to obtain descriptive information to examine occupational, educational, and marriage plans of the respondents. The questions examined the parents' occupational and educational backgrounds; parents' occupational and educational aspirations for their daughters; amount of occupational guidance desired, sought, and received by the females during high school; occupational aspirations of the respondents; and obstacles the participants perceived in accomplishing their educational and occupational goals. The instrument was designed by the researcher, with the assistance of her major professor and committee members.

The questionnaire was pilot-tested during the week of March 21, 1977. The students taking the pilot-test were high school senior females enrolled in Occupational Home Economics and Consumer and Homemaking programs at Hardin County High School in Savannah, Tennessee. The purpose of the pilot-test was to determine the readability and content validity of the questions. Some revisions in wording were made on the questionnaire, based on inquiries received from the students participating in the pilot-test.

Collection of the Data

Permission to conduct the study in the selected schools was received from the Tennessee State Specialist for Home Economics Education and the East Tennessee Regional Supervisors for Home Economics Education. Consent to visit the Knox County Schools was obtained from the Knox County Supervisor for Vocational Education and the Knox County Director of Vocational and Adult Education. In compliance with The University of Tennessee policy to review all research involving human subjects, permission to conduct the study was obtained from the departmental and university Committees on Research Participation.

Letters (Appendix B) requesting the principals and home economics teachers of the selected schools to allow their eligible students to participate in the study were mailed April 18, 1977. Included with the letter was a stamped, addressed postal card on which the principal could indicate his decision on allowing the students to participate in the study (Appendix C). The principals were asked to return the postal cards by April 27. By the desired date of return for the postal cards, eight of the eighteen principals had returned their responses (44.4 percent);

two of these (11.1 percent) agreed to have their students participate in the study. After five more days, telephone calls were made to the principals who had not responded; these calls obtained the consent of eight additional principals who agreed to allow their schools to be a part of the study, bringing the total number of schools participating to ten (55.5 percent) of the 18 schools. Based on the 1976-77 projected enrollment records of the Home Economics Education Section of the Tennessee Department of Education, a total of 225 participants was now possible.

The principals of the ten participating schools were contacted by telephone to arrange two visits to each school. The purpose of the initial visits, which took place May 11, 1977 to May 27, 1977, was to meet with the eligible students to explain the procedures and objectives of the study. Students who were 18 years of age or older and were willing to participate in the study were given an informed consent form (Appendix D) to sign and return. Students under 18 years of age who were willing to participate in the study were given a letter addressed to the parents explaining the procedures and objectives of the study. Included with the letter was an informed consent form (Appendix E) for the parent or guardian to sign, indicating permission for his/her daughter to participate in the study. This first set of visits indicated that the actual enrollment of eligible home economics students for the study was 161.

The purpose of the second visit to the school was to administer the questionnaire to those students who returned the described informed consent forms. These visits took place May 13, 1977 to June 3, 1977.

A total of 141 (86 percent) returned informed consent forms and participated in the study.

Treatment of the Data

The information received from the usable questionnaires was tabulated and coded by the researcher. Response percentages for each category for each question were computed. In the case of a question that was not answered by all of the respondents, the analysis was performed on the total number of responses received for that question.

Chi-square analyses of differences were calculated with the assistance of The University of Tennessee Computing Center. Differences were calculated between the responses of the Occupational Home Economics and Consumer and Homemaking groups, and between the rural and urban groups. The significance level was set at .05.

Answers to the open-ended questions were recorded, categorized, and organized according to frequency of mention. Analysis of the answers to these open-ended questions and examination of the statistical data provided the basis for the presentation of data in the following chapter.

CHAPTER IV

PRESENTATION AND DISCUSSION OF DATA

The purpose of this study was to: 1) identify the post-high school occupational, educational, and marriage plans of high school senior females, and 2) identify sources of influence on these plans. This chapter contains the presentation and discussion of data which will be under the following headings:

a. Background Information
b. Overall Analysis of Responses
c. Responses of Consumer and Homemaking Students Compared to Responses of Occupational Home Economics Students
d. Comparison of Rural and Urban Student Responses
e. Discussion

All of the figures reported in this chapter have been rounded to whole numbers. The exact figures are shown in the respective tables. (All tables are located in Appendix F.)

Background Information

The potential population for this study was 161 high school senior females; of these, 141 (86 percent) participated. The girls were enrolled in Consumer and Homemaking or Occupational Home Economics programs in selected rural and urban counties in East Tennessee. They responded to a questionnaire that consisted of 21 forced-choice and three open-ended questions.

Overall Analysis of Responses

This section of the presentation of data explains how the respondents answered as a total group. Each question is taken separately and the percentage of responses is presented where implications exist.

Of the 141 students responding to the questionnaire, 46 percent had earned three to four hours of credit in home economics. Twenty-eight percent had earned five to six credit hours. One person had earned less than one credit hour in home economics (Table 1).

Thirty-five percent of the respondents thought that their parents wanted them to graduate from a four-year college or university program as their highest level of education. Thirty percent thought that their parents wanted them to graduate from high school, while 14 percent thought their parents wanted them to complete a two-year technical training program. Seven percent of the respondents felt that their parents wanted them to go beyond a four-year higher education program (Table 2).

One hundred and twenty respondents (85 percent) indicated that their parents wanted them to perform a wage-earning occupation (Table 3). Twenty-eight percent felt that their parents wanted them to perform a skilled job. Eighteen percent felt their parents wanted them to work in a technical position, compared to 26 percent who felt that their parents wanted them to have a professional job (Table 4). These data suggest that the respondents are consistent regarding what they think their parents want them to do. A larger number indicated that they thought their parents wanted them to obtain a high school diploma or

get two more years of education at a technical or community college, which would more than likely prepare them for a skilled or technical position. These types of positions are what the respondents think their parents want them to have.

The Women's Bureau (October 1976) reported that the median number of years of education that a woman in the work force has today is 12.5. The participants in this study indicated that 38 percent of them had mothers who had less than 12 years of education. Thirty-two percent had mothers whose highest level of education was high school. Seven percent of the respondents in this study had mothers with a college degree (Table 5).

A high percentage of the respondents' mothers (89 percent) worked or had worked outside the home (Table 6). Six percent of the respondents' mothers held professional jobs. The majority of the mothers held unskilled positions (43 percent) and skilled positions (34 percent) (Table 7). These percentages of mothers employed in skilled and unskilled positions are very close to the percentage of mothers who had a high school education or less as their highest level of schooling. This suggests a relationship between type of employment and educational level.

The Women's Bureau (October 1976) reported that the median number of years of education for a male in the work force today is also 12.5. In this study, the respondents indicated that 26 percent of their fathers had obtained less than 12 years of education. Twenty-four percent had fathers who attended high school as their highest level of education (Table 8). A higher percentage of the respondents' fathers than mothers had achieved less than eight years of education (15 percent for fathers compared to seven percent for mothers). A higher percentage of the

respondents' fathers than mothers had received education beyond high school, but not received a degree (12 percent for fathers compared to seven percent for mothers). Only a slightly higher percentage of the respondents' fathers (8.5 percent) had received a college degree, compared to seven percent of the mothers. Twenty-one percent of the respondents' fathers performed unskilled jobs while 52 percent had skilled jobs. Nine percent of the fathers were employed in professional jobs. The percentage of fathers employed in skilled and unskilled positions is almost the same as the percentage of fathers who had received a high school education or less as their highest level of schooling (Table 9).

