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JOB ACQUISITION METHODS OF SECONDARY VOCATIONAL SCHOOL GRADUATES: THEIR USE AND RELATIONSHIP TO TRAINING-RELATED EMPLOYMENT

A Dissertation

Presented for the

Doctor of Education

Degree

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John M. Phillips

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ABSTRACT

Purpose and Procedure

This study was designed to describe the job acquisition methods used by the 1976 graduates of the auto mechanics, carpentry, cosmetology and machine shop programs from a large metropolitan area in Northern Ohio and two nearby suburban area schools. A researcher-developed instrument was mailed to 507 graduates twenty months after their graduation. From these 337 usable completed questionnaires were returned.

This study investigated the graduates' awareness of job acquisition methods, appraises the results of the use of these methods in acquiring training-related jobs and presents an effectiveness measure for job acquisition methods. The effectiveness measure of a job acquisition method was the percentage of graduates who actually acquired their first jobs by the use of the method as a portion of all the graduates who attempted to acquire a job through the use of that method. This study also identifies selected attributes of vocational graduates that affect successful employment. The graduates' vocational program, sex and residential area were used as independent variables in examining these criteria.

Findings

The best known method of job acquisition was answering newspaper ads, the most used was visits to places of employment. Graduates used an average of 4.4 different methods to find their first job after graduation. Two-thirds of the graduates (66.5%) acquired related jobs.

Eighty percent of all jobs were acquired through the use of five methods: (1) visits to places of employment, (2) help of a friend, (3) help of a vocational teacher, (4) answering newspaper ads, (5) help of a relative. There were vast differences in the percentage of training-related jobs produced by these methods. While 98% of the jobs produced by the help of a vocational teacher were related only 43% of the jobs produced by the help of a friend were training-related. Training-related jobs were found more rapidly than unrelated jobs. Over half (51.3%) of the graduates found their first jobs within two weeks. Few graduates moved to take a job (8.3%). Graduates who acquired related jobs retained their jobs significantly longer than those who acquired unrelated jobs. The degree of career commitment of vocational students varies between vocational programs. Auto mechanics program students were significantly lower in this attribute.

Conclusions

Training in the use of job acquisition methods would be of value to vocational graduates not only in finding their first jobs but throughout their working lives. This study supports the conclusion that many vocational graduates lack the knowledge and skill necessary to use a variety of job acquisition methods. Further, graduates lack the ability to use some methods that appear promising in effectiveness and in yielding a high percentage of training-related jobs. It is likely that graduates would acquire jobs more quickly and a higher percentage would find training-related jobs if they were instructed in the use of these methods. However, vocational programs have

failed to equip graduates with these skills and may not be attempting to include this service.

The greater the career commitment of the candidates upon entering vocational training the better their chances of acquiring training-related jobs, acquiring them more rapidly, and retaining them longer. Auto mechanics program candidates require special attention with respect to these relationships as they were low in all of these criteria.

Cooperation between vocational schools and the state employment service currently appears ineffective. A cooperative plan between these parties is feasible and it would serve the needs of the schools, the graduates and the state employment service.

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CHAPTER I

INTRODUCTION

Introduction

The value of vocational education is often partially appraised by the degree of success experienced by vocational graduates in finding jobs in their vocational field. This is evidenced by various reports and studies. The educational Amendment Conference Report to the 94th Congress on the amendments to extend the Higher Education Act of 1965, and to extend the Vocational Education Act of 1963, authorizes the use of the funds from the Basic Grant for "Placement services for students who have successfully completed vocational education programs" (Subpart 2, Sec. 120, Par. 1 H). This provision is contingent upon inclusion of these services in the state plan and the findings that "other services in the area are inadequate to meet the needs" (Subpart 2, Sec. 120, Par. 2).

The need for better placement services is established in both the Government Accounting Office (G.A.O.) Report (1973) and the Wilms study (1974). The G.A.O. Report states that only one-third of vocational course graduates ever find jobs in their vocational objective area. This report recommends that each vocational school hire a person specifically to direct placement activities. The Wilms study recommends that vocational schools be rated by their placement record.

Eninger (1967) found that school placement services aided only one-third of the graduates in finding jobs and that 64% of the vocational graduates found jobs that were related to their training to some degree.

Cooperative vocational education programs report as high as 80% of their students acquiring full time trade related jobs through their program (Kleiner, 1959). This may account in part for the growing popularity of cooperative programs.

Much inconsistency can be observed in the literature with reference to the number of vocational graduates who acquire jobs in the occupational area in which they were trained. The literature does verify that vocational education teachers and counselors strive to help students find jobs. However, it is evident that all graduates do not avail themselves of the placement services offered by the school and school personnel. The literature confirms the fact that the majority of graduates find their jobs by their own initiative and by using a variety of job acquisition methods and sources of employment information.

Problem

To improve student employment experiences, methods of job acquisition must be identified that will effectively assist vocational students in finding jobs that are related to their vocational training. The problem is, no valid data are available which identify specific job acquisition methods that are used by vocational graduates to find jobs that are in the area in which they have studied.

Purpose of the Study

The primary purposes of this study were (1) to describe the job acquisition methods now being used by high school vocational program graduates, and (2) to appraise the results of the use of these methods in acquiring jobs for graduates in which the work was similar to the work they were trained to do in their vocational program. Secondary purposes were to identify selected attributes of graduates (vocational program, sex, location of residence, mobility, individual career decisions, and parental influences), which affect successful employment. This study will also attempt to identify key areas for further studies and experimentation.

Questions Examined by This Study

This study was designed to seek answers to the following questions:

Question 1. Is there a significant relationship between the knowledge of and use of each job acquisition method and the graduate's vocational program, sex, or residential area?

Question 2. Is there a significant relationship between the methods of job acquisition used by graduates to find their first jobs and their sex, vocational program, or residential area?

Question 3. Is there a significant relationship between the training-relatedness of the graduates' first jobs and their vocational program, sex, or residential area?

Question 4. Is there a significant relationship in the time it took for graduates to acquire related or unrelated jobs?

Question 5. Do graduates who definitely decided to work in the trade for which they studied get significantly more or less training-related jobs than graduates who had not made such a decision?

Question 6. Is there a significant relationship between the parental encouragement to take a vocational program and the likelihood that graduates will obtain training-related jobs?

Question 7. Do graduates whose parents worked in the trade they studied get significantly more or less training-related jobs?

Question 8. Is there a significant relationship between the time required for graduates to find their first jobs and their sex, residential area, or vocational program?

Question 9. Do graduates who definitely decided to work in the trade for which they studied find jobs significantly more quickly than graduates who had not made such a decision?

Question 10. Is there a significant relationship between the mobility of graduates and the graduate's sex, residential area, or vocational program?

Question 11. Is there a significant relationship between job retention patterns and the graduate's sex, residential area, or vocational program?

Question 12. Is there a significant relationship between the graduate's career decisions and their job retention patterns?

Question 13. Are the career decisions of graduates independent of sex, program, or area density?

Significance of Study

The objectives of vocational education go beyond job training. "The effectiveness of vocational education programs is determined by the extent to which such programs result in employment" (Wenrich & Wenrich, 1974, p. 8). The current federal legislation is placing great emphasis upon the acquisition of jobs that are in the area in which the graduates received their training.

It is, therefore, imperative that efforts be exerted to improve the employment experiences of vocational program graduates. "If employment preparation is a major goal of vocational-technical education, then employment and retention of students in jobs is a paramount measure of program effectiveness" (Wenrich & Wenrich, 1974, p. 205).

Initial job acquisition by vocational graduates is also important because of its relationship to what informed persons in the area of guidance call a "crucial period,"—the transition from school to the world of work. Super (1942) points out the importance of the graduate's first job,

> The first job a young person obtains has frequently been considered of vital importance to the rest of his career, for it is his introduction to the world of work. If the young man or woman gets off to a bad start, he may lose interest, cease to apply himself more than is necessary and seek other sources of satisfaction to absorb his energies. Thus, it is said by some that the first job is the most important. (p. 191)

The search for employment is never an easy one. For the young vocational graduate without work experience and without experience in job hunting it is especially difficult. Several studies indicate

that approximately one-third of the vocational program graduates are aided by the schools' placement service or by school connected personnel (Wold, 1975; Fielding, 1974; Eninger, 1967; Altman, 1966; Kleiner, 1959). It must, therefore, be concluded that two-thirds of the graduates find their jobs by their own means. What is not understood is which job acquisition methods are used by this latter group and, more importantly, which of the methods used are found to be most productive in obtaining jobs that are related to training. It is hoped that once these job acquisition methods are identified this information will be used as a basis for further studies, perhaps experimental studies, to find ways to teach and assist those graduates who are willing to help themselves. The vocational graduates of the past are the experts from whom this knowledge, gained through their experiences, must come.

This research, however, was not designed merely to describe effective methods of acquiring any job, but especially to identify the methods of job acquisition effectively used by vocational graduates to find jobs in the area in which they have received their vocational training. This knowledge, when further developed, will not only benefit future graduates but will aid in improving the evaluation of vocational programs.

Assumptions

The following basic assumptions were accepted for the purpose of this study:

1. It is assumed that vocational high schools accept a degree of responsibility for assisting their graduates in finding employment in the trade area in which they have been trained.

2. It is assumed that the data needed for this study can be obtained from past vocational graduates by means of a survey instrument.

Limitations

The following limitations were made to keep the scope of this research within the bounds of the purpose of the study as stated.

1. This study is limited to the employment seeking experiences of qualified vocational program graduates only. Students who did not complete the course (early leavers) are not included in this study.

2. This study is limited to the four trade and industrial programs of auto mechanics, carpentry, cosmetology, and machine shop.

3. This study is limited to the employment seeking experiences of the graduates of the selected secondary vocational schools described in the description of the population.

4. This study is limited to the investigation of the experiences of these graduates with the use of specific job acquisition methods and their awareness of them.

Definition of Terms

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

Job refers to work done for pay for an employer on a regular and recurrent time schedule.

Vocational objective represents a career within a vocational area for which the graduates have trained.

Trade related job is a job within the trade for which the graduate was trained or a job which requires the use of the knowledge and skills learned within that trade area.

Job acquisition methods refers to the various ways a graduate of a vocational program may proceed to locate an employer in need of his services and be offered a job.

Employment experiences include the acquisition of full or part time employment, the work and the earning of wages.

Career education refers to the totality of experience through which persons learn about, or prepare to engage in, work as part of their way of life.

Vocational graduates—or graduates—or vocational program graduates are used interchangeably to indicate the persons responding to the questionnaire of this study. They may also be described as the completers of a vocational program.

Vocational school refers to a school offering at least one of the four vocational programs referred to in this study (carpentry, auto mechanics, machine shop, and cosmetology) as a two-year program for high school students.

Metropolitan vocational graduate refers to any graduate who attended a vocational program in a high school in an area having a population density of 4,000 persons or more per square mile according to the 1970 census as reported in "County and City Data Book 1972, U.S. Department of Commerce, Bureau of the Census."

Suburban vocational graduate, for the purpose of this study, refers to any graduate who attended a vocational program in a high school in an area population density of not more than 500 persons per square mile according to the 1970 census as reported in "County and City Data Book 1972, U.S. Department of Commerce, Bureau of the Census."

Work is the use of acquired knowledge and skills for economic gain.

Factors of employment examined by this study are: (1) the methods of job search used by the graduates, (2) the number of methods of job search used by the graduate, (3) the sex of the graduate, (4) the population density of the area the graduate resides in, (5) the time required to acquire a job, (6) the mobility of the graduate, (7) the degree of relationship between the job and the training of the graduate, (8) the degree of determination of the graduate to enter a certain trade, and (9) the work history of the parents of the graduates.

Organization of the Study

Chapter I introduces the problem, defines the terms used and states the questions to be examined in the study. Chapter II contains a review of literature and related research. Chapter III describes the process used in formulating the instrument for this study and the procedures used in collecting the data. Chapter IV includes a presentation and analysis of the data collected in the study. Chapter V contains a summary of the study, the findings, conclusions, and recommendations made as a result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Introduction

The general purpose of this study was to identify job acquisition methods that have been used by vocational program graduates to acquire jobs. Of particular interest are the job acquisition methods used to acquire jobs in the occupational area in which the graduate received training. A search of the literature was conducted to determine feasible job seeking techniques that may be used by vocational graduates and to examine other factors that affect employment of vocational graduates.

The following topics are considered to be paramount to the theme of this study and were reviewed: (1) the value of vocational education to the graduates, (2) employer attitudes about vocational education, (3) job search and acquisition methods, and (4) job relatedness.

Literature relating to the value of vocational education to the graduate was reviewed to achieve an evaluation of the assets possessed by vocational graduates. The success in job seeking by graduates depends not only upon finding ways of establishing contact with employers but also upon efforts to interest employers in hiring vocational graduates. To understand how this can be accomplished the benefits of vocational education to the graduate and ultimately to the employer must be understood.

Literature dealing with employer attitudes about vocational education was reviewed to establish the acceptability of vocational program graduates to employers. The appraisal by the employer of the quality of training received by the graduate is crucial to the job seeking and employment success of the vocational graduates.

Much research can be found that touches on methods of job acquisition employed by vocational graduates but few researchers have studied in detail the results of the use of these various methods (Matthews, 1978; Johnson, 1977; DeVaney, 1974; Pucel, 1973; Korb, 1972; Eninger, 1967; Reeves, 1957). Some studies are based on the personal experiences of the author; others on carefully recorded observations (Corwen, 1976; Jameson, 1974; Abraham, 1964). Many of these reports are of value in forming the conceptual framework for this research project designed principally to study use and results of job acquisition methods.

A portion of the declared purpose of this study was to observe which methods of job acquisition led to jobs in which the work was similar to that for which the graduate had been trained. A review of the literature on job relatedness, therefore, was also essential.

Value of Vocational Education to the Graduate

All forms of education are concerned with evaluation of programs and accountability. Vocational education has the unique responsibility of preparing students to progress directly into entry level employment. Wenrich and Wenrich (1974) point out, "Probably the most important

criterion for evaluating vocational-technical programs is the successful employment placement of its students" (p. 268). A report to the U.S. Office of Education by Bowlby and Schriver (1971) indicated additional benefits that can be attributed to Vocational Education. Among these is the observation that those students with the lowest academic ability receive the greatest rate of return from vocational education based upon an analysis of their earnings from Social Security records. Based on a study of graduates of the Area Vocational Training Schools in Tennessee, Schriver (1971) stated that an analysis of wage benefits of A.V.T.S. training were maximized among those former students who were male, who migrated and who received substantial hours of instruction in machine shop, welding, electricity or electronics. Bowlby (1970) cites other direct benefits of vocational training as (1) increased labor force participation, (2) reduced unemployment, and (3) increased occupational mobility.

Eninger (1967), after an extensive national follow-up study, observed that, "Vocational graduates from comprehensive schools have consistently greater employment security than do academic graduates from the same school" (p. 104). He also found that 82.5% of the vocational program graduates go directly to work, 8.3% go on to college level education, 8.5% go into the military services, and .7% go to technical level schools.