The respondents in this study were not clearly decided in their marriage plans. Fifty-two percent indicated they were unsure about their marriage plans. Twenty-seven percent indicated they thought they would marry after completing their planned education beyond high school. Six percent were already married (Table 10).

The respondents were more certain about their occupational and educational plans than they were about their plans for marriage. Forty-seven percent of them planned to go to work within six months after high school graduation. Eleven percent planned to go to work after completing two years of training. Twenty-one percent thought they would work after being graduated from a four-year college or university program. Eighteen percent were unsure about when they would work (Table 11).

Students were asked who had given them the most assistance in making post-high school plans. The greatest number (32 percent) said themselves, as was true in Fetters' (1972) study. The mother was listed by 28 percent of the respondents as the person most helpful to them in

making plans for after high school. Eleven percent of the respondents felt that a teacher had helped them the most. The category of father was marked by six percent; husband was listed most frequently by those choosing the "other" category and boss was mentioned once. Six percent of the participants felt they had received the most help from their high school guidance counselors (Table 12).

Twenty-two percent of the students felt that they had received much career guidance from their home economics teachers. Forty-one percent reported they had received some (Table 13). Thirty percent indicated that they had received little career guidance from their guidance counselors, while 27 percent reported they had received none (Table 14). When asked how many times the students had visited their guidance counselors during high school, 31 percent answered three to five times. Thirty-two percent answered that they had visited their guidance counselors once or twice during their high school years. Eighteen percent indicated that they had never visited their guidance counselor (Table 15).

Sixty percent of the students noted that they did not desire more assistance from their guidance counselors in planning a career (Table 16). Of the 40 percent who did want more help, the responses included general statements such as: more information, more assistance, more about colleges, about careers, advice, more about jobs, and not sure. More specific responses which were given by the respondents who wanted more help in planning a career included the following:

"Nonprejudiced information"

"Help about going to night school"

"Requirements to enter medical school"

"Group discussions, information more easily obtained, guest speakers, and an elective class about jobs"

"Careers available to women"

"Filling out college applications"

"Duties of a lab assistant"

Several of the respondents who answered this question listed complaints also. Some of these were:

"No time for me except for my schedules and my credits"

"No time to talk to me"

"Guidance counselors don't know what they're doing."

"I want them to make me feel welcome."

"Too much pressure toward college"

Forty-two percent of the students indicated that they thought they will be working for more than 20 years. The categories labeled as five to ten years and ten to twenty years each received 26 percent of the responses (Table 17). Thirteen percent of the respondents felt they would earn $3,000 to $4,999 annually, based on their present occupational and educational plans. Twenty-six percent of the respondents felt that they would earn from $5,000 to $6,999 yearly. Thirty-five percent felt that they would earn from $7,000 to $9,999, while another 22 percent felt they would earn more than $10,000 yearly (Table 18).

Seventy-two percent of the students felt they would have two to five different jobs during their working years. Eighteen percent felt that they would have one job during their working years (Table 19). Eighty-nine percent of the students held or had held a job that paid them wages (Table 20).

Students were asked an open-ended question about what kind of job they would really like to do if nothing prevented them. All students responded to this question, and fifty percent of them listed skilled or technical type jobs. Examples of skilled jobs listed were secretary, child care aide, health care aide, model, and cook's aide. Examples of technical jobs listed included dental assistant, medical secretary, lab technician, electrician, and x-ray technician. Thirty-four percent of the respondents aspired to professional level jobs. These types of jobs listed included medical doctor, veterinarian, pediatrician, teacher and architect. Fourteen percent listed unskilled jobs and 2 percent were unsure (Table 21).

The students were also asked to list any obstacles that they perceived in being able to reach their job goal. Twenty-one percent of the 136 persons responding to this question indicated that they might not have the necessary skills, training or education needed to perform their desired job. Eighteen percent perceived no obstacles at all. Sixteen percent questioned whether or not they would have, or be able to obtain enough money or financial aid to train for what they wanted to do. An equal percentage questioned their own abilities in being able to perform the type of job they wanted. Eleven percent presented answers in the form of personal or family obstacles. These included responses such as family obligations, father won't let me, husband disapproves, and friends. Five percent said marriage would keep them from performing the occupation they desired (Table 22).

Responses of Consumer and Homemaking Students Compared to Responses of Occupational Home Economics Students

The purpose of this section is to determine the significant differences between the respondents enrolled in Consumer and Homemaking programs and those enrolled in Occupational Home Economics programs. The two Home Economics programs will be referred to as Program 1 (Consumer and Homemaking) and Program 2 (Occupational Home Economics). There were 77 girls enrolled in Consumer and Homemaking courses (Program 1). Sixty-four were enrolled in the Occupational Home Economics programs (Program 2). The chi-square statistical analysis for differences between the two groups was calculated for all questions with the type of home economics program in which the girls were enrolled. The significance level was designated at .05. All questions in which there were significant differences between the responses of the groups are discussed.

Forty percent of the total respondents had earned five or more credit hours of home economics since the seventh grade. Seventy percent of those in Program 2 had earned five or more credit hours in home economics. Forty-six percent of the total population had earned three to four credit hours in home economics and 14 percent had earned one to two. The groups were different in that those enrolled in Program 2 had earned significantly more credits in home economics (Table 23, Chi-square = 46.527, df = 4, $p < 0.000$).

The respondents in the two home economics programs perceived differently the level of education that they thought their parents wanted

them to obtain. Forty-one percent of those enrolled in Program 2 thought their parents wanted them to graduate from high school as the highest level of education, compared to 21 percent of those enrolled in Program 2. Thirty-nine percent of those in Program 1 perceived their parents wanted them to graduate from a four-year college or university program, compared to 30 percent of those enrolled in Program 2. The 40 percent who perceived their parents wanted them to graduate from high school as the highest level of education is nearly half of the 64 students enrolled in Program 2, which trains its students for jobs immediately upon graduation from high school. The differences between the students enrolled in the programs were significant at the designated confidence level (Table 24, Chi-square = 10.541, df = 4, $p < 0.032$).

Another significant difference between the respondents enrolled in the two home economics programs was the highest level of education their fathers had received. Nine percent of the students enrolled in Program 1 indicated their fathers had received less than eight years of education compared to 22 percent of those enrolled in Program 2. Sixteen percent of those enrolled in Program 1, and 34 percent of those enrolled in Program 2 indicated their fathers' highest level of education was high school. A higher percentage (16 percent) of those enrolled in Program 1 than those enrolled in Program 2 (8 percent) indicated their fathers had furthered their education past high school, but had not received a degree. Twelve percent of those in Program 1 had fathers with college degrees, compared to 5 percent of the respondents in Program 2. These figures indicate that those enrolled in the Occupational Home Economics programs had fathers with less education than those enrolled

in Consumer and Homemaking programs (Table 25, Chi-square = 17.247, df = 6, $p < 0.008$).

Significant differences also occurred between the groups in terms of the types of occupations in which the fathers engaged. Forty-three percent of the respondents enrolled in Program 1 had fathers who were employed in skilled jobs while 63 percent of the respondents enrolled in Program 2 had fathers who were employed in the same type of jobs. Fourteen percent of the respondents in Program 1 had fathers employed in professional jobs, compared to 3 percent of the respondents in Program 2 (Table 26, Chi-square = 12.139, df = 4, $p < 0.016$).