The personal values of the students have an effect on the employment placement rate as well as the type of jobs found by students. Allen (1967), in a study of clients rehabilitated with the help of

vocational education, observed a significant relationship between the vocational training provided, the initial vocational objective of the client, and the job placement of the rehabilitated clients.

Some vocational training is accomplished through cooperative agreements with employers and the vocational school. While this is generally a very desirable arrangement both for the delivery of the training and for its ability to lead to future employment, it is not without some risk to the future of the student. Meyer (1975) states,

> It is a mistaken idea to think that all on-the-job experiences are helpful to students. Work experience may be helpful or harmful! If a student has a good experience, his on-the-job training will develop his occupational skills and lead to good work habits and attitudes. It will motivate him to learn an occupation and will encourage him to continue his education beyond high school, either as a full-time student or as a full-time worker enrolled in adult classes. . . . Conversely, a poor record in on-the-job training may jeopardize a student-trainee's subsequent opportunities. (p. 151)

Venn (1967) has observed the development of interest in further training in vocational students. He states, "Vocational students are better prepared for first jobs, and nearly half of them get further training after high school in adult classes or in company courses" (p. 40). Ruebens (1974) found that, "Twenty-two percent of the boys and thirteen percent of the girls who were seniors in vocational programs in 1960 went to college within 5 years of graduation" (p. 5). Matthews (1978) found that 24% of the graduates of two northwestern Ohio technical colleges continued some type of formal education.

Carrol and Ihner (1966) found that postsecondary technical graduates earned only $11.00 more per month on their initial job after graduation than high school vocational graduates. However, after four years on the job, the technical graduates had increased their margin to $107.00 per month.

Employer Attitude About Vocational Education

Sawyers (1976) states,

> Employers of vocational education graduates constitute the most important segment of the population concerned with vocational education. Their rating of vocational education training workers along with the employment record established by the individual graduates serve as the ultimate evaluation of vocational education program. (p. 29)

The employer respondents involved in the Sawyers study indicated that students should have an opportunity to obtain job entry skills in trade and industrial occupations and they saw the graduates of vocational programs as skilled workers.

An extensive study by Kaufman (1967) showed that only 18% of the vocational graduates who left their first jobs did so because of employer initiated action. Kaufman further states, "The relatively small proportion of the graduates who lost their jobs through employer initiated action is indicative of the high degree of employer satisfaction with the employees' preparation and performance" (pp. 9-20).

Pucel (1973), utilizing employer judgments of selected work characteristics of vocational program graduates presently employed by them in comparison with other workers in their work groups, found

that 45% of these employers judged their vocational graduate employees to be doing better than average quality work and 51% were judged average when compared with other workers. In work quantity 36% judged their vocational graduate employees to be doing better than average and 57% at least average.

Talarzyk (1975) found 60% of his employer respondents had favorable experiences with vocational graduates. He also observed that the smaller firms tended to have a less favorable attitude toward vocational education than larger firms.

A study by Niss and Pledge (1977) consisted of a survey of employers to determine their hiring preferences. It was found that employers prefer to hire persons vocationally trained in high school for jobs in auto repair, sheetmetal work, machine operations, welding, office machine operators and typists. Persons vocationally trained at the community college level were preferred as account clerks, computer operators and bookkeepers. College trained persons were preferred for accountants, computer programmers, managers and administrators.

Some employers prefer to do the vocational training themselves. Ruebens (1974) states, "Vocational graduates will be limited by the desire of some employers to do their training. . . . Basic literacy and good work attitudes may be more important for employment than occupational skills" (p. 7). Other employers prefer to do as little as possible of the needed vocational training. Wenrich and Wenrich (1974) declare,

> One good indicator of educational program adequacy is the extent to which employers have to undertake induction training prior to putting graduates in production positions. If induction training is limited to the specific, unique requirements of employers, occupational education is meeting local needs. (p. 269)

It is important to the prospective employer to be able to judge the amount of training the vocational graduate will need before being put into a productive position. Pautler (1978) suggests supplying the employer with a copy of a record of the student's accomplishments of the performance objectives of the course. "Such a record would mean much more to a prospective employer than a grade of A, B, or C" (p. 209).

As part of a follow-up study by DeVaney (1974) of 181 employer respondents 19.3% indicated that they consider the lack of job experience as very serious, and 7.7% indicated that they considered it somewhat serious. This supports the need for students to keep a record of any and all job related experiences.

Studies by Sawyers (1976), Talarzyk (1975) and Strong (1972) all emphasize the need for vocational education curricula to be based on employer identified training requirements. They also agree that continual communication between vocational administrators and prospective employers of their graduates is essential to the success of the vocational programs and their graduates.

Graduates' Job Search and Acquisition Methods

Following is a review of selected literature in the area of job acquisition methods and job hunting systems utilized by vocational

graduates. Literature applicable to job search planning and job hunter attitudes is first examined. The organization of this presentation then follows each of the various methods of job acquisition.

Corwen (1976) in his "Job Hunter's Handbook" emphatically states, "Everything stated in this book boils down to one word planning. A man who doesn't know where he is going takes off in all directions at once and gets nowhere" (p. 36). Corwen puts much emphasis on the need for planning of a job search campaign and the use of several job acquisition methods instead of just one.

The recommendation to use not just one but several job acquisition methods is found in several authors' works. Jameson, 1974; Corwen, 1976; Abraham, 1964; Reeves, 1957, all emphasize this point. Jameson (1974) suggests, ". . . all the sales approaches commonly used in selling both products and services" (p. 114), as possible approaches to sell oneself, which is the way he sees job hunting.

Abraham (1964) states, "Tracking down the job you want is a nine-to-five-plus-overtime-without pay business." He also declares, "You're a salesman. . . . You have a product to sell—your own abilities" (pp. 94-5).

Reeves (1957) studied the job acquiring experiences of college graduates. She found that graduates from schools of business use three to five job-getting tools while graduates from other disciplines use less.

Kleiner (1959) is a study of the operation of job placement services of vocational high schools and examined the various methods

used as placement procedures and emphasized the need for the use of a variety of job hunting techniques.

Kaufman (1967) made the following observation and conclusion: "The primary method used by all graduates was the direct application or other personal method, revealing the tendency to find jobs in a rather disorganized fashion" (pp. 12-15). Eninger (1967) observed that during the recession year of 1958 there was a greater reliance on friends and relatives to find jobs and that more of the jobs acquired were of the unrelated training category. He states, "One wonders if the percentage of graduates who find their first job in the occupation for which trained or a highly related occupation would increase if school resources were more completely utilized in helping graduates find jobs" (p. 44).

Among the portions of the literature that were useful in identifying job acquisition methods are the following which refer to more than twenty different approaches to job seeking.

Johnson (1977) after an extensive study of newspaper help wanted ads and public employment services makes the following statement. "Help wanted ads are the most important of the labor exchange intermediaries and are used more successfully by job seekers than any other formal search method" (p. 16). In recommending the proper use of newspaper help wanted ads Corwen (1976) suggests,

> First, look at the columns that are in your classification. . . . Then go back to the very beginning of the section and read every single ad . . . the objective is to locate every possible job opening. Normally newspapers try to place each ad in its proper classification, but they are not infallible, and some may be misplaced. (p. 38).

Corwen also states, "Job-hunting is a full-time occupation and every ad in every newspaper should be scrutinized every day." Abraham (1964) agrees with Corwen's view. He emphasizes, "Help wanted advertisements are 'must' reading for job hunters" (p. 98). The Ohio Bureau of Employment Services publication recommends checking newspaper ads daily.

Jameson (1974) supports the idea that "The timing of your answer to an advertisement is also important." He suggests delaying responses for five to seven days. It was found that the bulk of the responses to an ad that appeared on Sunday arrived on Wednesday or before. He believes that responses arriving shortly after the bulk receive more attention and therefore have a better chance of progressing into an interview.

Kaufman (1967), Matthews (1978) and Eninger (1967) all found newspaper want ads to be a useful method of job acquisition for vocational students. Kaufman found that 6% acquired their first jobs by the use of this method, Matthews 11.9%, and Eninger 7.5%.

Kaufman (1967) found that, "One-third of the graduates obtained jobs through their own direct application. In this instance, job information available to the individual is a critical value" (pp. 6-21).

Jameson (1974) states,

> We have found that one of the most consistently effective ways for anyone to generate interviews is through mailing letters to selected individuals. . . . The basic reason that direct mail works so well is that it permits you to avoid the competition that exists in the published job market. At the same time it gives you the opportunity to project your best image. (p. 38)

Abraham (1946) points out that jobs can be landed in this way when the letters are carefully written. However, both Abraham and Johnson indicate that the number of interviews generated in this way will be in the 5 to 6% range. Therefore, they recommend a large mailing list be developed. Corwen (1976) agrees, but further cautions, "The size of your mailing list will have a direct bearing on the number of replies you get. However, size is secondary. The quality of your list is all-important and should contain only those companies that are apt to have an opening in your field" (p. 60).

Corwen (1976) calls attention to the fact that, "There is a segment of publishing with which the public is not generally familiar. . . . This is the trade press. Every conceivable industry in the nation has a publication devoted to it" (p. 46). He emphasizes that the help wanted ads in these publications enable job seekers to find specific markets for their talents. Abraham (1946) states, "Your library probably has a good file of trade magazines and directories. If you are interested in a particular industry or type of work, there is no source of material more valuable than the publication devoted to it" (p. 88).

The Ohio Bureau of Employment Services publication recommends that if you know the goods produced or services performed by the job you want, the yellow pages of the telephone directory is a good place to look for a possible employer. This publication explains that the telephone is best used to get information about the company, such as the name of personnel directors, or to arrange an interview, but not as the sole method of job application or contact with a possible employer.

Abraham (1964) states, "Call it whatever you like, friendship, patronage, or influence. It's a fact that those on the inside know of openings before others do, and if they pass the word to you, you can beat the crowd. . . . Your friends and relatives are a good source of job opening information" (p. 96).

Corwen (1976) comments, "There are many jobs which never become help wanted ads or go out to employment agencies. In fact, they may never leave the department where the vacancy occurs. This is because of the network of intelligence which puts out the work inside and outside the company" (p. 81). Eninger found that 36.2% of the vocational graduates studied found their first jobs through this type of information from friends or relatives. Kaufman (1967) found that 26% of the graduates acquired their jobs in this way and Matthews (1978) found that 21.2% acquired jobs through their friends' help and 7.3% through the aid of a relative.

Abraham (1946) remarks, "Former employers have contacts you might be able to put to work for you in your job hunt. Even if they have no job you want, you often can find out about other jobs and other companies through them" (p. 96). It is suggested that the help of a former employer often serves as an aid in locating a job and a reference at the same time.

The publication of the Ohio Bureau of Employment Services describes themselves as, "A free service offering the largest number of job listings" (p. 7). However Altman (1966) found that the schools with the most active and successful placement services contacted the state

employment the least. He suspects that school placement services only contact the state service when they have difficult placement problems. Other features of the state employment services are the testing and the employment counseling services, as pointed out by Corwen (1976).

Johnson (1977) studied employers that use the state employment service and the ways in which they use it. He found that 67% of the employers who use the state employment service use it as their exclusive method of obtaining employees. Many of the employers who use this service are those who need a ready pool of job seekers. He also found that the employers who use both the newspaper want ads and the state employment service do not call the employment service until about six days after placing a help want ad. Eninger (1967) in studying how vocational students acquired their first jobs found 5.2% were directed to their jobs through the state employment service.

Abraham (1964) suggests that organizations such as the local chamber of commerce or clubs of which you may be a member may be helpful in job hunting. Although they may not have formal procedures to supply such help they may be willing to pass the information about qualifications and needs to the many members who may know of job openings. Corwen (1976) states, "The major religious faiths in their community relations activities usually have facilities for employment counseling. Organizations of specific ethnic groups are constantly on the lookout for jobs for those of their number who are unemployed" (p. 79).

Corwen (1976) believes employment agencies can be a great help in finding a job. He points out,

> Employment agencies will have jobs which you cannot know about unless you register with them. Many companies deal only with employment agencies when they seek help. . . . A good agency will do all it can to sell you to a firm and get you a good salary. (p. 65)
>
> It will, in fact, take the entire job-hunting campaign off your hands, and absorb most of the expenses. This, however, is not recommended. An agency should be used in conjunction with other efforts. (p. 66)

Another feature Corwen discusses in reference to employment agencies is the feedback the job hunter may get from the agency. He states,

> Usually the agency will tell you exactly what an interviewer thought of you. He should have no qualms about giving you straight information. He wants you to get placed and if you are doing something wrong on an interview or if your references do not check out, they should tell you. . . . This will help you in your next interview whether you get it on your own or through the agency. (p. 67)

All writers do not feel as positively about employment agencies. Abraham (1946) warns of some problems but admits, "Some of the private employment agencies are conscientious and will honestly go to bat for you" (p. 97). Jameson (1974) suggests, "In choosing agencies, it is important to be as selective as possible. You need to determine which companies are most active in your trade and have a good reputation in general" (p. 74). Matthews (1978) found 1.8% of the technical school graduates he studied acquired their first job through employment agencies. However, Kaufman (1967) found 7% of the male graduates and 13% of the female graduates of vocational school that he studied acquired their first jobs through employment agencies.

Jameson (1974) describes search firms as follows,

> Search firms are most commonly called recruiters or head hunters. They are retained and paid by employers. Their job is to find qualified candidates for specific positions which their clients have available. . . . Recruiters do not hire people, they only recommend them for hire to their clients. (p. 99)

Corwen (1976) sees search firms as middle men and states, "As a middle man, his primary job is to bring company and applicant together. . . . The cost of this service is usually borne by the firm that is trying to fill the position" (p. 76).

Career conferences may be arranged by career consulting organizations. A career conference is a planned meeting of a group of employers and a group of job seekers. According to Jameson (1974), to recruit job seekers the originating consulting organization usually advertises in the recruitment section of major newspapers and indicates that they have a free service for job hunters. The resumes of the job seekers are examined and categorized into groups with common trades or abilities. Various conferences are then arranged for each trade group. Employers who desire help in these trade areas are invited to the conference. The employer pays the career consulting firm a fee if he hires someone as a result of the conference.

A survey conducted by Jameson (1974) revealed the placing of job wanted ads to be rather fruitless method for attempting to generate interviews. Responses were received from employment agencies and resume services, etc. Some smaller companies did respond with interview invitations. This method of job search was most useful for those seeking

jobs in the $8,000 to $15,000 range and who were specialists in their occupation. The most effective ad was found to be a display ad placed in the most read section of the business pages of the newspaper. In terms of ad placement it was found that the top right hand corner was the most desirable.

Corwen (1976) remarks, "Teachers are usually interested in helping former students and many of them are active in community projects where they come into contact with businessmen" (p. 82). He also explains high school teachers may supply the graduates who are hunting their first jobs with effective references. This is a considerable aid to first job seekers.

Korb (1972) found that often the placement responsibilities were handled by the vocational teachers. This made them appear to be the most effective source of placement assistance among the school services and personnel. Matthews (1978) found 10.1% of the technical school graduates studied acquired their jobs through the help of their instructors. Eninger (1967) found 17.9% of the vocational school students he studied acquired their first jobs through the help of their vocational teachers.