The amount of career guidance received from the home economics teachers was a significant difference between the two groups of students. In Program 1, 47 percent of the students felt they had received much or some vocational guidance from their home economics teachers. Eighty-three percent of those enrolled in Program 2 felt likewise regarding the assistance received from their home economics teachers (Table 27, Chi-square = 22.559, df = 3, $p < 0.000$).

In summary, the significant differences between the Consumer and Homemaking and Occupational Home Economics students were as follows.

1. The students enrolled in Occupational Home Economics Programs had earned more credit hours in home economics than those in Consumer and Homemaking.
2. The students enrolled in the Occupational Home Economics programs felt their parents wanted them to graduate from high school as their highest level of education, compared to the parents of the Consumer and Homemaking students who

wanted their daughters to graduate from a four-year college or university program.

3. The fathers of the Occupational Home Economics students had less education than the fathers of the Consumer and Homemaking students.
4. A higher percentage of fathers of the Occupational Home Economics students were employed in skilled jobs as compared to the fathers of the Consumer and Homemaking students. The students enrolled in the Occupational Home Economics programs seemed to be influenced more than the Consumer and Homemaking students toward going into the same type of occupations their fathers held. Most of the students also planned to work in skilled or technical jobs.
5. The Occupational Home Economics students felt they had received more vocational guidance from their home economics teachers than those in the Consumer and Homemaking courses.

Comparisons of Rural and Urban Responses

This section investigates the significant differences which exist between the rural and urban participants' post-high school plans. The chi-square statistical analysis was calculated for all questions. All of the questions in which there were significant differences at or beyond the .05 confidence level between the two groups will be discussed. Of the 141 respondents, 36 (25.5 percent) were enrolled in home economics programs in rural counties. The remaining 105 students (74.5 percent) were enrolled in home economics programs in the urban county.

Statistically significant differences in the respondents' fathers' educational levels were exhibited between the groups. Of the 36 rural respondents, 33 percent indicated their fathers had less than eight years of education and 36 percent indicated their fathers had less than 12 years of education. This is compared to 7 percent of the 105 urban respondents' fathers who had less than eight years of education, and 22 percent who had obtained less than 12 years of education. There were no rural respondents who had fathers with a college degree or with studies beyond college (Table 28, Chi-square = 26.77, df = 6, $p < 0.002$).

More of the rural respondents' fathers held unskilled jobs (31 percent), than did the urban respondents' fathers (18 percent). There were no rural respondents' fathers who held professional jobs, while 12 percent of the urban respondents' fathers held professional type jobs (Table 29, Chi-square = 14.525, sf = 4, $p < 0.005$).

As significant differences occurred between the Consumer and Homemaking students and the Occupational Home Economics students in the amount of career guidance received from their home economics teachers, so were there significant differences in this area between the rural and urban participants. The rural respondents indicated that they had received more career guidance from their home economics teachers than did the urban respondents. Seventy-five percent of the rural respondents had received much or some vocational guidance from their home economics teachers, compared to 58 percent of the urban students, for the same two categories (Table 30, Chi-square = 9.562, df = 3, $p < 0.022$).

The urban students also perceived less career guidance from their guidance counselors regarding their career plans than the rural students

did. Sixty-four percent of the urban students indicated they had received little or no career guidance from their guidance counselors. Thirty-six percent of the rural students indicated they had received little or no career guidance from their guidance counselors (Table 31, Chi-square = 11.151, df = 3, $p < 0.010$).

Table 32 shows the significant differences between the rural and urban respondents on the number of times they visited their guidance counselors during high school. Eight percent of the rural respondents had not visited their guidance counselors to seek career guidance. In comparison, 22 percent of the urban respondents had not visited their guidance counselors for assistance in career planning. The fact that rural students had visited their guidance counselors more than urban students is depicted in Table 32 (Chi-square = 13.930, df = 5, $p < 0.016$).

In anticipating their expected yearly income based on their present educational and occupational goals, 28 percent of the rural respondents felt that they would earn $3,000 to $4,999. Eight percent of the urban respondents felt they would earn this same amount yearly. Accordingly, six percent of the rural respondents felt they would earn more than $10,000 annually, compared to 28 percent of the urban respondents who thought they would earn this amount. The urban students in this study expected to earn more money than the rural students (Table 33, Chi-square = 18.703, df = 5, $p < 0.002$).

Question 20 on the "Post-High School Plans Questionnaire" was concerned with how many jobs the students thought they would have. Seventeen percent of the rural respondents felt they would have six to ten different jobs, compared to four percent of the urban respondents

who thought they would hold the same number of jobs (Table 34, Chi-square = 10.835, df = 4, $p < 0.028$).

This section has been a presentation of the significant differences at the .05 confidence level between rural and urban participants. The significant differences which occurred are listed as follows.

1. The rural respondents' fathers in this study had attained less education than the urban respondents' fathers. There were no rural respondents who had fathers with a college degree or with studies beyond college.
2. The rural respondents' fathers tended to hold more skilled jobs, compared to the urban respondents' fathers who held more professional jobs. Rural respondents' fathers had a small percentage of technical jobs in comparison to the urban respondents' fathers, and none of the rural respondents' fathers held professional jobs.
3. The majority of the urban respondents indicated they felt they had received little or no career guidance from their guidance counselors.
4. Rural students stated they had visited their guidance counselors more times than urban students reported.
5. The majority of the urban students felt they had received less career guidance from their home economics teachers than the rural students felt they had received.
6. The urban students thought they would earn more money than the rural students thought they would earn.
7. The rural students felt they would hold a greater variety of jobs during their working lives than did the urban students.

Discussion

The broad purpose of the study was to identify the post-high school occupational, educational, and marriage plans of high school senior females. The findings indicated that the students planned to marry, although they were unsure when. This supports Griggs' (1971) statement that married women are one of the greatest new sources of labor in the American economy.

The respondents' sources of vocational guidance did not differ significantly between either of the two sets of groups compared. Their sources of vocational guidance comply with the study by Fetters (1972) in which the students identified themselves as the main source of influence in making post-high school plans. Home economics teachers were identified as giving much more guidance to the respondents than the high school guidance counselors. The high school guidance counselors were visited by the respondents to seek career guidance three to five times during their high school days. Berenger (1975) polled eleventh graders on the amount of assistance received from their schools in planning a career; he found that 42 percent of them said that they had never talked with teachers or counselors about their career goals, interests, and abilities. Seventy-eight percent of the same population said that they wanted more help than the schools gave them in making career plans. This is contrary to the present study, where 60 percent of the respondents indicated that they did not want more help in making career plans.

The participants' perception of themselves in the working force seemed realistic. All but three persons planned to work, with almost

half indicating that they planned to work more than 20 years of their lives. Almost half of them felt that they would earn from $5,000 to $9,999 yearly; in 1974, women's median earnings were $6,772 (Women's Bureau, October 1976). The participants felt that they would hold two to five different jobs. An overwhelming majority of the respondents in the study had already held wage-earning jobs.

The respondents felt informed about the world of work. The areas where they wanted more information were specific concerns about different schools, programs, procedures or jobs about which they were unsure.