Patton (1973) describes the working relationship between the student and the employer when involved in a cooperative program. He observed that a high percentage of those in this type of program continue with their employer in a full time relationship after graduation. Eninger (1967) found placement on first jobs through participation in a cooperative program accounted for 9% of all vocational graduates.

Korb (1972) in his study of school services found 60% of the schools had some form of school operated placement service for their graduates. Wold (1975) in his study of secondary students found 32% of the respondents indicated they had used the school placement service to obtain their first jobs. Matthews (1978) found 26.6% of the graduates acquired their jobs through the placement services of the technical schools he studied. Kaufman (1967) found 23% of the vocational graduates in his study found their first jobs through the school placement service. Reeves (1957) also found that placement services varied between schools. She observed that the typical school offering the most assistance in job getting was a large coeducational state school in the New England Association. The school offering the least assistance typically was a small private school in the Northwest Association.

Students, graduates and instructors want job placement services. Reeves (1957) reviewed 775 questionnaires, 426 from schools that gave substantial placement assistance, and 349 from schools that provided little assistance. She found,

> In schools where little assistance is given, instructors and graduates state the need for more, graduates indicating that there should be more actual instruction in job getting procedures, more information about prospective firms and employers and more assistance from placement staff. (p. 303)

Many vocational schools invite employers to visit the school and meet or interview their students as a means of providing future employment. However, few have the advantage of the well planned state-wide effort displayed in the state of Georgia. The organization of "Tech-days" was largely developed by Dr. Gene Bottoms and accounts

for the placement of a large percentage of the vocational school graduates in Georgia. Korb (1972) in his study of placement services offered by schools found this to be an effective approach and recommended additional emphasis be placed on it.

Advisory committees are made up of business people and tradesmen and are therefore an obvious source of employment opportunities and employment information. Korb (1972) found the degree of activeness of the occupational advisory committee correlated significantly with the number of graduates placed in employment by the advisory committee.

Job Relatedness

The primary purpose of vocational education is to prepare students for entry level employment in an occupation which they have selected. Paul (1976) points out that the Vocational Education Act of 1963 describes vocational education as education "which is realistic in the light of actual and anticipated opportunities for gainful employment" (p. 7).

These actual and anticipated opportunities for gainful employment are affected by various factors. As an example, Paul (1976) states, "The concepts of manpower supply and demand are highly related to placement on jobs" (p. 4). Eninger (1967) found, "The percentage of graduates who entered the same or a highly related occupation for which trained varies with the level of the economy" (p. 27). He also found lack of opportunity was one of the most frequently cited reasons for not getting a job in the field for which trained.

The patience and determination of young people in the job search has been found to be limited. Altman (1966) found:

> As time without a job increases, relevance of training becomes of even less relative importance than initially. If high school vocational training and first jobs are to be closely related, it appears that the student must feel some investment in this relevance and initial job placement must be quite rapid. (p. 13)

Kaufman (1967) observed this problem and expressed his concern in this statement.

> The evidence is ample, from this study and from many others, that the labor market operates in an inefficient manner. Informal sources are used far more frequently than the institutions organized to place workers. Young people frequently seem to take anything that comes along rather than seeking out jobs where they can find outlets for their interests and abilities. (pp. 3-6)

One reason for expending effort to find a job that is related to the training of the graduates is the effect on job satisfaction that is likely to result from such placement. Paul (1972) included as one of his findings, "A great majority of those working on training-related jobs reported a higher degree of job satisfaction than those placed on unrelated jobs" (p. 71).

A study by Pucel (1973) of graduates of Minnesota area vocational schools confirms that job satisfaction is higher among those graduates who found related jobs. He found 63.7% of those in related jobs stated that they liked their jobs very much. Of those in unrelated jobs only 59.2% answered with a like response. In this study Pucel also found 63.4% of the graduates acquired first jobs that they classified as "closely related," 11.5% acquired first jobs they classified as "broadly related," and 18.1% acquired first jobs they classified as

"broadly related," and 18.1% acquired first jobs they classified as "unrelated" to their training. Eight percent did not respond to this item.

Matthews (1978) found the percentage of graduates who found jobs in their career field varied with the program from which they graduated. Those graduating from the Drafting and Design program experienced 100% employment in their career area, Electronics 84.6%, Electro-Mechanical 83.3%, Building Construction 77.8%, Air Conditioning 72.2% and Architectural Engineering and Electrical Engineering 63.6% in each case.

Eninger (1967) found 29.8% of the vocational graduates he observed reported first employment in the same trade which they studied in high school, 18.4% in a highly related trade, 14.2% in a slightly related trade, and 37.3% reported first jobs in a completely unrelated trade. DeVaney (1974) reports 42% of the vocational graduates he studied were presently employed in an area directly related to their curriculum.

Summary

This chapter has presented a review of the literature and selected research studies which related to the value of vocational education to the graduates, employer attitudes about vocational education, job search methods, and job relatedness. The need for improved graduate placement services is supported by the literature. The desire of employers to know more about the graduates of vocational schools and the willingness of many of them to participate in cooperative programs

is strongly supported by the literature as is their predominately good impression of vocational graduates. The literature attests to the positive relationship between job relatedness and job satisfaction. All of these observations point to the need to find efficient ways to bridge the gap between school and the world of work.

CHAPTER III

PROCEDURES

Introduction

This chapter explains the procedures used in conducting this descriptive study of job acquisition methods used by graduates of four selected vocational programs. The chapter is divided into three major sections: development of the instrument used for obtaining data, description of the data collecting activities, and the treatment and analysis of data.

Development of the Instrument

Through the search of the literature which preceded this study the researcher gathered information on many job acqusition methods. These were catalogued and, with the help of the researcher's committee, short and precise descriptions of twenty-two of these job acquisition methods were developed. Special attention was given to the reading level required to understand these descriptions.

The questionnaire was designed so that the respondent could indicate his knowledge and experience with each job seeking method by circling a letter. (A) indicated that he was not aware of the method of looking for a job, (B) indicated that he was aware of but never used that method in looking for a job, (C) indicated that he had used the method in looking for a job. The respondent was asked to indicate the number

corresponding to the method of job acquisition that was used to actually find the first job after graduation.

Other questions gathered data about the length of time it took to find a job, how long the job was held, the relatedness of the job to the training program, career plans of the respondent, parental influence in the selection of the vocational program and demographic information. This portion of the questionnaire was also designed so that the response could be indicated by circling the desired answer. This instrument is included in the Appendix.

Pilot Study

A pilot study of the research instrument was conducted prior to the data collection for the purpose of assuring that the questions were understandable by the respondents and not objectionable.

On February 18, 1978, questionnaires were mailed to each of the thirty-four graduates in the 1976 class of the cosmetology and machine trades programs of the Tri-Rivers Joint Vocational School at 2222 Marion-Mt. Gilead Road, Marion, Ohio. This is a vocational high school offering two year programs designed to teach entry level skills to eleventh and twelfth grade students. Each of these graduates received a questionnaire, a cover letter, a stamped return addressed envelope and a small pencil with "Thank you for sharing your expertise" printed on it. These were sent to the latest address on the school records for each graduate. First class mail was used for these letters.

Only one was returned undelivered. A total of eighteen questionnaires were returned of the thirty-four questionnaires that had been sent. The collected data from this pilot study were only used to determine the adequacy of instrument.

There were no missing data in any of the responses. All questions were answered by circling the selected answer or by inserting numbers as directed by the instructions on the questionnaire. No confusion on the part of the respondent was detected. In an attempt to insure that the researcher-developed instrument was adequate, one further step was taken. The researcher contacted twelve vocational program graduates by telephone for purposes of soliciting additional information regarding the clarity and completeness of the questionnaire. Reactions received from graduates again indicated that they had no problem in using the instrument. The writer concluded that the pilot study indicated that the questionnaire was adequate for gathering the information needed for this study.

Collection of Data

Description of the Population

The participants of this study were the June 1976 graduates from all the cosmetology, carpentry, machine shop, and auto mechanics programs conducted in the high schools of the city of Toledo, Ohio. These were classified as metropolitan graduates. The 1976 graduates of the same programs in two joint vocational high schools that each serve students from several counties outside the city of Toledo were also participants of this study. These were classified as suburban graduates.

The two joint vocational schools were Penta County Joint Vocational School located in Perrysburg, Ohio, and Four County Joint Vocational High School located in Archbold, Ohio. It is the function of the joint vocational schools in the State of Ohio to deliver vocational education to students who reside outside of the city systems service areas.

Penta County Joint Vocational School serves students from Handcock, Ottawa, Sandusky, Seneca, and Wood Counties. Four County Joint Vocational School serves students from Defiance, Fulton, Henry, and Williams Counties.

Permission to acquire the names and addresses of the graduates and to ask them to participate in this study was secured. The researcher met with the assistant superintendent of schools for the city of Toledo, Dr. Leverette, and explained the research procedure. He gave his permission and wrote a letter to the principal of each school involved requesting cooperation with the researcher. However, he explained that school personnel could not be asked to use their time to compile or copy lists of graduates from school records. Upon visiting each school the researcher was given access to the records of graduates and allowed to prepare lists of graduates' names and addresses. In some cases xerox copies could be made. Cooperation was graciously given by all school personnel.

The superintendent of each of the out of the city joint vocational schools was contacted by the researcher. Permission was granted in both cases and the cooperation of all school personnel in compiling graduate lists was appreciated by the researcher.

Mailing of Questionnaires

Questionnaires were mailed on April 13, 1978, to 267 graduates from the City of Toledo schools and 240 graduates from the joint vocational schools. A total of 507 were mailed on this date. Of these 102 went to female graduates and 405 to male graduates. Also, of this total 158 were sent to auto mechanic program graduates, 104 to carpentry program graduates, 109 to cosmetology program graduates and 136 to machine shop program graduates.

Second class mail with return postage guaranteed by the sender if delivery was not made was used to mail these questionnaires. Thirty-nine were returned to the sender as being undeliverable. Therefore, 468 were presumably received by graduates.

Each piece of mail contained a cover letter, a questionnaire, a self-addressed envelope and a small pencil. The cover letter explained the purpose of the research and the importance of the information they could supply because of their experiences with job seeking as a vocational program graduate. It also assured them of the confidentiality of any information they would supply. The researcher considered the findings and recommendations of the study of Questionnaire Follow-up Returns As A Function of Incentives and Responder Characteristics by David J. Pucel (1970) in preparing the questionnaire and mailing packets. This resulted in the questionnaire being printed on colored paper—light green—and a small pencil with "Thank You For Your Expertise" printed on it being included in the packet. The researcher believes these items substantially helped the rate of return of the questionnaires.

During the next three weeks 187 usable questionnaires were received. On May 8, 1978, a second mailing of 286 packets was mailed to nonrespondents. The packets included the same items as the first mailing except that the cover letter mentioned that it was a subsequent request.

During the next three weeks eighty usable additional questionnaires were received. On June 5, 1978, a third mailing of 206 packets was mailed. These packets were exactly the same as those used in the second mailing.

Over the next thirty days fifty-eight more usable questionnaires were received. On July 6 the researcher started to attempt to contact non-responders by telephone. A few contacts were made each evening. A total of ninety-one telephone contacts were made. No nonrespondent was contacted by telephone more than once. Attempts to contact additional nonrespondents by telephone were unsuccessful. These telephone contacts resulted in the receiving of seventeen more questionnaires.

The total number of usable questionnaires received was 337. Of these 169 were from metropolitan graduates and 168 were from suburban graduates; 71 were from female graduates and 266 were from male graduates. One female graduated from the auto mechanics program, two from the machine shop program and sixty-eight from the cosmetology program. There were no male graduates from the cosmetology program.

Again of the 337 total questionnaires received 99 came from auto mechanics graduates, 77 from carpentry graduates, 68 from cosmetology graduates and 93 from machine shop graduates. In all 468 graduates

were contacted, 507 initial names and addresses less 39 undelivered packets. Total questionnaires received were 337, therefore, the percentage of questionnaires returned was 72.0 percent. Table 1 indicates the disposition of the questionnaire mailing and returns. Copies of the questionnaire and cover letters are included in the Appendix.

Analysis of Data

The Statistical Package for the Social Sciences (SPSS) was used to aid in the analysis of data. The significance of relationships was examined with the chi-square statistical test when the assumptions for this procedure could be met. The Z test for differences between proportions was also used when appropriate as was Z for differences between means. Significance was determined in all cases at the .05 level of probability.

To achieve the purposes of the study thirteen research questions were proposed. The dependent variables were empirical events. These included knowledge of the graduates of each job acquisition method, use of the graduates of each job acquisition method, the job acquisition method through which graduates acquired their first job, the relationship between the graduate's first job and the graduate's vocational training, the number of different job acquisition methods used by each graduate in attempting to acquire their first job after graduation, the time required to acquire the first job, the mobility experiences of graduates, the job retention experiences of graduates on their first job, and the career decisions made by graduates.

TABLE 1

DISPOSITION OF QUESTIONNAIRE MAILINGS AND RETURNS

	Mailed Returns	Undelivered Returns	Returns	Cumulative Returns	Percentage Returns	Cumulative Percentage
First mailing 4/13/78	507	39	182	182	38.8	38.8
Second mailing 5/8/78	286		80	262	27.9	55.9
Third mailing 6/5/78	206		58	320	28.1	68.4
	999					
Telephone 7/6 - 8/15	91	—	17	337	18.7	72.0
Total	1090	39	337			

Statistical analyses were computed and contingency tables constructed using the dependent variables and independent variables which consisted of demographic data and empirical events. The independent variables included: the identified methods of job acquisition, the method through which graduates successfully acquired their first jobs, vocational programs pursued by graduates, the sex of the graduate, the relationship of their first job to their vocational training, the time required to acquire the first job, the graduates' parents' work background, the degree of parental support for the graduates selection of a vocational program, and the career decisions of the graduates.

Summary

This chapter has described the research procedures used in conducting this study. The development of the researcher-designed questionnaire and the pilot study of that instrument were detailed. The process of collecting the data was explained and the population described. Finally the statistical tests used were presented and the independent and dependent variables were identified.

CHAPTER IV

FINDINGS

Introduction

The primary purpose of this study was to determine the job acquisition methods now in use by vocational high school graduates and to evaluate the effectiveness of these methods in directing graduates into jobs that are related to their former area of study. Subsequent purposes were to appraise other factors of job acquisition which may have an effect on the ability of the graduates to acquire a job and succeed in it. To achieve the purposes of this study thirteen research questions were proposed.

The dependent variables were observable events. The frequencies of the occurrences of these events were measured by a researcher-developed questionnaire. Separate statistical analyses were completed for the following ten independent variables: (1) successful method of job acquisition, (2) vocational program, (3) area density, (4) sex, (5) relatedness of job to training, (6) time to acquire the job, (7) mobility, (8) parental work background, (9) parental support of student's vocational program selection and (10) student's career decision.

The Statistical Package for the Social Sciences (SPSS) was used to aid in the analysis of data. The significance of relationships was examined with the chi-square statistic when the assumptions for

this test could be met. The Z test for differences between proportions was also used when appropriate as was Z for differences between means.

This chapter presents the (1) findings related to knowledge and use of various job acquisition methods, (2) findings related to the degree of success experienced by graduates with the use of the various job acquisition methods, (3) findings related to the number of job acquisition methods used by graduates, (4) findings related to the relationship between the job acquired and graduate's vocational training, (5) findings related to job retention, (6) findings related to the time required to find jobs, (7) findings related to the mobility of vocational graduates and (8) findings related to the graduate's career decisions.

Findings Related to the Knowledge and Use of Job Acquisition Methods

The first question examined by this study was:

Is there a significant relationship between the knowledge of and use of each job acquisition method and the graduate's vocational program, sex, or residential area?

Table 2 shows the job acquisition methods in rank order of the best known to those least known by the respondents. Only five methods were known by more than 95% of the graduates. These were, in rank order, (1) newspaper ads, (2) visit places of employment, (3) help of a vocational teacher, (4) help of a friend, (5) help of a relative. The state employment service ranked sixth. However, of fifty respondents nearly 15% indicated that they were not aware that there was a state

TABLE 2

RANK ORDER OF THE AWARENESS OF JOB ACQUISITION METHODS
BY 337 VOCATIONAL HIGH SCHOOL GRADUATES

Job Acquisition Method	Know of		Unknown	
	N	%	N	%
Newspaper ads	(333)	98.8	(4)	1.2
Visit places of employment	(326)	96.7	(11)	3.3
Vocational teacher	(326)	96.7	(11)	3.3
Help of friend	(323)	95.8	(14)	4.2
Help of relative	(323)	95.8	(14)	4.2
State employment service	(287)	85.2	(50)	14.8
Telephone solicitation	(270)	80.1	(67)	19.9
High school teacher	(269)	79.8	(68)	20.2
Job want ads	(266)	78.9	(71)	21.1
Former employer	(249)	73.9	(88)	26.1
Mail to employer	(241)	71.5	(96)	28.5
School placement service	(239)	70.9	(98)	29.1
Self-employed	(239)	70.9	(98)	29.1
Cooperative program	(230)	68.2	(107)	31.8
Trade publications	(197)	58.5	(140	41.5
School visit of employer	(194)	57.6	(143)	42.4
Commercial employment service	(189)	56.1	(148)	43.9
Church or club	(145)	43.0	(192)	57.0
Personnel search service	(137)	40.7	(200)	59.3
Advisory committee	(129)	38.1	(208)	61.9
Career conference	(127)	37.7	(210)	62.3

agency that would help them find employment. The school placement services ranked twelfth, with nearly three out of every ten (98—29.1%) respondents claiming no knowledge of the existence of this service.

The frequency of use of job acquisition methods by 337 graduates is displayed in Table 3. All attempts by these graduates to acquire jobs by the use of the various methods are listed whether or not the attempt resulted in actually acquiring a job. The methods are ranked in the order of the most used to the least used.

The method of job acquisition most often used was by visiting places of possible employment. Almost three out of four, or 248 (73.6%) attempted to find a job by this method. The second most used method was by answering newspaper help wanted ads. Of the respondents, 201 (59.6%) attempted to find employment by answering an ad. Attempting to get a job through the help of a friend proved to be a popular method with 198 (58.8%) using this method. Other persons who often attempted to assist graduates in job acquisition were the vocational teacher, high school teachers and relatives. Of the respondents, 145 (43%) indicated that they had received help from vocational teachers. Other high school teachers also assisted graduates to find jobs but not nearly to the extent of vocational teachers. Finally, relatives attempted to assist 143 (42.4%) of the respondents in their job search.

The state employment service was used by less than one out of five of these graduates. Only 67 (19.9%) attempted to seek the services of this agency. Each of the schools from which the respondents graduated did have a placement service available to their graduates.

TABLE 3

RANK ORDER OF THE USE OF JOB ACQUISITION METHODS
BY 337 VOCATIONAL HIGH SCHOOL GRADUATES

Job Acquisition Method	Have Used		Have Not Used	
	N	%	N	%
Visit places of employment	(248)	73.6	(89)	26.4
Newspaper ads	(201)	59.6	(136)	40.4
Help of friend	(198)	58.8	(139)	41.2
Vocational teacher	(145)	43.0	(192)	57.0
Help of relative	(143)	42.4	(194)	56.6
Telephone solicitation	(79)	23.4	(258)	76.6
State employment service	(67)	19-9	(270)	80.1
High school teacher	(58)	17.2	(279)	82.8
Cooperative program	(56)	16.6	(281)	83.4
School placement service	(47)	16.9	(290)	83.1
Former employer	(42)	12.5	(295)	87.5
Other	(36)	10.7	(301)	89.3
Mail to employer	(28)	8.3	(309)	91.7
School visit of employer	(24)	7.1	(313)	92.9
Job want ads	(22)	6.5	(215)	93.5
Career conferen-e	(19)	5.6	(219)	94.4
Trade publications	(15)	4.5	(322)	95.5
Self-employed full time	(10)	3.0	(327)	97.0
Self-employed part time	(42)	12.5	(295)	87.5
Commercial employment service	(8)	2.3	(329)	97.7
Church or club	(7)	2.1	(330)	97.9
Personnel search service	(7)	2.1	(330)	97.9
Advisory committee	(6)	1.8	(331)	98.2

However, only 47 (16.9%) of the graduates availed themselves of this service.

Table 4 shows the degree of awareness of each method of job acquisition by 337 high school graduates from the four vocational programs observed by this study. The chi-square statistic is displayed for each method which had an expected cell frequency of at least ten.

From approximately 70 to 80% of the auto mechanics (82—82.8%), carpentry (59—76.6%) and cosmetology (47—69.1%) program graduates were aware that they could become self-employed, while less than half (51—44.8%) of the machine shop program graduates claimed to be aware of this possibility. A chi square of 19.790 indicated that this difference was significant beyond the .05 level.

The use of job acquisition methods by 337 high school graduates from different vocational programs is displayed in Table 5. The figures denote both the number and percent of respondents within each trade who used each job acquisition method.

It can be observed in Table 5 that the method used by the most graduates from all the trade programs represented was visits to places of employment, auto mechanics (67—67.7%), carpenters (59—76.6%), cosmetologists (53—77.9%), and machinists (67—74.2%). Therefore, this most popular method of job acquisition was found to be independent from any influence of trade area. A chi square of only 2.825 with three degrees of freedom verified this.

Newspaper ads were the second most used methods by auto mechanics (64—64.6%) and cosmetologists (52—76.5%), but ranked third with

TABLE 4

AWARENESS OF JOB ACQUISITION METHODS BY 337 HIGH SCHOOL GRADUATES FROM DIFFERENT VOCATIONAL PROGRAMS

Job Acquisition Method	Had Knowledge of Method								χ^2
	Auto Mechanics (N = 99)		Carpentry (N = 77)		Cosmetology (N = 68)		Machine Shop (N = 93)		
	N	%	N	%	N	%	N	%	
Visit places of employment	(96)	97.0	(75)	97.4	(66)	94.1	(89)	95.7	
Newspaper ads	(99)	100.0	(77)	100.0	(68)	100.0	(89)	95.7	
Help of friend	(93)	93.9	(75)	97.4	(66)	97.1	(89)	95.7	
Vocational teacher	(94)	94.9	(74)	96.1	(67)	98.5	(91)	97.8	
Help of relative	(93)	93.9	(75)	97.4	(65)	95.6	(90)	96.8	
Telephone solicitation	(79)	79.8	(64)	83.1	(60)	88.2	(67)	72.0	2.257
State employment service	(84)	84.8	(66)	85.7	(58)	85.3	(79)	84.9	.030
High school teacher	(78)	78.8	(62)	80.5	(57)	83.8	(72)	77.4	1.098
Cooperative program	(67)	67.1	(51)	66.2	(44)	64.7	(68)	73.1	1.570
School placement service	(78)	78.8	(51)	66.2	(48)	70.6	(62)	66.7	4.610
Former employer (1 missing)	(70)	70.7	(58)	76.3	(49)	72.1	(71)	76.3	1.156
Mail to employer	(68)	68.7	(59)	76.6	(51)	75.0	(63)	67.7	2.430
School visit of employer	(50)	50.5	(49)	63.6	(38)	59.9	(57)	61.3	3.789
Job want ads	(78)	78.8	(62)	80.5	(57)	83.8	(69)	74.2	2.352
Career conference	(36)	36.4	(30)	39.0	(30)	44.1	(31)	33.3	2.075
Trade publication	(62)	62.6	(41)	53.2	(46)	67.6	(48)	51.6	5.728
Self-employed	(82)	82.8	(59)	76.6	(47)	69.1	(51)	44.8	19.790*
Commercial employment service	(60)	60.6	(41)	53.2	(37)	43.4	(51)	44.8	1.209
Church or club	(40)	40.4	(30)	39.0	(32)	47.1	(43)	46.2	1.638
Personnel search service	(48)	48.5	(29)	37.7	(27)	39.7	(33)	35.5	3.857
Advisory committee (1 missing)	(38)	38.4	(29)	37.7	(28)	41.2	(33)	35.9	.476

*$\chi^2_{.95}$ (3df) = 7.815; $p < .05$.

TABLE 5

USE OF JOB ACQUISITION METHODS BY 337 HIGH SCHOOL GRADUATES
FROM DIFFERENT VOCATIONAL PROGRAMS

Job Acquisition Method	Have Used								χ^2
	Auto Mechanics (N = 99)		Carpentry (N = 77)		Cosmetology (N = 68)		Machine Shop (N = 93)		
	N	%	N	%	N	%	N	%	
Visit places of employment	(67)	67.7	(59)	76.6	(53)	77.9	(69)	74.2	2.825
Newspaper ads	(64)	64.6	(35)	45.5	(52)	76.5	(50)	53.8	16.805*
Help of friend	(63)	63.6	(49)	63.6	(30)	44.1	(56)	60.2	7.824*
Vocational teacher	(34)	34.3	(32)	41.6	(19)	27.9	(60)	64.5	26.945*
Help of relative	(46)	46.5	(34)	44.2	(25)	36.8	(38)	40.9	1.741
Telephone solicitation	(16)	16.2	(20)	26.0	(24)	35.3	(19)	20.4	8.991*
State employment service	(22)	22.2	(9)	11.7	(13)	19.1	(23)	24.7	4.983
High school teacher	(16)	16.2	(20)	26.0	(24)	35.3	(19)	20.4	8.991*
Cooperative program	(14)	14.1	(14)	18.2	(6)	8.8	(22)	23.7	6.880
School placement service	(15)	15.2	(8)	10.4	(4)	5.9	(20)	21.5	
Former employer (1 missing)	(11)	11.1	(15)	19.7	(4)	5.9	(12)	12.9	
Mail to employer	(10)	10.1	(5)	6.5	(8)	13.2	(4)	4.3	
School visit of employer	(3)	3.0	(9)	11.7	(6)	8.8	(6)	6.5	
Job want ads	(3)	3.0	(10)	13.0	(5)	7.4	(4)	4.3	
Career conference	(5)	5.1	(6)	7.8	(2)	2.9	(6)	6.5	
Trade publication	(5)	5.1	(2)	2.6	(2)	2.9	(6)	6.5	
Self-employed full time	(5)	5.1	(2)	2.6	(1)	1.5	(2)	2.2	
Self-employed part time	(16)	16.2	(17)	22.1	(2)	2.9	(7)	7.5	
Commercial employment service	(3)	3.0	(1)	1.3	(1)	1.5	(3)	3.2	
Church or club	(1)	1.0	(2)	2.6	(3)	4.4	(1)	1.1	
Personnel search service	(3)	3.0	(1)	1.3	(1)	1.5	(2)	2.2	
Advisory committee (1 missing)	(0)	0.0	(3)	3.9	(0)	0.0	(3)	3.3	

$\chi^2_{.95}$ (3df) = 7.815; $p < .05$.

carpenters (35—45.5%) and fourth with machinists (50—53.4%). The difference in use of this method by graduates from different programs was found to be significant beyond .05 level with a computed chi square of 16.805 with three degrees of freedom. Further analysis indicated that cosmetologists used this method significantly more than carpenters or machinists and that auto mechanics used it significantly more than carpenters. All other differences were found to be not significant.

Help of a friend was the third most used method by auto mechanics (63—63.6%), cosmetologists (30—44.1%), and machinists (56—60.2%). It was the second most used method by carpenters with 49 (63.6%) having used this method. A chi square of 7.824 with three degrees of freedom indicated that a significant difference beyond the .05 level existed in the use of this method by graduates from different vocational program areas. Further analysis indicated that cosmetologists used this method significantly less than any other group of graduates. All other differences were found to be not significant.

Help of a relative ranked fourth by auto mechanics (46—46.5%), carpenters (34—44.2%), and cosmetologists (25—36.8%) and fifth by machinists (38—40.9%). A chi square of 1.741 indicated that this difference in use was not significant.

Help of a vocational teacher ranked fifth by auto mechanics (34—34.3%), carpenters (32—41.6%), and cosmetologists (19—27.9%). However, machinists ranked this method as the second most used method (60—64.5%) used to acquire a job. This difference in the use of this

method of job acquisition by graduates of different programs was tested by computing the chi-square statistic. It was found that this difference was significant. An obtained chi square of 26.945 was computed. Further analysis indicated that machinists used this method significantly more than any other group of graduates. All other differences were found to be not significant.

Telephone solicitation was used somewhat frequently by graduates from all vocational programs. However, a chi square of 8.991 indicated that there was a significant difference in the use of this method by graduates from different vocational programs. Further analysis indicated that cosmetologists used this method significantly more than auto mechanics. All other differences were found to be not significant.

Table 6 shows the number and percentages of male and female respondents who were aware of each method of job acquisition. An overall chi square was computed and no significant relationship between these variables was indicated ($\chi^2_{.95}$ (21df) = 32.671; χ^2_{O} = 3.075). Further a chi-square statistic was computed to test the significance of the relationships of male to female graduates' knowledge of each job acquisition method.

No significant relationships in the awareness of job acquisition methods were found. Therefore, it is evident that male and female graduates are about equally well informed about the various job acquisition methods.