The mothers and fathers of the respondents were more interested in their daughters graduating from high school or completing a two-year post-high school training program than they were in their completing a four-year college or university program. The parents desired their daughters to perform skilled or technical jobs, which was the type of jobs that half of the respondents indicated that they would really like. A large majority of the parents had a high school diploma or less; the Women's Bureau (October 1976) reported that the median number of years of education for both men and women in the work force today is 12.5 years.

The parents held skilled and unskilled jobs, but aspired for their daughters to hold skilled or technical positions. Church's research (1974) indicated that there was less inclination to follow parents' occupations when fathers or mothers were employed in unskilled jobs. He also found no significant relationship between girls who had declared a career objective and the mother's occupation. Conaway and

Niple (1966) concluded that career-oriented students had a significantly higher proportion of employed mothers than did noncareer-oriented students.

The educational and occupational post-high school plans of the Consumer and Homemaking participants and the Occupational Home Economics participants differed significantly in two cases. A large percentage of the students who had earned more than five credit hours of home economics were enrolled in Occupational Home Economics courses. The students in these programs had received a large amount of vocational guidance from their home economics teachers. The students planned to go to work within six months after high school graduation. They planned to enter skilled or technical jobs. This is related to the level of education that the respondents thought that their parents wanted them to obtain.

The educational and occupational plans of the rural and urban respondents differed significantly in only two cases. Rural respondents felt they would hold more different kinds of jobs and would earn less than the urban students thought. In a study by Kuvlesky and Lever (1967), the rural girls had lower occupational goals and anticipated higher rates of deflection from the achievement of their goals than did the urban girls.

As was the case in a number of previous studies which related numerous factors to the importance of career decision making, the findings of this study offer implications for the area of vocational guidance. The findings not only offer support for indications of the sources of career guidance as reported in earlier studies, but also

show significant differences in the source of vocational guidance received by rural and urban home economics students. The findings suggest that home economics teachers may play a significant role in their particular program in helping young female students recognize their versatility as participants in the labor force.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to identify the post-high school occupational, educational, and marriage plans of high school senior females in Consumer and Homemaking and Occupational Home Economics programs in selected rural and urban counties in East Tennessee. The study was also designed to identify sources of influence on the plans of the respondents.

The purpose of the study was further elaborated in the formulation of several specific questions to be answered. These dealt with the occupational and marriage plans of the respondents, source(s) of career planning assistance, the amount of occupational guidance the respondents felt they had received, the respondents' perception of themselves as participants in the labor force, the relation of the parents' occupational and educational backgrounds to the occupational and educational plans of the respondents, the differences between the occupational and educational plans of those respondents enrolled in Consumer and Homemaking programs and those enrolled in Occupational Home Economics programs, and the differences between the occupational and educational plans of rural respondents and those of the urban respondents.

The study was limited to 161 high school senior females who were attending selected rural and urban East Tennessee schools and were enrolled in Consumer and Homemaking and Occupational Home Economics courses

in Spring 1977. One-hundred forty-one (141) students participated in the study. Each student completed a questionnaire which consisted of 21 forced-choice questions and three open-ended questions.

Response percentages for each category for each question on the instrument were computed. Chi-square analyses of differences were calculated between the responses of the Occupational Home Economics and Consumer and Homemaking groups and between the rural and urban groups. The significance level was set at .05.

The respondents' perception of themselves as participants in the working force seemed realistic. The students planned to combine marriage and a career, with almost half indicating that they planned to work more than 20 years of their lives. Almost half of them felt that they would earn from $5,000 to $9,999 yearly. The majority felt that they would hold two to five different jobs during their working lives. Eighty-nine percent of the respondents held or had held wage-earning jobs. The fact that the majority of the students had already held wage-earning jobs may have helped them perceive their labor force participation more realistically.

The respondents said they had not received much vocational guidance from their guidance counselors. They listed themselves (32 percent), their mothers (28 percent) and teachers (11 percent) as the sources which had influenced them the most in making their post-high school plans. Sixty-three percent felt they had received much or some vocational guidance from their home economics teachers. Forty-three percent said they had received much or some vocational planning assistance from their guidance counselors. The greatest number of respondents (31 percent) visited high school guidance counselors for career guidance

three to five times during their high school years. Eighteen percent of the respondents had not visited their guidance counselors at all; 32 percent had visited their guidance counselor once or twice. However, the majority felt they had visited their guidance counselors as much as they desired.

The highest percentage of the respondents indicated that their mothers and fathers had a high school diploma or less as their highest level of education. The highest percentage also held unskilled and skilled jobs. The parents aspired for their daughters to achieve at least a high school diploma or two or more years of education in a technical training program. The students also aspired to perform skilled or technical jobs. The major obstacle the students felt would keep them from performing their desired jobs were lack of skills, training or education. It can be hypothesized that those students who perceived no obstacles may have received more information than those who did perceive obstacles regarding the type of job they wanted.

Significant differences occurred between the groups of Occupational Home Economics students and those in the Consumer and Homemaking program in five areas.

1. The students enrolled in Occupational Home Economics programs had earned more credit hours in home economics than those in Consumer and Homemaking.
2. The students enrolled in the Occupational Home Economics programs felt their parents wanted them to graduate from high school as their highest level of education, compared to the parents of the Consumer and Homemaking students who

wanted their daughters to graduate from a four-year college or university program.

3. The fathers of the Occupational Home Economics students had less education than the fathers of the Consumer and Homemaking students.
4. A higher percentage of fathers of the Occupational Home Economics students were employed in skilled jobs as compared to the fathers of the Consumer and Homemaking students. The students enrolled in the Occupational Home Economics programs seemed to be influenced more than the Consumer and Homemaking students toward going into the same type of occupations their fathers held. Most of the occupational students also planned to work in skilled or technical jobs.
5. The Occupational Home Economics students felt they had received more vocational guidance from their home economics teachers than those in the Consumer and Homemaking courses.

In comparing the differences between the rural and urban respondents, there were seven areas where significant differences occurred.

1. The rural respondents' fathers in this study had attained less education than the urban respondents' fathers. There were no rural respondents who had fathers with a college degree or with studies beyond college.
2. The rural respondents' fathers tended to hold more skilled jobs, compared to the urban respondents' fathers who held more professional jobs. Rural respondents' fathers had a

small percentage of technical jobs in comparison to the urban respondents' fathers, and none of the rural respondents' fathers held professional jobs.

3. The majority of the urban respondents indicated they felt they had received little or no career guidance from their guidance counselors.
4. Rural students stated they had visited their guidance counselors more times than urban students reported.
5. The majority of the urban students felt they had received less career guidance from their home economics teachers than the rural students felt they had received.
6. The urban students thought they would earn more money than the rural students thought they would earn.
7. The rural students felt they would hold a greater variety of jobs during their working lives than did the urban students.

The Occupational Home Economics students who participated in this study indicated they felt they had received more vocational guidance than the students enrolled in the Consumer and Homemaking programs. Home economics teachers seemed to play a significant role in vocational guidance for the respondents. The students did not seem to have relied totally on information they may have received from parents, friends, or relatives. The post-high school educational and occupational plans of the two groups did not differ. There were no statistically significant differences between the respodents of the two home economics groups as to where they had received vocational guidance. The respondents did not indicate any significant sources of career guidance other

than parents, friends, teachers and guidance counselors (Super, 1951), except for themselves. The respondents seemed to be receiving effective vocational guidance, as their perception of themselves as participants in the working force was realistic. Life-long career planning by the respondents seemed evident in the findings of the study.