TABLE 6

AWARENESS OF JOB ACQUISITION METHODS OF 337 MALE AND FEMALE VOCATIONAL HIGH SCHOOL GRADUATES

Job Acquisition Method	Had Knowledge of Method					
	Female (N = 71)		Male (N = 266)			
	N	%	N	%	Δ%	χ^2
Visit places of employment	(69)	97.2	(257)	96.6	.6	.056
Newspaper ads	(71)	100.0	(262)	98.5	1.5	1.080
Help of friend	(69)	97.2	(254)	95.5	1.7	.404
Vocational teacher	(68)	97.2	(257)	96.6	.6	.056
Help of relative	(61)	95.8	(255)	95.9	.1	.001
Telephone solicitation	(61)	85.9	(209)	78.6	7.3	1.897
State employment service	(60)	85.9	(226)	85.0	.9	.040
High school teacher	(46)	84.5	(209)	78.6	5.9	1.225
Cooperative program	(51)	64.8	(184)	69.2	4.4	.497
School placement service	(52)	71.8	(188)	70.7	1.1	.036
Former employer	(52)	73.2	(196)	74.0	.8	.015
Mail to employer	(41)	73.2	(189)	71.1	2.1	.131
School visit of employer	(60)	57.7	(153)	57.5	.2	.001
Job want ads	(31)	84.5	(206)	77.4	7.1	1.681
Career conference	(48)	43.7	(96)	36.1	7.6	1.368
Trade publications	(49)	67.6	(149)	56.0	11.6	3.100
Self-employed full time	(39)	69.0	(190)	84.0	15.0	.158
Self-employed part time						
Commercial employment service	(39)	54.9	(150)	56.4	1.5	.048
Church or club	(33)	46.5	(112)	42.1	4.4	.437
Personnel search service	(28)	39.4	(109)	41.0	1.6	.055
Advisory committee (1 missing)	(29)	40.8	(99)	37.4	3.4	.288

$\chi^2_{.95}$ (1df) = 3.841.

Table 7 examines the use of job acquisition methods by 71 female and 266 male vocational high school graduates. An overall chi square value of 44.208 was computed with 21 degrees of freedom. A significant relationships was found ($\chi^2_{.95}$ (21df) = 32.671; χ^2_{O} = 44.208, $p < .05$). Further, analysis revealed the following relationships involving eight of the job acquisition methods.

Newspaper ads were used significantly more by female graduates (77.5%) than by male graduates (54.9%). Similarly, higher percentages of female (33.8%) than males (20.7%) attempted to find jobs by using the telephone. These two methods were the only areas used significantly more by females.

Males were found to use the help of a vocational teacher and the help of a friend significantly more often than females. The help of a vocational teacher was used by only 28.2% of the females but by 47.0% of the male graduates, help of a friend by 62% of the males and 46.5% of the females.

Finally, four other job search techniques—cooperative programs, school placement service, former employer, and part time employment—were used significantly more by males than females but this latter findings should be viewed with caution because of the small number of graduates using these techniques.

The awareness of job acquisition methods by 337 vocational high school graduates from metropolitan and suburban areas is exhibited in Table 8. An overall chi square was computed and no significant relationship between these variables was indicated ($\chi^2_{.95}$ (21df) = 32.671;

TABLE 7

USE OF JOB ACQUISITION METHODS BY 337 MALE AND FEMALE VOCATIONAL HIGH SCHOOL GRADUATES

Job Acquisition Method	Have Used					
	Female (N = 71)		Male (N = 266)			
	N	%	N	%	Δ%	χ^2
Visit places of employment	(54)	76.1	(194)	72.9	3.2	.281
Newspaper ads	(55)	77.5	(146)	54.9	22.6	11.868*
Help of friend	(33)	46.5	(165)	62.0	15.5	5.592*
Vocational teacher	(20)	28.2	(125)	47.0	18.8	8.100*
Help of relative	(27)	38.0	(116)	43.6	5.6	.714
Telephone solicitation	(24)	33.8	(55)	20.7	13.1	5.380*
State employment service	(15)	21.1	(52)	19.5	1.6	.087
High school teacher	(11)	15.5	(47)	17.7	2.2	.186
Cooperative program	(6)	8.5	(50)	18.8	10.3	4.329*
School placement service	(4)	5.6	(38)	14.3	8.7	3.845*
Former employer	(4)	5.6	(43)	16.2	10.6	5.179*
Mail to employer	(9)	12.7	(19)	7.1	5.6	2.252
School visit of employer	(6)	8.5	(18)	6.8	1.7	2.403
Job want ads	(6)	8.5	(16)	6.0	2.5	.544
Career conference	(2)	2.8	(17)	6.4	3.6	1.345
Trade publications	(3)	4.2	(12)	4.5	.3	.010
Self-employed full time	(1)	1.4	(9)	3.4	2.0	.759
Self-employed part time	(2)	2.8	(40)	15.0	12.2	7.671*
Commercial employment service	(1)	1.4	(7)	2.6	1.2	.361
Church or club	(3)	4.2	(4)	1.5	2.7	2.040
Personnel search service	(1)	1.4	(6)	2.3	.9	.197
Advisory committee (1 missing)	(0)	0.0	(6)	2.3	2.3	1.630

*$\chi^2_{.95}$ (1df) = 3.841; $p < .05$.

TABLE 8

AWARENESS OF JOB ACQUISITION METHODS BY 337 VOCATIONAL HIGH SCHOOL GRADUATES FROM METROPOLITAN AND SUBURBAN AREAS

Job Acquisition Method	Have Knowledge of Methods					
	Metropolitan (N = 169)		Suburban (N = 168)			
	N	%	N	%	Δ%	χ^2
Visit places of employment	(166)	98.2	(160)	95.2	3.0	2.380
Newspaper ads	(168)	99.4	(165)	98.2	1.2	1.024
Help of friend	(162)	95.9	(161)	95.8	.1	.001
Vocational teacher	(164)	97.0	(162)	96.4	.6	.100
Help of relative	(161)	95.3	(162)	96.4	1.1	.285
Telephone solicitation	(126)	74.6	(144)	85.7	11.1	6.585*
State employment service	145)	85.8	(142)	84.5	1.3	.108
High school teacher	(144)	95.2	(125)	74.4	20.8	6.103*
Cooperative program	(119)	70.4	(111)	66.1	4.3	.733
School placement service	(111)	65.7	(128)	76.2	10.5	4.512*
Former employer (1 missing)	(125)	74.0	(123)	73.7	.3	.004
Mail to employer	(108)	63.9	(133)	79.2	15.3	9.632*
School visit of employer	(86)	50.9	(108)	64.3	13.4	6.191*
Job want ads	(125)	74.0	(141)	83.9	9.9	5.029*
Career conference	(61)	36.1	(66)	39.3	3.2	.365
Trade publications	(94)	55.6	(103)	61.3	5.7	1.122
Self-employed full time	(114)	67.5	(125)	74.4	6.9	5.161*
Self-employed part time						
Commercial employment service	(99)	58.6	(90)	53.6	5.0	.858
Church or club	(68)	40.2	(77)	45.8	5.6	1.076
Personnel search service	(72)	42.6	(65)	38.7	3.9	.534
Advisory committee (1 missing)	(53)	31.5	(75)	44.6	13.1	6.108*

*$\chi^2_{.95}$ (1df) = 3.841; $p < .05$.

χ^2_o = 14.737, n.s.). Further statistical analysis revealed eight individual job search methods which were found to have significant relationships between awareness for metropolitan and suburban graduates. Seven of these were significantly better known by suburban respondents. These were (1) school placement services, (2) mail to employer, (3) in-school visits by employers, (4) placing a job wanted ad, (5) self-employment, (6) vocational advisory committee, and (7) telephone solicitation. One method, help of a high school teacher, was found to be significantly better known among metropolitan respondents.

Table 9 examines the use of job acquisition methods by 337 vocational high school graduates from metropolitan and suburban areas. The number and percentage of respondents from each area who have used each method is indicated. An overall chi square was computed and no significant relationship between these variables was indicated ($\chi^2_{.95}$ (21df) = 32.671; χ^2_o = 18.053, n.s.). Also, a chi square statistical test was computed to examine the use of each method by these two subgroups.

One method, newspaper ads, was found to be used significantly more by metropolitan graduates. A chi square of 5.132 confirmed the statistical significance of this relationship. On the other hand suburban graduates were found to use mail to employer as a job search technique significantly more frequently than metropolitan graduates. A chi square of 3.960 with one degree of freedom confirmed this relationship. No other significant relationships were found between the job search techniques used by metropolitan and suburban graduates.

TABLE 9

USE OF JOB ACQUISITION METHODS BY 337 VOCATIONAL HIGH SCHOOL GRADUATES FROM METROPOLITAN AND SUBURBAN AREAS

Job Acquisition Method	Have Used					
	Metropolitan (N = 169)		Suburban (N = 168)			
	N	%	N	%	Δ%	χ^2
Visit places of employment	(124)	73.4	(124)	73.8	.4	.008
Newspaper ads	(111)	65.7	(90)	53.8	11.9	5.132*
Help of friend	(107)	63.3	(91)	54.2	9.1	2.909
Vocational teacher	(81)	47.9	(64)	38.1	9.8	3.323
Help of relative	(70)	41.4	(73)	43.5	2.1	.042
Telephone solicitation	(40)	23.7	(39)	23.2	.5	.010
State employment service	(34)	20.1	(33)	19.6	.5	.012
High school teacher	(33)	19.5	(25)	14.9	4.6	1.276
Cooperative program	(28)	16.6	(28)	16.7	.1	.001
School placement service	(28)	16.6	(19)	11.3	5.3	1.941
Former employer (1 missing)	(21)	12.4	(21)	12.6	.2	.000
Mail to employer	(9)	5.3	(19)	11.3	6.0	3.960*
School visit of employer	(12)	7.1	(12)	7.1	.0	.000
Job want ads	(8)	4.7	(14)	8.3	3.6	1.788
Career conference	(11)	6.5	(8)	4.8	1.7	.483
Trade publications	(6)	3.6	(9)	5.4	1.8	.646
Self-employed full time	(8)	4.7	(2)	1.2	3.5	3.673
Self-employed part time	(20)	11.8	(22)	13.1	1.3	.122
Commercial employment service	(4)	2.4	(4)	2.4	.0	.000
Church or club	(5)	3.0	(2)	1.2	1.8	1.294
Personnel search service	(4)	2.4	(3)	1.8	.6	.139
Advisory committee (1 missing)	(2)	1.2	(4)	2.4	1.2	.690

*$\chi^2_{.95}$ (1df) = 3.841; $p < .05$.

The number of job acquisition methods used by each graduate was examined. Tables 10 to 13 present this information. Table 10 shows the data on the total of the respondents. The data indicated that graduates on the average used 4.40 different methods in acquiring their first job. An examination of this table will reveal that approximately two-thirds (67%) of the graduates used between two and five different job acquisition methods.

Table 11 displays the number of job acquisition methods used by the graduates from each vocational program. The differences between the means of all possible pairings of programs were tested for significance with the Z test.

Only one statistically significant difference was found. The difference in the mean number of job acquisition methods used by cosmetology graduates (4.03) and machine shop graduates (4.69) was found to be significant beyond the .05 level of probability. This was confirmed by a Z of 2.199. Less than 15% of the cosmetology graduates (14.6%) used more than five methods while over one-third of the machine shop graduates (34.1%) used more than five.

Table 12 shows the number of job acquisition methods used by male and female respondents. The average number of methods used was 4.05 by the female graduates and 4.49 by the male graduates. The Z test indicated that this difference was not significant.

Table 13 displays the number of job acquisition methods used by metropolitan and suburban respondents. While the mode number of methods used was four by metropolitan graduates and three by suburban graduates,

TABLE 10

NUMBER OF JOB ACQUISITION METHODS USED
BY INDIVIDUAL GRADUATES IN ACQUIRING
THEIR FIRST JOB

Number of Methods Used	Number of Individuals	Percentage	Cumulative Percentage
One	16	4.7	4.7
Two	46	13.6	18.4
Three	63	18.7	37.1
Four	74	22.0	59.1
Five	43	12.8	71.8
Six	36	10.7	82.5
Seven	31	9.2	91.7
Eight	10	3.0	94.7
Nine or more	18	5.3	100.0
	337	100.0	

Mode = 4.

Mean = 4.40.

TABLE 11

NUMBER OF METHODS OF JOB ACQUISITION USED BY GRADUATES FROM EACH VOCATIONAL PROGRAM IN ACQUIRING THEIR FIRST JOB

Number of Methods Used	Auto Mechanics			Carpentry			Cosmetology			Machine Shop		
	N	%	Cum.	N	%	Cum.	N	%	Cum.	N	%	Cum.
One	(7)	7.1	7.1	(4)	5.2	5.2	(0)	0.0	0.0	(5)	5.4	5.4
Two	(15)	15.2	22.3	(8)	10.4	15.6	(13)	19.1	19.1	(10)	10.8	16.2
Three	(15)	15.2	37.5	(18)	23.4	39.0	(16)	23.5	42.6	(14)	15.1	31.3
Four	(21)	21.3	58.6	(15)	19.5	58.5	(17)	25.2	67.8	(21)	22.7	54.0
Five	(14)	14.1	72.7	(6)	7.8	66.3	(12)	17.6	85.4	(11)	11.9	65.9
Six	(9)	9.1	81.8	(13)	16.9	83.2	(4)	5.9	91.3	(10)	10.8	76.7
Seven	(10)	10.1	91.9	(8)	10.4	93.6	(2)	2.9	94.2	(11)	11.8	88.5
Eight	(1)	1.0	92.9	(2)	2.6	96.1	(2)	2.9	97.1	(5)	5.0	93.5
Nine or over	(7)	7.1	100.0	(3)	3.9	100.0	(2)	2.9	100.0	(6)	6.5	100.0
	99	100.0		77	100.0		68	100.0		93	100.0	
	Mode = 4 Mean = 4.35			Mode = 3 Mean = 4.42			Mode = 4 Mean = 4.03			Mode = 4 Mean = 4.69		

$Z_{.95} = 1.96$; cosmetology and machine shop $Z = 2.199$; $p < .05$. All other comparisons were n.s.

TABLE 12

NUMBER OF METHODS OF JOB ACQUISITION USED BY MALE AND FEMALE GRADUATES IN ACQUIRING THEIR FIRST JOB

Number of Methods Used	Female			Male		
	N	%	Cum.	N	%	Cum.
One	(0)	.0	.0	(16)	6.0	6.0
Two	(13)	18.3	18.3	(33)	12.4	18.4
Three	(16)	22.5	40.8	(47)	17.7	36.1
Four	(19)	26.9	67.7	(55)	20.6	56.7
Five	(12)	16.9	84.6	(31)	11.7	68.4
Six	(5)	7.0	91.6	(31)	11.7	80.1
Seven	(2)	2.8	94.4	(29)	10.9	91.0
Eight	(2)	2.8	97.2	(8)	3.0	94.0
Nine or over	(2)	2.8	100.0	(16)	6.0	100.0
	71	100.0		266	100.0	
	Mode = 4			Mode = 4		
	Mean = 4.05			Mean = 4.49		

$Z_{.95} = 1.96$; $Z_o = 1.832$; n.s.

TABLE 13

NUMBER OF METHODS OF JOB ACQUISITION USED BY GRADUATES FROM METROPOLITAN AND SUBURBAN AREAS

Number of Methods Used	Metropolitan			Suburban		
	N	%	Cum.	N	%	Cum.
One	(9)	5.3	5.3	(7)	4.2	4.2
Two	(22)	13.0	18.3	(24)	14.3	18.5
Three	(25)	14.8	33.1	(38)	22.6	41.1
Four	(38)	22.5	55.6	(36)	21.4	62.5
Five	(18)	10.7	66.3	(25)	14.9	77.4
Six	(22)	13.0	79.3	(14)	8.3	85.7
Seven	(19)	11.2	90.5	(12)	7.1	92.8
Eight	(5)	3.0	93.5	(5)	3.0	55.8
Nine or over	(11)	6.5	100.0	(7)	4.2	100.0
	169	100.0		168	100.0	
	Mode = 4			Mode = 3		
	Mean = 4.57			Mean = 4.22		

$Z_{.95} = 1.96$; $Z_o = 1.575$; n.s.

the difference between the mean number of job acquisition methods used by these two groups was found not to be significant.