Those who participated in the study did not indicate that they held misconceptions toward the world of work. The students did not seem to see themselves as primarily performing traditional roles of wives and mothers, and did not perceive marriage as an obstacle to attaining the career they desired.

Recommendations

For Further Use of the Instrument

In analyzing the data, certain deficiencies of the questionnaire became apparent. However, it is not believed these are significant enough to change the results that were obtained from the research.

For future use of the instrument, responses should be included for the appropriate questions that would offer the student the opportunity to indicate if she plans to work or marry during the time she plans to pursue more education or training. Another revision would be to use the terms part-time and full-time to clarify the particular type of work the student might be performing at any given time in her life. Separate questions should be asked regarding the respondents' work plans and educational plans; in this study, question 12 combined these two areas of the students' post-high school plans. For the students who indicated that they did not wish to receive more career guidance from

their guidance counselors, the opportunity for them to explain this choice should be given. This option could give more insight into the kinds of guidance a student did not want or did not feel she needed.

To Improve the Study

More locations of the population might present information from which more valid conclusions could be drawn. The rural population for this study was small. A larger population would have increased the generalizability of the findings.

The researcher discovered that well-established personal contacts were very useful in arranging visits to the schools to conduct the study. It is recommended that visits to the schools be scheduled in the early spring; end-of-the-school-year activities greatly interfere with the scheduling of visits.

For the Use of These Findings

The findings of this study have implications for home economics teachers and guidance counselors and other educators. If they know the educational and occupational status of their students' parents, they could have a clearer insight toward the educational and occupational areas toward which the students might aspire.

Knowing the students' attitudes toward combining marriage and a career can help home economics teachers in their curriculum planning. It is important to help students learn to coordinate the various role combinations they will have during their lives. The design of home economics curriculum is important in helping students prepare for the dual role of managing a home and a wage-earning occupation. The home economics teachers should be aware of the types of career guidance they

are giving students, and help explore potential areas of careers in and related to home economics.

Guidance counselors should be aware of the kinds of help that the students in their particular school situation need and desire. The guidance programs and activities should focus on these needs. Active follow-up programs on the high school graduates could be beneficial in planning future vocational guidance programs.

Guidance counselors and home economics teachers can use the information presented in this study for comparison of post-high school plans with their own students. The types of jobs the students desire should be compared with the obstacles that they perceive in attaining their job goals, in order to provide the proper vocational guidance for each student. Knowing the obstacles the students perceive, the professional staff will be better able to counsel their students in meeting them.

The students in this study seemed to have a realistic perception about the world of work and their participation in the labor force. However, this might not be the situation in all schools. Educators can use the information in this study to determine specific areas where students may need additional information.

It is hoped that the information collected through this study will create an awareness by all educators of the needs of high school students for vocational guidance. Each individual student's needs and aspirations must be met. These needs must be detected by those working with the students, and handled accordingly.

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APPENDICES

APPENDIX A

POST-HIGH SCHOOL PLANS QUESTIONNAIRE

The purpose of this questionnaire is to examine post-high school plans of high school senior females enrolled in home economics programs. Answer each of the following questions to the best of your knowledge. Indicate your choice by placing a mark in the blank to the left of the response. Mark only one answer in each set of responses. There is no way in which your individual responses can be identified.

1. In which type of Home Economics program are you presently enrolled?

   ____ a. Consumer and Homemaking

   ____ b. Occupational Home Economics

2. How many credit hours of home economics have you earned since the seventh grade? Include the credit which you are working on this semester.

   ____ a. More than six

   ____ b. 5 to 6

   ____ c. 3 to 4

   ____ d. 1 to 2

   ____ e. Less than one

3. What is the maximum level of education that you think your parents want you to obtain?

   ____ a. To graduate from high school

   ____ b. To graduate from a two year technical or community college program

   ____ c. To graduate from a four year college or university program

   ____ d. To obtain more than four years of education beyond high school

   ____ e. No preference

4. Do your parents want you to perform a wage-earning occupation?

   ____ a. Yes

   ____ b. No

   ____ c. Unknown

5. If you answered yes to question number 4, what type of occupation do you think your parents want you to perform?

____ a. Unskilled worker (Little or no training required; examples - file clerk, sales clerk)

____ b. Skilled worker (Some training may be required; examples - secretary, bookkeeper)

____ c. Technical worker (Post-high school training required, but less than four years of college; examples - dental assistant, medical laboratory assistant)

____ d. Professional worker (College degree required; examples - teacher, registered nurse)

____ e. No preference

6. What is the highest level of education that your mother obtained?

____ a. Less than 8 years

____ b. Less than 12 years

____ c. High school diploma

____ d. Post-high school, but no degree obtained

____ e. College degree

____ f. Studies beyond college

____ g. Don't know

7. Has your mother ever worked outside the home?

____ a. Yes ____ b. No

8. If you answered yes to number 7, which description best defines your mother's occupation?

____ a. Unskilled worker (Little or no training required; examples - file clerk, sales clerk)

____ b. Skilled worker (Some training may be required; examples - secretary, bookkeeper)

____ c. Technical worker (Post-high school training required, but less than four years of college; examples - dental assistant, medical laboratory assistant)

____ d. Professional worker (College degree required; examples - teacher, registered nurse)

9. What is the highest level of education that your father obtained?

____ a. Less than 8 years
____ b. Less than 12 years
____ c. High school diploma
____ d. Post-high school, but no degree obtained
____ e. College degree
____ f. Studies beyond college
____ g. Don't know

10. Which description best defines your father's occupation?

____ a. Unskilled worker (Little or no training required; example - farmer, sales clerk)
____ b. Skilled worker (Some training may be required; examples - plumber, automobile mechanic)
____ c. Technical worker (Post-high school training required, but less than four years of college; examples - draftsman, surgical technician)
____ d. Professional worker (College degree required; examples - teacher, physician)

11. What are your marriage plans after high school graduation?

____ a. To marry within six months
____ b. To marry after completing a two-year technical or community college program
____ c. To marry after completing four or more years of college
____ d. Do not plan to marry
____ e. Unsure
____ f. Already married

12. What are your occupational plans after high school graduation?

____ a. To go to work within six months
____ b. To go to work after completing a two year technical or community college program
____ c. To work after completing four or more years of college
____ d. Do not plan to work
____ e. Unsure

13. Who has given you the most assistance in making decisions about your post-high school plans?

____ a. Teacher
____ b. Friend
____ c. Mother
____ d. Father
____ e. Other relative
____ f. Guidance counselor
____ g. Neighbor
____ h. Self
____ i. Other (please identify)_____

14. How much career guidance (information about jobs) have you received from your home economics teacher(s)?

____ a. Much
____ b. Some
____ c. Little
____ d. None

15. How much career guidance (information about jobs) have you received from your guidance counselor(s)?

____ a. Much
____ b. Some
____ c. Little
____ d. None

16. During high school, approximately how many times have you visited your guidance counselor(s) to discuss career plans?

____ a. Not at all
____ b. Once
____ c. Twice
____ d. 3 to 5 times
____ e. 6 to 10 times
____ f. More than 10 times

17. Would you like to have received more assistance from your guidance counselor(s) in planning a career?

____ a. Yes ____ b. No

18. If you answered yes to number 17, what type(s) of assistance would you like to have had?

19. How many years do you expect to be employed during your lifetime?

____ a. Less than five years
____ b. 5 to 10 years
____ c. 10 to 20 years
____ d. More than 20 years
____ e. Do not plan to work

20. Based on your present occupational and educational plans, what income do you expect to earn yearly?

____ a. $3,000 - $4,999
____ b. $5,000 - $6,999
____ c. $7,000 - $9,999
____ d. $10,000 or more
____ e. Do not plan to work

21. How many different types of jobs do you think you are likely to have during your years of employment?

____ a. One
____ b. Two to five
____ c. Six to ten
____ d. More than ten
____ e. Do not plan to work

22. Have you ever held a job that paid you wages? (Examples - babysitter, waitress, lifeguard, sales clerk)

____ a. Yes ____ b. No

23. (a) If there were nothing to stop you, what type of work would you like to do?

(b) What problems do you see that would keep you from reaching the above stated goal?

APPENDIX B

University of Tennessee
College of Education
Home Economics Education
Knoxville, Tennessee 37916
April 18, 1977

I am a graduate student in Home Economics Education at the University of Tennessee involved in a research study. It focuses on the post-high school occupational and educational plans of senior females enrolled in home economics programs in selected high schools in East Tennessee. Results of the study will be used to plan educational programs in the area of vocational guidance.

Females who will graduate in 1977 and who are enrolled in either a Consumer and Homemaking or Occupational Home Economics course are the target population. Your cooperation is necessary in order for me to contact the eligible students. I would need to visit your school twice between May 16 and June 10, 1977. I realize that this is a critical time of the school year for you, but it is also the most opportune time to collect data on post-high school plans. The first visit would be to meet with the group of eligible students for approximately 15 minutes to explain the procedures and objectives of the study. The second visit would be to administer the questionnaire to those agreeing to participate in the study. Responding to the questionnaire will take the students 10 to 20 minutes. Identification of those responding to the questionnaire will be totally anonymous.

I would appreciate it if you would discuss this project with your home economics instructors. Please indicate your decision on participation by marking the appropriate space on the enclosed postal card and returning it to me by April 27, 1977. If you agree to participate, I will contact you by phone to arrange times for visitation to your school.

If you have any questions regarding this study, you may contact me at (615) 974-3173. I will be happy to assist you or your students in any way.

Sincerely,

Jane Ann Bradley
Graduate Student

Dr. Sandra W. Miller
Associate Professor
Vocational-Technical Ed.
Home Economics Education

University of Tennessee
College of Education
Home Economics Education
Knoxville, Tennessee 37916
April 18, 1977

I am a graduate student in Home Economics Education at the University of Tennessee involved in a research study. It focuses on the post-high school occupational and educational plans of graduating females enrolled in home economics programs in selected high schools in East Tennessee

Your cooperation is necessary in order for me to collect adequate data for my study. Females who will graduate in 1977 and who are enrolled in either a Consumer and Homemaking or Occupational Home Economics course are eligible to participate in the study. As a home economics instructor, you are familiar with the eligible students in your courses.

Your school principal has received a letter explaining the study and has been asked to return a postal card indicating his decision on permitting your school to participate in my study. If your school co-operates in the study, I will visit twice between May 16 and June 10, 1977. The first visit would be to meet with the group of eligible students to explain the procedures and objectives of the study. This orientation will take approximately 15 minutes. The second visit would be to administer a short questionnaire to those who agree to participate in the study. Responding to the questionnaire will take the students 10 to 20 minutes.

Your support of my request will be greatly appreciated. I will be happy to assist you or your students in any way.

Sincerely,

Jane Ann Bradley
Graduate Student

Dr. Sandra W. Miller
Associate Professor
Vocational-Technical Ed.
Home Economics Education

APPENDIX C

Dear Ms. Bradley and Dr. Miller:

We will ( ), will not ( ) be able to participate in your research study which focuses on the post-high school occupational and educational plans of graduating females enrolled in home economics programs.

Principal's Signature: _____

School: _____

APPENDIX D

INFORMED CONSENT FORM[1]

PROJECT: A Comparison of Post-High School Plans of Rural and Urban High School Senior Females Enrolled in Selected Occupational and Consumer and Homemaking Programs in East Tennessee

RESEARCHER: Jane Ann Bradley
Graduate Student
University of Tennessee

STATEMENT:

I understand that my participation in the "Post-High School Plans Questionnaire" is part of a research project concerned with vocational guidance of high school senior females. The questionnaire consists of 23 short questions which concern individual plans for work, education, and marriage after high school graduation and what has influenced these plans. The questionnaire will take approximately 20 minutes to complete.

I hereby certify that I am 18 years of age, and have been informed of the objectives and procedures of this research project. I understand that my responses to the "Post-High School Plans Questionnaire" will be totally anonymous. I understand that my participation is solely on a volunteer basis and that I am under no obligation to participate. I may withdraw my participation at any time.

Signed:_____

Date:_____

[1]For those participants 18 years of age or older

APPENDIX E

Dear Parent or Guardian:

I am a graduate student in Home Economics Education at the University of Tennessee and am conducting a research project in vocational guidance this quarter. I have asked all senior females enrolled in a home economics program in selected urban and rural schools to participate in this project.

My interests focus on occupational and educational plans of high school females. The findings of this study will be used to plan better educational programs.

The students will be asked to complete a questionnaire. It will be administered to the group of students agreeing to participate in the project. The only identification of the questionnaire will be to separate urban and rural participants. Individual responses and identities will be kept confidential.

No one is obligated in any way to participate in this research project. Participation is solely on a volunteer basis and the student may withdraw at any time during the study.

If you have any questions about the project, you may reach me by phone at (615) 974-3173. If I am not available, please leave a message and I will get in touch with you as soon as possible.

If you are willing for your daughter to participate, please sign the attached consent form and have your daughter return it to her home economics teacher within two days.

Thank you for your interest and help.

Sincerely,

Jane Ann Bradley

INFORMED CONSENT FORM[2]

PROJECT: A Comparison of Post-High School Plans of Rural and Urban High School Senior Females Enrolled in Selected Occupational and Consumer and Homemaking Programs in East Tennessee

RESEARCHER: Jane Ann Bradley
Graduate Student
University of Tennessee

STATEMENT:

I understand that my daughter's participation in the "Post-High School Plans Questionnaire" is part of a research project concerned with vocational guidance of high school senior females. The questionnaire consists of 23 short questions which concern individual plans for work, education, and marriage after high school graduation and what has influenced these plans. The questionnaire will take approximately 20 minutes to complete.

I have been informed of the objectives and procedures of this research project. I understand that my daughter's responses to the "Post-High School Plans Questionnaire" will be totally anonymous. I understand that my daughter's participation in this project is solely on a volunteer basis, and she is under no obligation to participate. She may withdraw her participation at any time.

My daughter, _____, has my permission to participate in this study.