Following is a summary of the findings about the awareness and use of job acquisition methods by vocational program graduates. The most used method of job acquisition was visits to places of possible employment. The following significant relationships were found to exist. Awareness of self-employment was high among auto mechanics and carpenters and lowest among machinists. Answering newspaper ads was used more by cosmetologists and auto mechanics than carpenters and machinists. Help of a friend was used less by cosmetologists than any of the other program graduates. Vocational teachers helped machinists to find employment more than did teachers of other vocational graduates. Telephoning employers was used more by cosmetologists than auto mechanics.

There were no significant relationships between the sex of graduates and their awareness of various job acquisition methods. However, female graduates used the answering of newspaper ads more, and male graduates received more help from friends and their vocational teachers in finding employment.

Suburban graduates were more aware of the school placement service, mail to employer, school visit by employer, placing job wanted ads, self-employment, telephone solicitation and help of the vocational program advisory committee. Metropolitan graduates were aware of the help of a nonvocational high school teacher.

The average number of job acquisition methods used by individual graduates was 4.40. Two-thirds of the graduates used between two and five different job acquisition methods. Machinists used more methods than cosmetologists. No other significant differences were found in the number of methods used between graduates of different programs or sex or those from metropolitan or suburban areas.

Findings Related to the Effectiveness of Job Acquisition Methods As Experienced by the Respondents in Acquiring Their First Jobs After Graduation

This study was designed to examine the question:

Is there a relationship between the methods of job acquisition used by graduates to find their first jobs and their sex, vocational program or residential area?

Table 14 displays the job acquisition methods that graduates actually used in acquiring their first job. They are presented in rank order. All graduates reported that they did eventually find jobs.

The most productive method used in finding a job was by directly visiting places of possible employment. Use of this method resulted in 77 (23.5%) graduates finding jobs. The second largest number of jobs was found with the help of a friend. Sixty (18.3%) jobs were found with the use of this method. Vocational education teachers helped 51 (15.6%) of the graduates find jobs. Answering newspaper help wanted ads led to 46 (14.1%) jobs and help of a relative 34 (10.4%) jobs. Moreover, these five job search techniques produced more than four-fifths (81.9%) of the graduates' first jobs.

TABLE 14

RANK ORDER OF JOB ACQUISITION METHODS USED BY 327 HIGH SCHOOL GRADUATES FROM VOCATIONAL PROGRAMS TO ACQUIRE THEIR FIRST JOBS AFTER GRADUATION

Job Acquisition Method	Number of Jobs Acquired by Method	Percent of Jobs Acquired	Cumulative Percent
Visit places of employment	77	23.5	23.5
Help of friend	60	18.3	41.8
Vocational teacher	51	15.6	57.4
Newspaper ads	46	14.1	71.5
Help of relative	34	10.4	81.9
Cooperative program	11	3.4	85.3
School placement service	9	2.8	88.1
Job want ads	8	2.4	90.5
State employment service	7	2.1	92.6
Telephone solicitation	6	1.8	94.4
Self-employment	5	1.5	95.9
Trade publications	3	.9	96.8
Mail to employer	3	.9	97.7
High school teacher	3	.9	98.6
Former employer	2	.6	99.2
School visit of employer	1	.4	99.6
Advisory committee	1	.4	100.0
Church or club	0	0.0	
Commercial employment service	0	0.0	
Personnel search service	0	0.0	
Career conference	0	0.0	

The twenty-two methods of job acquisition examined by this study can be segregated into three categories depending on the persons involved in carrying out of the activity. Of these methods only seven depend entirely on the job seeker's own initiative. These are: (1) the placing of job wanted ads, (2) visiting places of employment, (3) answering newspaper ads, (4) answering ads in trade publications, (5) mail to employer, (6) self-employment, (7) telephone solicitation. This is the largest of the three categories as the use of these methods accounted for the acquisition of 148 (45.2%) of the jobs for graduates. All other methods depend to some extent on the help of some individual or service. School personnel are involved in six methods of finding jobs. These are: (1) help of a vocational teacher, (2) employment resulting from cooperative work-study program, (3) the school placement service, (4) help from the vocational advisory committee, (5) help of a nonvocational high school teacher, (6) school arranged visits by prospective employers. This category accounted for the acquisition of 76 (23.5%) of the jobs for graduates. The rest of the methods require the participation of other persons. These are: (1) the help of a friend, (2) the help of a relative, (3) the state employment service, (4) the help of a former employer. This category of methods accounted for the acquisition of 103 (31.5%) of the jobs for graduates.

Ten graduates actually found employment by a method other than any of the twenty-two described methods. These responses are not included in tables analyzing the use of individual job acquisition methods. Thus, the following tables indicate the inclusion of 327 graduates'

job seeking experiences instead of the 337 graduates previously used.

Employing job search methods such as (1) through an organization, (2) through a commercial employment service, (3) through an employee search service and (4) through a career conference were not used successfully by any graduate to actually acquire a job. While attempts to acquire jobs by these methods were made, as can be seen by examining the preceding tables, no hiring actually resulted from these attempts. These methods may be useful at other stages of a worker's career but apparently are not adaptable to the acquiring of first jobs after graduation. These methods, therefore, will not be examined any further in this study.

Only one graduate gave the vocational advisory committee credit for helping him obtain a job. It is, however, probable that the advisory committees aided the vocational teachers in placing some of the fifty-one graduates who reported acquiring their jobs through the help of their vocational teacher. The graduates would rarely be aware of this relationship.

The frequency of the successful use of each job acquisition method in actually acquiring jobs for graduates was analyzed using the graduate's vocational program, sex and residential area as independent variables. In each case the same five methods—visiting places of employment, help of a friend, help of a vocational teacher, answering newspaper ads, and help of a relative—produced approximately 80% of the first jobs for graduates regardless of their program, sex or

residential area. With the following minor exceptions all comparisons were found to be nonsignificant. Therefore, these data are only reported in the narrative. Visits to places of employment was the method that produced the most jobs for both auto mechanics and carpenters. It was very productive for all tradespeople. Answering newspaper help wanted ads produced the most jobs of any method for cosmetologists and significantly fewer for other ($\chi^2_{.95}$ (3df) = 7.815; χ^2_O = 15.265, $p < .05$). This method also produced significantly more jobs for female graduates than male graduates ($\chi^2_{.95}$ (1df) = 3.841; χ^2_O = 12.087, $p < .05$). Finding a job through the help of a vocational teacher produced the most jobs of any method for machinists and significantly fewer jobs for auto mechanics and cosmetologists ($\chi^2_{.95}$ (3df) = 7.815; χ^2_O = 11.046, $p < .05$). The use of all of the job acquisition methods was found to be independent of the graduates' residential area.

Table 15 displays the number of times a method was used in an attempt to acquire a job compared with the number of jobs that were actually acquired by the use of that method. The number of times each method was used in an attempt to find a job is shown in column 1 and number of actual job as acquired by its use is shown in column 2. Column 3 displays how effective each method was in yielding a job. This was referred to in this study as an effectiveness percentage. The methods of job acquisition appear in the order of those with the highest effective percentage to the lowest.

The average effectiveness percentage was found to be 22.8%. Five methods—job wanted ads, vocational teacher, visits to places of

TABLE 15

EFFECTIVENESS OF JOB ACQUISITION METHODS IN ACQUIRING JOBS AS EXPERIENCED BY 327 HIGH SCHOOL GRADUATES FROM VOCATIONAL PROGRAMS

Job Acquisition Method	Number of Graduates' Attempts	Jobs Acquired	Effectiveness Percentage
Job want ads	22	8	36.4
Vocational teacher	145	51	35.2
Visit places of employment	248	77	31.0
Help of friend	198	60	30.0
Help of relative	143	34	23.8
Newspaper ads	201	46	22.9
Trade publication	15	3	20.0
Cooperative program	56	11	19.6
School placement service	47	9	19.1
Advisory committee	6	1	16.7
Mail to employer	28	3	10.7
State employment service	67	7	10.4
Self-employed	52*	5	9.6
Telephone solicitation	79	6	7.6
High school teacher	58	3	5.2
Former employer	42	2	4.8
School visit of employer	24	1	4.2
	1431	327	$\bar{x}$ = 22.8

*Includes both full time (10) and part time (42) attempts.

employment, help of a friend, help of a relative, and newspaper ads—are the only methods with a better than average effectiveness percentage.

The method of placing job wanted ads in the newspaper was used twenty-two times and produced eight jobs. This is better than one job acquired for every three attempts (36.4% effectiveness percentage). While this method was used infrequently, two qualities should be observed; it can be used by anyone without dependence on anyone else and it was the most effective of all methods of job acquisition.

Although sixty-seven graduates attempted to find jobs through the state employment service only seven acquired their jobs through this service. An effectiveness ratio of 10.4% was computed. The graduates use of the schools' placement services proved to be almost twice as effective. This service succeeded in placing nine of the forty-seven who came to the school placement service for assistance. This nearly one job for each five attempts is represented by an effectiveness percentage of 19.1%.

The effectiveness of each job acquisition method was analyzed using the graduates' vocational program, sex and residential area as independent variables. With the following minor exceptions all comparisons were found to be nonsignificant. Therefore, these data are only reported in the narrative. Answering newspaper help wanted ads was significantly more effective for cosmetologists than machinists and auto mechanics ($\chi^2_{.95}$ (3df) = 7.815; χ^2_{o} = 10.688, $p < .05$). This method was also found to be significantly more effective for female graduates than male graduates ($\chi^2_{.95}$ (1df) = 3.841; χ^2_{o} = 5.5833, $p < .05$). Finally,

the effectiveness of all job acquisition methods was found to be independent of the graduates' residential area.

In summarizing the findings of this section which dealt with the job productivity of job acquisition methods, five methods of job acquisition were found to account for over 80% of all jobs. Methods requiring the graduates to use their own initiative yielded 43.9% of the jobs. Methods requiring help from persons who had some connection with the school system accounted for 22.5% of the jobs, methods requiring the help of others accounted for the remaining jobs (33.6%). Answering newspaper ads was significantly more productive for cosmetologists than for other tradespeople. The help of a vocational teacher was significantly more productive for machinists than for other tradespeople. Answering newspaper ads was significantly more productive for female than for male graduates. There were no significant relationships in the numbers of jobs acquired by the use of any job acquisition method between metropolitan and suburban graduates.

The overall effectiveness percentage of the job acquisition methods ranged from 36.4% (placing job wanted ads) to 4.2% (school visits of an employer). Cosmetologists and carpenters experienced a significantly higher effectiveness percentage with answering newspaper ads than other tradespeople. Also, female graduates experienced a significantly higher effectiveness percentage with this method than the male graduates.

Findings Assessing the Relationship Between the Graduates' Vocational Training and Their First Job

The question examined by this portion of this study was:

Is there a significant relationship between the training-relatedness of the graduates' first jobs and their vocational program, sex, or residential area?

Table 16 displays the number and percentage of graduates who acquired first jobs after graduation which were related to the work they were trained to do in the vocational program they had just completed. This is referred to in this study as job-training relatedness.

TABLE 16

RELATEDNESS OF FIRST JOBS TO VOCATIONAL TRAINING

Job-Training Relationship	Jobs	
	N	%
Related	224	66.5
Unrelated	113	33.5
	337	100.0

Of the 337 graduates 224 (66.5%) acquired first jobs in which the work was related to the vocational training they had received.

Table 17 shows the rank order of vocational programs according to the percentage of graduates acquiring first jobs that were related to their training. These range from 50.5% for auto mechanics to 79.2% for

carpentry graduates. This relationship was significant as indicated by the chi square of 17.996 with one degree of freedom. Further analysis indicated that the auto mechanics graduates acquired related jobs significantly less often than graduates from the carpentry, cosmetology and machine shop programs.

TABLE 17

RANK ORDER OF VOCATIONAL PROGRAMS ACCORDING TO THE PERCENTAGE OF RELATED FIRST JOBS ACQUIRED BY THEIR GRADUATES

Program	Related N	Percent of Related Jobs
Carpentry	61	79.2
Machine shop	66	71.0
Cosmetology	47	69.1
Auto mechanics	50	50.5
	224	$\bar{x}$ = 66.5

$\chi^2_{.95}$ (3df) = 7.815; χ^2_{o} (3df) = 17.996; $p < .05$.

Table 18 presents the number and percentage of male and female graduates who acquired first jobs that were related to their training.

There was no significant relationship between the percentage of related jobs acquired by male and female graduates. Approximately two-thirds of both groups succeeded in finding first jobs that were related to their training.

TABLE 18

RELATEDNESS OF MALE AND FEMALE GRADUATES' FIRST JOBS TO THEIR VOCATIONAL TRAINING

Sex	Related N	Percent of Related Jobs
Female	47	66.2
Male	177	66.5
		$\bar{x}$ = 66.5

$\chi^2_{.95}$ (1df) = 3.841; χ^2_{o} (1df) = 1.816; n.s.

Table 19 presents the number and percentage of metropolitan and suburban graduates who acquired first jobs that were related to their training.

TABLE 19

RELATEDNESS OF METROPOLITAN AND SUBURBAN GRADUATES' FIRST JOBS TO THEIR VOCATIONAL TRAINING

Residential Area	Related N	Percent of Related Jobs
Metropolitan	106	62.7
Suburban	118	70.2
	224	$\bar{x}$ = 66.5

$\chi^2_{.95}$ (1df) = 3.841; χ^2_{o} (1df) = 2.135; n.s.

The relatedness of the graduates' first jobs was found to be independent of their residential areas. In this sample suburban graduates appeared to have a slight although not a significant advantage.

Table 20 lists in rank order the job acquisition methods which yielded the highest number of related jobs for graduates to those that produced the least number of related jobs. More than half of the jobs produced by two of the top five methods—visits to places of employment (72.9%) and help of a vocational teacher (98.0%)—were related jobs. Of the seventeen job search methods used, ten methods produced related jobs more than 50% of the time. These were: (1) visits to places of employment, (2) help of a vocational teacher, (3) school placement service, (4) placing job wanted ads, (5) cooperative program, (6) telephone solicitation, (7) trade publication ads, (8) help of a high school teacher, (9) through the advisory committee, (10) school visit of employers.

Table 21 displays data on job relatedness of methods used by graduates from each vocational program area. It can be observed from this table that the graduates from each program experienced different results from the use of the five most used methods. Visiting places of employment and help from a vocational teacher were found to be productive means for vocational graduates to obtain related jobs regardless of their trade area. Additionally, for carpenters and cosmetologists, three other methods (help of a friend, newspaper ads and help of a relative) were also found to be effective means for acquiring employment which was related to training.

While some of the other job search methods appeared to show promise for yielding employment which was related to training, the small cell sizes did not permit drawing any strong conclusions.