Signature of parent or guardian:_____

Date:_____

[2]For those participants under 18 years of age

APPENDIX F

TABLE 1

NUMBER OF CREDIT HOURS EARNED IN HOME ECONOMICS

Responses	Frequency	Percentage
More than 6	17	12.1
5 to 6	39	27.7
3 to 4	65	46.1
1 to 2	19	13.5
Less than 1	1	0.7
Total	141	100.0

TABLE 2

MAXIMUM LEVEL OF EDUCATION RESPONDENTS THOUGHT THEIR PARENTS WANT THEM TO OBTAIN

Responses	Frequency	Percentage
Graduate from high school	42	29.8
Graduate from 2 year program	20	14.2
Graduate from 4 year program	49	34.8
Obtain more than 4 years beyond high school	10	7.1
No preference	20	14.2
Total	141	100.0

TABLE 3

PARENTS' DESIRE FOR THEIR DAUGHTERS TO PERFORM A WAGE-EARNING OCCUPATION

Responses	Frequency	Percentage
Yes	120	85.1
No	2	1.4
Unknown	19	13.5
Total	141	100.0

TABLE 4

TYPE OF OCCUPATION RESPONDENTS THOUGHT THEIR PARENTS WANT THEM TO PERFORM

Responses	Frequency	Percentage
Unskilled	7	5.0
Skilled	40	28.4
Technical	26	18.4
Professional	37	26.2
No preference	13	9.2
No response	18	12.8
Total	141	100.0

TABLE 5

RESPONDENTS' MOTHERS' EDUCATIONAL LEVEL

Responses	Frequency	Percentage
Less than 8 years	10	7.1
Less than 12 years	54	38.3
High school diploma	45	31.9
Post-high school, no degree obtained	10	7.1
College degree	10	7.1
Studies beyond college	1	0.7
Dont' know	11	7.8
Total	141	100.0

TABLE 6

RESPONDENTS' MOTHERS WHO HAD WORKED OUTSIDE THE HOME

Responses	Frequency	Percentage
Yes	125	88.7
No	16	11.3
Total	141	100.0

TABLE 7

RESPONDENTS' MOTHERS' OCCUPATIONS

Responses	Frequency	Percentage
Unskilled	61	43.3
Skilled	48	34.0
Technical	6	4.3
Professional	9	6.4
No response	17	12.1
Total	141	100.0

TABLE 8

RESPONDENTS' FATHERS' EDUCATIONAL LEVEL

Responses	Frequency	Percentage
Less than 8 years	21	14.9
Less than 12 years	36	25.5
High school diploma	34	24.1
Post-high school, no degree obtained	17	12.1
College degree	12	8.5
Studies beyond college	7	5.0
Don't know	14	9.9
Total	141	100.0

TABLE 9

RESPONDENTS' FATHERS' OCCUPATIONS

Responses	Frequency	Percentage
Unskilled	30	21.3
Skilled	73	51.8
Technical	21	14.9
Professional	13	9.2
No response	4	2.8
Total	141	100.0

TABLE 10

RESPONDENTS' MARRIAGE PLANS

Responses	Frequency	Percentage
Within 6 months	8	5.7
After completing 2 years of education	17	12.1
After completing 4 years of college	21	14.9
Do not plan to marry	13	9.2
Unsure	73	51.8
Already married	9	6.4
Total	141	100.0

TABLE 11

RESPONDENTS' OCCUPATIONAL PLANS

Responses	Frequency	Percentage
Within 6 months	66	46.8
After 2 years of training	16	11.3
After 4 years of college	29	20.6
Do not plan to work	3	2.1
Unsure	25	17.7
No response	2	1.4
Total	141	100.0

TABLE 12

PERSON GIVING RESPONDENTS THE MOST ASSISTANCE IN MAKING POST-HIGH SCHOOL PLANS

Responses	Frequency	Percentage
Teacher	16	11.3
Friend	14	9.9
Mother	39	27.7
Father	6	4.3
Other relative	2	1.4
Guidance counselor	8	5.7
Neighbor	1	0.7
Self	45	31.9
Other	9	6.4
No response	1	0.7
Total	141	100.0

TABLE 13

CAREER GUIDANCE RECEIVED FROM HOME ECONOMICS TEACHERS

Responses	Frequency	Percentage
Much	31	22.0
Some	58	41.1
Little	30	21.3
None	22	15.6
Total	141	100.0

TABLE 14

CAREER GUIDANCE RECEIVED FROM GUIDANCE COUNSELORS

Responses	Frequency	Percentage
Much	20	14.2
Some	41	29.1
Little	42	29.8
None	38	27.0
Total	141	100.0

TABLE 15

NUMBER OF TIMES RESPONDENTS VISITED THEIR GUIDANCE COUNSELORS

Responses	Frequency	Percentage
Not at all	26	18.4
Once	21	14.9
Twice	24	17.0
3 to 5 times	44	31.2
6 to 10 times	10	7.1
More than 10 times	16	11.3
Total	141	100.0

TABLE 16

RESPONDENTS' DESIRE TO RECEIVE MORE HELP FROM THEIR GUIDANCE COUNSELORS

Responses	Frequency	Percentage
Yes	57	40.4
No	84	59.6
Total	141	100.0

TABLE 17

NUMBER OF YEARS RESPONDENTS EXPECT TO BE EMPLOYED

Responses	Frequency	Percentage
Less than 5 years	6	4.3
5 to 10 years	36	25.5
10 to 20 years	37	26.2
More than 20 years	59	41.8
Do not plan to work	3	2.1
Total	141	100.0

TABLE 18

RESPONDENTS' EXPECTED SALARY

Responses	Frequency	Percentage
$3,000 to $4,999	18	12.8
$5,000 to $6,999	37	26.2
$7,000 to $9,999	49	34.8
$10,000 or more	31	22.0
Do not plan to work	3	2.1
No response	3	2.1
Total	141	100.0

TABLE 19

NUMBER OF DIFFERENT JOBS RESPONDENTS EXPECT TO HAVE

Responses	Frequency	Percentage
One	26	18.4
2 to 5	101	71.6
6 to 10	10	7.1
More than 10	1	0.7
Do not plan to work	3	2.1
Total	141	100.0

TABLE 20

RESPONDENTS WHO HAVE HELD A WAGE-EARNING JOB

Responses	Frequency	Percentage
Yes	125	88.7
No	16	11.3
Total	141	100.0

TABLE 21

TYPE OF WORK RESPONDENTS WOULD LIKE TO DO

Responses	Frequency	Percentage
Unskilled	19	13.5
Skilled	35	24.8
Technical	36	25.5
Professional	48	34.0
Unsure	3	2.1
Total	141	100.0

TABLE 22

OBSTACLES TO JOB GOALS PERCEIVED BY THE RESPONDENTS

Responses	Frequency	Percentage
Financial	22	15.6
Ability	22	15.6
Personal	16	11.3
Lack of skills, training, or education	29	20.6
Physical	4	2.8
Job availability	9	6.4
Marriage	7	5.0
None	26	18.4
No response	6	4.3
Total	141	100.0

TABLE 23

PERCENT ANALYSIS OF CREDIT HOURS EARNED BY RESPONDENTS

	Percent Responding in Program 1 (N = 77)	Percent Responding in Program 2 (N = 64)	Percent of Total Responses (N = 141)
More than 6	3.9	21.9	12.1
5 to 6	10.4	48.4	27.7
3 to 4	63.6	25.0	46.1
1 to 2	20.8	4.7	13.5
Less than 1	1.3	0.0	0.0
Total	100.00	100.0	100.0