TABLE 20

RANK ORDER OF METHODS OF JOB ACQUISITION USED TO ACQUIRE JOBS RELATED TO THE GRADUATES' TRAINING

Rank Job Acquisition Method	Jobs Acquired		
	Total	Related	Percent Related Jobs
Visit places of employment	77	60	72.9
Vocational teacher	51	50	98.0
Help of friend	60	26	43.3
Newspaper ads	46	23	50.0
Help of relative	34	17	50.0
School placement service	9	9	100.0
Job wanted ads	8	8	100.0
Cooperative program	11	8	72.7
Telephone solicitation	6	6	100.0
Trade publication	3	3	100.0
State employment service	7	3	42.9
Self-employed	5	2	40.9
High school teacher	3	2	66.7
Advisory committee	1	1	100.0
School visit of employer	1	1	100.0
Mail to employer	3	0	0.0
Former employer	2	0	0.0
	327	219	$\bar{x}$ = 66.9

TABLE 21

RELATEDNESS OF JOBS FOUND THROUGH EACH JOB ACQUISITION METHOD BY GRADUATES FROM EACH TRADE PROGRAM

Job Acquisition Method	Auto Mechanics			Carpentry			Cosmetology			Machine Shop		
	Total Jobs	Related Jobs	Percent Related	Total Jobs	Related Jobs	Percent Related	Total Jobs	Related Jobs	Percent Related	Total Jobs	Related Jobs	Percent Related
Visit places of employment	22	14	63.6	25	24	96.0	14	9	64.3	16	13	81.2
Vocational teacher	9	9	100.0	14	13	92.9	6	6	100.0	22	22	100.0
Help of friend	20	7	35.0	9	6	66.7	10	6	66.0	21	7	33.4
Newspaper ads	11	2	18.2	10	6	60.0	19	12	63.2	6	3	50.0
Help of relative	12	5	41.7	5	3	60.0	6	4	66.7	11	5	45.5
School placement service	2	2	100.0	2	2	100.0	1	1	100.0	4	4	100.0
Job wanted ads	1	1	100.0	2	2	100.0	2	2	100.0	3	3	100.0
Cooperative program	4	3	75.0	4	2	50.0	0	0	0.0	3	3	100.0
Telephone solicitation	1	1	100.0	0	0	0.0	3	3	100.0	2	2	100.0
Trade publication	1	1	100.0	1	1	100.0	1	1	100.0	0	0	0.0
State employment service	5	2	40.0	0	0	0.0	2	1	50.0	0	0	0.0
Self-employment	3	1	33.3	2	1	50.0	0	0	0.0	0	0	0.0
High school teacher	1	1	100.0	0	0	0.0	1	1	100.0	1	0	0.0
Advisory committee	0	0	0.0	1	1	100.0	0	0	0.0	0	0	0.0
School visit of employer	0	0	0.0	0	0	0.0	1	1	100.0	0	0	0.0
Mail to employer	1	0	0.0	0	0	0.0	2	0	0.0	0	0	0.0
	94	49	$\bar{x}$ = 52.1	76	61	$\bar{x}$ = 80.2	68	47	$\bar{x}$ = 69.1	89	62	$\bar{x}$ = 69.6

Table 22 examines the experiences of male and female graduates with each job acquisition method and the relatedness of the jobs they found through using them. Again, two methods (visiting places of employment and help of a vocational teacher) were found to be useful techniques for both males and females for finding related jobs. Additionally, male students found it advantageous to utilize three additional job search techniques—school placement service, placing job wanted ads and the vocational cooperative program. Each of these latter job search methods also tended to produce jobs which were more likely to be related than unrelated to training. Newspaper ads was the only other job search technique that was more likely to produce a related job for females. Help from a friend or help from a relative were both found to be productive methods for finding a job but each method was as likely to yield an unrelated as a related job.

Table 23 examines the experiences of metropolitan and suburban graduates with each method and the relatedness of the jobs they found through using each of these methods. These two groups had basically the same experiences with the use of most of the job acquisition methods.

This study examined the question:

Is there a significant relationship in the time it took for graduates to acquire related or unrelated jobs?

The time it took the graduates to find their jobs was examined with the relatedness of the jobs they found. These data are displayed in Table 24.

TABLE 22

RELATEDNESS OF JOBS FOUND THROUGH THE USE OF EACH JOB ACQUISITION METHOD BY MALE AND FEMALE GRADUATES

Job Acquisition Method	Jobs Acquired					
	Female			Male		
	Total Jobs	Related Jobs	Percentage Related	Total Jobs	Related Jobs	Percentage Related
Visit places of employment	14	9	64.3	63	51	81.0
Vocational teacher	6	6	100.0	45	44	97.8
Help of friend	11	6	54.5	49	20	40.8
Newspaper ads	19	12	63.2	27	11	40.7
Help of relative	8	4	50.0	26	13	50.0
School placement service	1	1	100.0	8	8	100.0
Job wanted ads	2	2	100.0	6	6	100.0
Cooperative program	0	0	0.0	11	8	72.7
Telephone solicitation	3	3	100.0	3	3	100.0
Trade publications	1	1	100.0	2	2	100.0
State employment service	2	1	50.0	5	2	40.0
Self-employed	0	0	0.0	5	2	40.0
High school teacher	1	1	100.0	2	1	50.0
Advisory committee	0	0	0.0	1	1	100.0
School visit of employer	1	1	100.0	0	0	0.0
Mail to employer	2	0	0.0	1	0	0.0
Former employer	0	0	0.0	2	0	0.0
	71	47	$\bar{x}$ = 66.2	256	172	$\bar{x}$ = 67.2

TABLE 23

RELATEDNESS OF JOBS FOUND THROUGH THE USE OF EACH JOB ACQUISITION METHOD BY METROPOLITAN AND SUBURBAN GRADUATES

Job Acquisition Method	Jobs Acquired					
	Metropolitan			Suburban		
	Total Jobs	Related Jobs	Percentage Related	Total Jobs	Related Jobs	Percentage Related
Visit places of employment	35	27	77.1	42	33	78.6
Vocational teacher	28	28	100.0	23	22	95.7
Help of friend	34	14	41.2	26	12	46.2
Newspaper ads	23	8	34.8	23	15	65.2
Help of relative	17	8	47.1	17	9	52.9
School placement service	2	2	100.0	7	7	100.0
Job wanted ads	4	4	100.0	4	4	100.0
Cooperative program	8	6	75.0	3	2	66.7
Telephone solicitation	2	2	100.0	4	4	100.0
Trade publications	1	1	100.0	2	2	100.0
State employment service	3	2	66.7	4	1	25.0
Self-employed	2	0	0.0	3	2	66.7
High school teacher	2	1	40.0	1	1	100.0
Advisory committee	0	0	0.0	1	1	100.0
School visit of employer	1	1	100.0	0	0	0.0
Mail to employer	1	0	0.0	2	0	0.0
Former employer	0	0	0.0	2	0	0.0
	163	104	$\bar{x}$ = 63.8	164	115	$\bar{x}$ = 70.1

TABLE 24

TIME REQUIRED TO GET FIRST JOBS AND THE RELATEDNESS OF JOBS TO VOCATIONAL TRAINING

Time	Total Jobs			Related Jobs		
	N	%	Cum. %	N	%	Cum. %
Less than two weeks	173	51.4	51.4	132	58.9	58.9
Two weeks to one month	59	17.5	68.9	48	21.4	80.3
One to three months	62	18.4	87.3	30	13.4	93.7
Over three months	43	12.7	100.0	14	6.3	100.0
	337			224		

$\chi^2_{.95}$ (3df) = 7.815; χ^2_{o} (3df) = 44.650; $p < .05$.

More than half of the related jobs were found in less than two weeks. Only fourteen related jobs (6.3%) were found after the first three months. Conversely, more than half of the unrelated jobs were accepted by graduates in the one to three months and over three months time periods. Related jobs were acquired significantly more rapidly than unrelated jobs ($\chi^2_{.95}$ (3df) = 7.815; χ^2_{o} (3df) = 44.650). Acquiring related jobs is related to how soon the graduates found their jobs. Related jobs were found earlier than unrelated jobs.

This study examined the question:

Do graduates who definitely decided to work in the trade for which they studied get significantly more or less training-related jobs than graduates who had not made such a decision?

Respondents stated whether or not they had definitely decided to enter and work in the trade they selected before they entered their

vocational training program. Table 25 displays these data with the job relatedness data. Definite decisions had been made by 250 graduates and no such decision was made by 87 graduates. Of the 224 graduates who found related jobs 195 (87.1%) had made a definite career decision. Only 29 (12.9%) who had not made such a decision found related jobs. Of those graduates who acquired related jobs seven out of eight had made a definite career decision. Less than half of the graduates who acquired unrelated jobs had made this decision. A chi square of 57.773 with one degree of freedom confirms the significance that career decision is related to finding jobs related to their training.

TABLE 25

THE GRADUATE'S CAREER DECISION AND THE RELATEDNESS OF THE FIRST JOB TO THE GRADUATE'S VOCATIONAL TRAINING

Career Decision Made	Total Jobs		Related Jobs	
	N	%	N	%
Yes	250	74.2	195	87.1
No	87	25.8	29	12.9
	337	100.0	224	100.0

$\chi^2_{.95}$ (1df) = 3.841; χ^2_{O} = 57.773; $p < .05$.

This study examined the question:

Is there a significant relationship between the parental encouragement to take a vocational program and the likelihood that graduates will obtain training-related jobs?

Table 26 examines these data with the data about the relatedness of the graduate's first job. A little more than half of the graduates who acquired related jobs had been encouraged by their parents to take a vocational program. However, the obtained chi square indicated no significance.

TABLE 26

PARENTAL ENCOURAGEMENT OF THE STUDENT'S SELECTION OF A VOCATIONAL EDUCATIONAL PROGRAM AND THE PROBABILITY OF ACQUIRING A FIRST JOB THAT IS RELATED TO THE VOCATIONAL TRAINING

Parental Encouragement	Total Jobs N	Total Jobs %	Related Jobs N	Related Jobs %
Yes	169	50.3	118	52.9
No	167	49.7	105	47.1
Missing	1	0.0	0	0.0
	337	100.0	223	100.0

$\chi^2_{.95}$ (1df) = 3.841; χ^2_{o} = 1.816; n.s.

This study examined the question:

Do graduates whose parents worked in the trade they studied get significantly more or less training-related jobs?

Table 27 displays this cross-tabulation. Graduates whose parents worked in the same trade did acquire significantly more related jobs. Eighty-two percent of the graduates who had a parent who was employed in the same trade acquired related jobs, while 63% of the graduates who did not have a parent who worked in the trade acquired related jobs.

The significance of this relationship was confirmed by a chi square of 6.802 with one degree of freedom.

TABLE 27

PARENTAL WORK EXPERIENCE AND THE PROBABILITY OF ACQUIRING A FIRST JOB THAT IS RELATED TO THE VOCATIONAL TRAINING

Parental Work Experience	Total Jobs N	Related Jobs N	Related Jobs %
Same trade	51	42	82.3
Other work	286	182	63.6
	337	224	

$\chi^2_{.95}$ (1df) = 3.841; χ^2_0 = 6.802; $p < .05$.

In summarizing the findings of this section which dealt with relatedness of the graduates' first jobs, the following was observed. Of all graduates 66.5% acquired related jobs. Auto mechanics acquired significantly fewer related jobs than other program graduates. Of the five most productive job acquisition methods used by graduates visits to places of employment produced the most related jobs and help of a vocational teacher produced the highest percentage of related jobs. Related jobs were acquired significantly more rapidly than unrelated jobs. Graduates who had made a definite career decision to enter and work in the trade they studied acquired related jobs significantly more frequently than those who had not made such a career decision. Finally, graduates whose parents worked in the same trade

that the graduates entered did find related jobs significantly more frequently than graduates who were not following in their parents' footsteps.

Findings Concerning the Time Required to Find First Jobs

The first research question to be considered in this section is:

Is there a significant relationship between the time required for graduates to find their first jobs and their sex, residential area, or vocational program?

The research questionnaire gathered information about the length of time it took graduates to get their first jobs. This information is presented in Table 28. One hundred seventy-three (51.3%) of the graduates found their first job within two weeks of graduation, and 87.2% were employed within three months. Also, all graduates were found to be employed as of the time of this survey which was conducted twenty months after graduation.

TABLE 28

TIME TO GET THE FIRST JOB

Time	N	%	Cumulative Percent
Less than two weeks	173	51.3	51.3
Two weeks to one month	59	17.5	68.8
One month to three months	62	18.4	87.2
Over three months	43	12.8	100.0
	337	100.0	

Table 29 displays the time it took graduates from each vocational program to find their first jobs. A significant relationship was found to exist between the time required for graduates to find their first jobs and their vocational program. Machine shop graduates found jobs most quickly with 65.5% (61) finding jobs in less than two weeks and over 93% employed within three months. Machine shop graduates acquired significantly more jobs within one month than cosmetologists and auto mechanics. Auto mechanics had about 50% employment within two weeks but twenty graduates required more than three months to acquire jobs. Cosmetology graduates experienced only 32.4% employment within two weeks and eleven required more than three months to find a job. The significance of these differences was confirmed by an observed chi square of 27.554 with three degrees of freedom. The largest differences in placement rate between trades occurred in the less than two weeks and in the over three months time periods.

TABLE 29

TIME REQUIRED BY 337 GRADUATES FROM FOUR VOCATIONAL PROGRAM AREAS TO ACQUIRE THEIR FIRST JOBS

Time to Acquire Jobs	Auto Mechanics N	Auto Mechanics Cum. %	Carpentry N	Carpentry Cum. %	Cosmetology N	Cosmetology Cum. %	Machine Shop N	Machine Shop Cum. %
Less than two weeks	50	50.5	40	51.9	22	32.4	61	65.5
Two weeks to one month	11	61.6	15	71.4	19	60.3	14	80.6
One month to three months	18	79.8	16	92.2	16	83.8	12	93.5
Over three months	20	100.0	6	100.0	11	100.0	6	100.0
	99		77		68		93	

$\chi^2_{.95}$ (9df) = 16.919; χ^2_{o} (3df) = 27.554; $p < .05$.

Table 30 displays data showing the time required for male and female vocational program graduates to find their first jobs. Female graduates did not enjoy as good a success rate in finding jobs in the less than two weeks time period as did male graduates. There were 32.4% (23) of the female graduates compared to 56.4% (150) of the male graduates who found employment within two weeks. In the two weeks to one month and one to three months periods there was a higher percentage of female graduates finding jobs than male graduates. The relationship between the graduates' sex and time it took to find a job was found to be significant as a chi square of 13.398 with three degrees of freedom was calculated.

TABLE 30

THE TIME IT TOOK 337 MALE AND FEMALE VOCATIONAL PROGRAM GRADUATES TO ACQUIRE THEIR FIRST JOB

Time to Acquire Jobs	Female			Male		
	N	%	Cum. %	N	%	Cum. %
Less than two weeks	23	32.4	32.4	150	56.4	56.4
Two weeks to one month	19	26.8	59.2	40	15.0	71.4
One month to three months	17	23.9	83.1	45	16.9	88.3
Over three months	12	16.9	100.0	31	11.7	100.0
	71			266		

$\chi^2_{.95}$ (3df) = 7.815; χ^2_{o} (3df) = 13.398; $p < .05$.