Chi-square = 46.527, df = 4, $p < 0.000$

TABLE 24

PERCENT ANALYSIS OF EDUCATIONAL LEVEL DAUGHTERS THINK PARENTS DESIRE FOR THEM

	Percent Responding in Program 1 (N = 77)	Percent Responding in Program 2 (N = 64)	Percent of Total Responses (N = 141)
High school graduate	20.8	40.6	29.8
2 year program	14.3	14.1	14.2
4 year college	39.0	29.7	34.8
Beyond 4 years	11.7	1.6	7.1
No preference	14.3	14.1	14.2
Total	100.0	100.0	100.0

Chi-square = 10.541, df = 4, $p < 0.032$

TABLE 25

PERCENT ANALYSIS OF RESPONDENTS' FATHERS' HIGHEST EDUCATIONAL LEVEL

	Percent Responding in Program 1 (N = 77)	Percent Responding in Program 2 (N = 64)	Percent of Total Responses (N = 141)
Less than 8 years	9.1	21.9	14.9
Less than 12 years	27.3	23.4	25.5
High school diploma	15.6	34.4	24.1
Post-high school, no degree	15.6	7.8	12.1
College degree	11.7	4.7	8.5
Studies beyond college	7.8	1.6	5.0
Don't know	13.0	6.3	9.9
Total	100.0	100.0	100.0

Chi-square = 17.247, df = 6, $p < 0.008$

TABLE 26

PERCENT ANALYSIS OF RESPONDENTS' FATHERS' OCCUPATIONS

	Percent Responding in Program 1 (N = 77)	Percent Responding in Program 2 (N = 64)	Percent of Total Responses (N = 141)
Unskilled	19.5	23.4	21.3
Skilled	42.9	62.5	51.8
Technical	18.2	10.9	14.9
Professional	14.3	3.1	9.2
No response	5.2	0.0	2.8
Total	100.0	100.0	100.0

Chi-square = 12.139, df = 4, $p < 0.016$

TABLE 27

PERCENT ANALYSIS OF AMOUNT OF CAREER GUIDANCE ASSISTANCE STUDENTS FELT THEY RECEIVED FROM HOME ECONOMICS TEACHERS

	Percent Responding in Program 1 (N = 77)	Percent Responding in Program 2 (N = 64)	Percent of Total Responses (N = 141)
Much	13.0	32.8	22.0
Some	33.8	50.0	41.1
Little	33.8	6.3	21.3
None	19.5	10.9	15.6
Total	100.0	100.0	100.0

Chi-square = 22.559, df = 3, $p < 0.000$

TABLE 28

PERCENT ANALYSIS OF RURAL COMPARED TO URBAN RESPONDENTS' FATHERS' EDUCATIONAL LEVEL

Educational Level	Percentage Breakdown of Responses by Groups		Percent of Total Responses
	Rural	Urban	
Less than 8 years	33.3	8.6	14.9
Less than 12 years	36.1	21.9	25.5
High school diploma	5.6	30.5	24.1
Post-high school, no degree	13.9	11.4	12.1
College degree	0.0	11.4	8.5
Studies beyond college	0.0	6.7	5.0
Don't know	11.1	9.5	9.9
Total	100.0	100.0	100.0

Chi-square = 26.777, df = 6, $p < 0.002$

Rural population N = 36; urban population N = 105

TABLE 29

PERCENT ANALYSIS OF RURAL COMPARED TO URBAN RESPONDENTS' FATHERS' OCCUPATION

Occupation	Percentage Breakdown of Responses by Groups		Percent of Total Responses
	Rural	Urban	
Unskilled	30.6	18.1	21.3
Skilled	55.6	50.5	51.8
Technical	5.6	18.1	13.5
Professional	0.0	12.4	9.2
No response	8.3	1.0	2.8
Total	100.0	100.0	100.0

Chi-square = 14.525, df = 4, $p < 0.005$

Rural population N = 36; urban population N = 105

TABLE 30

PERCENT ANALYSIS OF AMOUNT OF CAREER GUIDANCE OF RURAL COMPARED TO URBAN RESPONDENTS' FELT THEY RECEIVED FROM HOME ECONOMICS TEACHERS

Amount of Assistance	Percentage Breakdown of Responses by Groups		Percent of Total Responses
	Rural	Urban	
Much	36.1	17.1	22.0
Some	38.9	41.9	41.1
Little	22.2	21.0	21.3
None	2.8	20.0	15.6
Total	100.0	100.0	100.0

Chi-square = 9.562, df = 3, $p < 0.022$

Rural population N = 36; urban population N = 105

TABLE 31

PERCENT ANALYSIS OF AMOUNT OF CAREER GUIDANCE RURAL COMPARED TO URBAN RESPONDENTS FELT THEY RECEIVED FROM GUIDANCE COUNSELORS

Amount of Assistance	Percentage Breakdown of Responses by Groups		Percent of Total Responses
	Rural	Urban	
Much	19.4	12.4	14.2
Some	44.4	23.8	29.1
Little	27.8	30.5	29.8
None	8.3	33.3	27.0
Total	100.0	100.0	100.0

Chi-square = 11.151, df = 3, $p < 0.010$

Rural population N = 36; urban population N = 105

TABLE 32

PERCENT ANALYSIS OF TIMES RURAL COMPARED TO URBAN RESPONDENTS VISITED THEIR GUIDANCE COUNSELORS

Number of Visits	Percentage Breakdown of Responses by Groups		Percent of Total Responses
	Rural	Urban	
None	8.3	21.9	18.4
Once	5.6	18.1	14.9
Twice	16.7	17.1	17.0
Three to five times	36.1	29.5	31.2
Six to ten times	8.3	6.7	7.1
More than ten times	25.0	6.7	11.3
Total	100.0	100.0	100.0

Chi-square = 13.930, df = 5, $p < 0.016$

Rural population N = 36; urban population N = 105

TABLE 33

PERCENT ANALYSIS OF RURAL COMPARED TO URBAN RESPONDENTS EXPECTED YEARLY INCOME

Income Expected	Percentage Breakdown of Responses by Groups		Percent of Total Responses
	Rural	Urban	
$3,000 to $4,999	27.8	7.6	12.8
$5,000 to $6,999	22.2	27.6	26.2
$7,000 to $9,999	38.9	33.3	34.8
More than $10,000	5.6	27.6	22.0
Don't plan to work	5.6	1.0	2.1
No response	0.0	2.9	2.1
Total	100.0	100.0	100.0

Chi-square = 18.703, df = 5, $p < 0.002$

Rural population N = 36; urban population N = 105

TABLE 34

PERCENT ANALYSIS OF NUMBER OF JOBS RURAL COMPARED TO URBAN RESPONDENTS ANTICIPATE HOLDING

Number of Jobs	Percentage Breakdown of Responses by Groups		Percent of Total Responses
	Rural	Urban	
One	11.1	21.0	18.4
Two to five	66.7	73.3	71.6
Six to ten	16.7	3.8	7.1
More than ten	0.0	1.0	0.7
Don't plan to work	5.6	1.0	2.1
Total	100.0	100.0	100.0

Chi-square = 10.835, df = 4, $p < 0.028$

Rural population N = 36; urban population N = 105

VITA

The author was born as the second of five children to Muriel and John Q. Bradley on April 18, 1953, in Memphis, Tennessee. She completed her first twelve years of education in Savannah, Tennessee. She graduated from Hardin County High School in May 1971, when she also received the Crisco Award for Outstanding Student in Home Economics. She is listed in the 1971 edition of the American Society for Outstanding High School Seniors.

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