Table 31 displays data showing the time required for graduates from metropolitan and suburban areas to find their first jobs. No significant differences in the time required for these two groups to find employment was found. Basically they experienced similar rates of success in finding employment.

TABLE 31

TIME REQUIRED FOR 337 VOCATIONAL PROGRAM GRADUATES FROM AREAS OF DIFFERENT POPULATION DENSITY TO ACQUIRE THEIR FIRST JOBS

Time to Acquire Job	Metropolitan			Suburban		
	N	%	Cum. %	N	%	Cum. %
Less than two weeks	82	48.5	48.5	91	54.2	54.2
Two weeks to one month	29	17.2	65.7	30	17.9	72.1
One month to three months	35	20.7	86.4	27	16.0	88.1
Over three months	23	13.6	100.0	20	11.9	100.0
	169			168		

$\chi^2_{.95}$ (3df) = 7.815; χ^2_{o} (3df) = 1.723; n.s.

Table 32 presents data on individual job acquisition methods with the time required to find jobs.

Directly visiting places of employment was found to be the best source for obtaining jobs quickly. It also continued over time to be a productive means for obtaining employment. Getting assistance from a vocational teacher was also found to be a productive way of getting a job quickly. Nearly half of the jobs produced by the help of a friend were acquired in the first two weeks. It continued thereafter to produce

TABLE 32

TIME REQUIRED TO FIND JOBS WITH VARIOUS METHODS OF JOB ACQUISITION

Job Acquisition Method	Less Than Two Weeks		Two Weeks to One Month		One Month to Three Months		Over Three Months		
	N	%	N	%	N	%	N	%	
Newspaper ads	12	26.1	10	21.7	15	32.6	9	20.0	100.0
Trade publication	1	33.3	0	00.0	1	33.3	1	33.3	100.0
Telephone solicitation	3	50.0	3	50.0	0	00.0	0	00.0	100.0
Visit places of employment	41	53.2	14	18.2	16	20.8	6	7.8	100.0
Mail to employer	0	00.0	0	00.0	0	00.0	3	100.0	100.0
Help of relative	23	67.6	2	5.9	1	2.4	8	23.5	100.0
Help of friend	28	46.7	12	20.0	11	18.3	9	15.0	100.0
Former employer	0	00.0	0	00.0	1	50.0	1	50.0	100.0
Self-employment	4	80.0	0	00.0	0	00.0	1	20.0	100.0
State employment service	1	14.3	0	00.0	3	42.9	3	42.9	100.0
Job wanted ads	1	12.5	3	37.5	4	50.0	0	00.0	100.0
High school teacher	1	33.3	1	33.3	0	00.0	1	33.3	100.0
Vocational teacher	37	72.5	9	17.7	5	9.8	0	00.0	100.0
Cooperative program	8	72.7	1	9.1	1	9.1	1	9.1	100.0
School placement service	7	77.8	1	11.1	1	11.1	0	00.0	100.0
School visit of employer	1	100.0	0	00.0	0	00.0	0	00.0	100.0
Advisory committee	0	00.0	0	00.0	1	100.0	0	00.0	100.0
	168	51.4	56	17.1	60	18.3	43	13.0	100.0

jobs with a decreasing percentage in each time period. The help of a relative tended to produce jobs quickly and then again later on for those who had not found other techniques to be productive. Answering newspaper ads produced jobs at a fairly even pace as time progressed.

Apparently one must exhibit some patience in using "job wanted ads" or state employment service. They yield jobs but these approaches tended to take somewhat longer or else these approaches were only utilized when other approaches failed to yield jobs.

School placement services and cooperative programs represented good sources for obtaining jobs quickly. The failure to produce more jobs by these methods may be due to their limited use or to their limited availability to graduates.

The following question was examined in this section of the study:

Do graduates who definitely decided to work in the trade for which they studied find jobs significantly more quickly than graduates who had not made such a decision?

Table 33 exhibits the data on the time required for graduates to find jobs and the graduate's career decision. Graduates who had made a definite decision to enter and work in the trade they studied do find jobs significantly more quickly. In both the less than two weeks and the two weeks to one month time periods a greater percentage of graduates who had made a definite career decision found jobs than those who had not made a definite career decision. At the end of one month 185 (74.0%) of those who had made a career decision were employed as compared to 47 (54%) of the others. A significant relationship

between the time required to find a job and the graduate's career commitment was confirmed by a chi square of 16.243 with three degrees of freedom.

TABLE 33

TIME REQUIRED FOR GRADUATES WHO HAD MADE DEFINITE CAREER DECISIONS TO FIND THEIR FIRST JOBS COMPARED WITH THOSE WHO HAD NOT MADE SUCH A DECISION

Time to Find Jobs	Career Definite			Career Indefinite		
	N	%	Cum. %	N	%	Cum. %
Less than two weeks	132	52.8	52.8	41	47.1	47.1
Two weeks to one month	53	21.2	74.0	6	6.9	54.0
One month to three months	38	15.2	89.2	24	27.6	81.6
Over three months	27	10.8	100.0	16	18.4	100.0
	250			87		

$\chi^2_{.95}$ (3df) = 7.815; χ^2_{o} (3df) = 16.243; $p < .05$.

The following is a summary of the findings about the time required for graduates of vocational programs to find their first jobs.

Within two weeks over half of the graduates had jobs, and nearly 90% had jobs within three months. All graduates reported eventually finding employment. Machinists found jobs most quickly followed by carpenters then auto mechanics and cosmetologists. Male graduates found jobs significantly more quickly than female graduates. Metropolitan and suburban graduates required approximately the same amount of time to find jobs. Visiting places of possible employment and help of a vocational teacher tend to produce jobs more rapidly than others.

Graduates who had made a definite decision to enter their trade before starting their training found jobs significantly more rapidly than those who entered their training without having made a definite career decision.

Findings Concerning the Mobility of Vocational Program Graduates

This section of this study examines the following question:

Is there a significant relationship between the mobility of graduates and the graduate's sex, residential area, or vocational program?

Graduates' responses indicated if they had every moved in order to accept a job. It was found that graduates at this entry level point in their careers were not likely to move to take a job. Out of 337 only 28 (8.3%) had moved to take a job. These data are displayed in Table 34.

TABLE 34

MOBILITY EXPERIENCES OF 337 VOCATIONAL PROGRAM GRADUATES

Mobility	N	%
Never moved	309	91.7
Have moved	28	8.3
	337	100.0

Graduate mobility was examined with the graduate's sex, vocational program and residential area as independent variables. In each case mobility was found to be independent of these variables.

Findings Concerning Job Retention

The following question was examined by this study:

Is there a significant relationship between job retention patterns and the graduate's sex, residential area, or vocational program?

Table 35 presents the data referring to the length of time the vocational graduates examined by this study retained their first jobs.

It was found that 81% (273) of the graduates held their first job three months or longer with 38.9% (131) still on their first job twenty months after graduation.

TABLE 35

JOB RETENTION OF 337 VOCATIONAL PROGRAM GRADUATES

Time Job Retained	N	%	Cumulative %
Still on first job	131	38.9	38.9
Three months to one year	142	42.1	81.0
One to three months	49	14.5	95.5
Less than one month	15	4.5	100.0
	337		

Graduate's job retention was examined with the graduate's sex, vocational program and residential area as independent variables. Again, in each case job retention was found to be independent of these variables.

One of the questions examined in this section was:

What is the relationship between the graduate's career decisions and their job retention patterns?

Job retention was examined with job relatedness of vocational training as an independent variable. Table 36 displays these data. It was found that graduates who acquired jobs that were related to their training did hold those jobs significantly longer than those who obtained jobs unrelated to their training. Of the graduates still on their first job approximately two-thirds (66.4%) hold jobs that are related to their vocational training. Of those who held their first job less than one month 60% were in unrelated jobs. The significance of this relationship was confirmed by a chi square of 8.972 with three degrees of freedom.

TABLE 36

JOB RETENTION AND RELATEDNESS OF FIRST JOB TO THE VOCATIONAL TRAINING PROGRAM

Relatedness	Less Than One Month		One to Three Months		Three Months to One Year		Still on Job	
	N	%	N	%	N	%	N	%
Related	6	40.0	28	57.1	103	72.5	87	66.4
Unrelated	9	60.0	21	42.9	39	27.5	44	33.6
	15	100.0	49	100.0	142	100.0	131	100.0

$\chi^2_{.95}$ (3df) = 7.815; χ^2_{o} (3df) = 8.972; $p < .05$.

The following is a summary of the findings concerning job retention of the vocational program graduates. Over 80% remained on their first jobs over three months, and over 38% were still on their first job twenty months after graduation. No significant relationships were

found between male and female graduates or between those from metropolitan or suburban areas or among those who graduated from each of the vocational programs. The relatedness of the first job to the vocational training did however prove to be a significant factor in job retention with two-thirds of the graduates who were still on their first jobs holding related jobs.

Findings Concerning the Career Decisions of the Graduates

One of the questions examined in this section was:

Are the career decisions of graduates independent of sex, program or area density?

The research questionnaire obtained data about the career decisions that the graduates had made before entering their vocational program. They indicated whether they had definitely decided to become a tradesperson in the trade or occupation they studied. These data are presented in Table 37. The career decisions of the graduates are examined in this section as the dependent variable.

TABLE 37

CAREER DECISIONS OF 337 VOCATIONAL PROGRAM GRADUATES

Career Decision	N	%	Cumulative %
Definite	250	74.2	74.2
Indefinite	87	25.8	100.0
	337		

Three out of four of these vocational graduates stated that they had made a definite decision to enter and work in their trade before they entered the training program.

Table 38 shows the number and percentage of graduates from each program who had made definite career decisions before starting their training. More than four out of five carpentry program graduates (65—84.4%) had made a decision to become carpenters before they entered the carpentry training program. Cosmetologists had nearly as high a percentage (56—82.4%) of persons who had made a definite career decision. Machine shop graduates had a little lower percentage than cosmetologists but still nearly four out of five (74—79.6%). Conversely, only a little more than half of the auto mechanics (55—55.6%) had made such a decision. The low number of auto mechanics who had made a career decision, relative to graduates of the other three trades, was found to be significant by a chi square of 25.925 with three degrees of freedom.

TABLE 38

CAREER DECISIONS OF THE GRADUATES FROM EACH VOCATIONAL PROGRAM

Career Decision	Auto Mechanics N	%	Carpentry N	%	Cosmetology N	%	Machine Shop N	%
Definite	55	55.6	65	84.4	56	82.4	74	79.6
Indefinite	44	44.4	12	15.6	12	17.6	19	20.4
	99	100.0	77	100.0	68	100.0	93	100.0

$\chi^2_{.95}$ (3df) = 7.815; χ^2_{o} (3df) = 25.925; $p < .05$.

The career decisions of the graduates were examined with their sex and residential area as independent variables. The career decisions of graduates were found to be independent of these variables.

The following is a summary of this section on the vocational career decisions of the graduates. Of the 337 graduates 250 (74.2%) had made a definite decision to enter and work in the trade in which they received training. Carpenters had the highest percentage of graduates who had made a career decision (84.4%) and auto mechanics the lowest (55.6%). In fact the percentage of auto mechanics who had made definite career decisions was significantly lower than any of the other trade areas. There were no significant relationships in the career decisions of graduates between male and female graduates or between those who lived in metropolitan or suburban areas.

Summary

This chapter has presented the findings based on the analyses of data collected in this study to investigate the relationships between certain identified factors of employment and the employment experiences of vocational graduates. Fifteen research questions were formulated for this study.

The significance of differences was determined by the analyses of the data with the use of chi square, Z test for difference between proportions and Z test for differences between means. Brief summaries are included at the end of each section of this chapter. A summary of the major findings is presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a review of the study, the major findings which emerged from the analyzed data, and conclusions which seemed warranted based on the findings. In addition, recommendations for vocational curriculum involving job search techniques and for future research are presented.

Summary

The Purpose

The primary purposes of this study were (1) to describe the job acquisition methods now being used by high school vocational program graduates, and (2) to appraise the results of the use of these methods in acquiring training-related jobs for graduates. Secondary purposes were to identify selected attributes of graduates (vocational program, sex, location of residence, mobility, individual career decisions, and parental influences) which affect successful employment.

Methods and Procedures

This study was a descriptive survey of the job seeking and employment experiences of the 1976 graduates of auto mechanics, carpentry, cosmetology, and machine shop programs from schools of the city of Toledo, Ohio, and the 1976 graduates of the same four programs of two joint vocational schools that serve students from several counties

outside the city of Toledo. A total of 507 graduates of these programs was identified.

The initial mailing of 507 packets was made on April 13, 1978. Two follow-up mailings were made at approximately three-week intervals. Following these three mailings the researcher attempted to contact nonrespondents by telephone. In all, a total of 337 usable questionnaires was received.

A researcher-developed instrument was used to gather the data. Through the search of the literature, which preceded this study, information on job acquisition methods was gathered. With the help of the researcher's committee short and precise descriptions of twenty-two job acquisition methods were developed. Special attention was given to the reading level required to understand these descriptions. A pilot study was conducted to refine the questionnaire.

The Statistical Package for Social Sciences (SPSS) was used to aid in the analysis of the data. The significance of relationships was examined with the chi-square test and the Z test for differences between proportions and means. To achieve the purposes of the study thirteen research questions were proposed about the relationships of the variables.

Findings

The major findings of this study were:

1. The best known method of job acquisition was that of answering newspaper ads. The most used method was that of visiting places of

potential employment. Female graduates used newspaper help wanted ads and telephone solicitation significantly more than male graduates. Male graduates used the help of a friend and the help of a vocational teacher significantly more often than did female graduates. Metropolitan graduates used newspaper help wanted ads significantly more than suburban graduates.

2. Suburban graduates have an awareness of more job acquisition methods than metropolitan graduates. Suburban graduates were found to have significantly greater awareness of seven of the job acquisition methods. Only one method was significantly better known to metropolitan graduates.

3. The mean number of job acquisition methods used by individual graduates was 4.40. Over two-thirds of the graduates used between two and five different job acquisition methods. Cosmetology program graduates used the least number of methods, machine shop graduates the most.

4. Five methods of job acquisition—visits to places of employment, help of a friend, help of a vocational teacher, answering newspaper ads, and help of a relative—produced over 80% of the graduates' first jobs. However, there was a vast difference in the percentage of training related jobs produced by each of these methods. Help of a vocational teacher produced 98.0% training related jobs, visits to places of employment 72.9%, answering newspaper ads and help of a relative produced 50.0%, and help of a friend only 43.3%.

5. Some infrequently used methods of job acquisition were found to be effective methods for acquiring jobs and some produced a high percentage of jobs that were related to training. However, because of the limited sample one should view this finding with caution.

6. Over two-thirds (68.7%) of the graduates found their first jobs through the use of methods requiring either their own initiative (45.2%) or the assistance of persons connected with the school system (23.5%).

7. Answering newspaper ads was found to be a significantly more effective method of job acquisition for cosmetologists than for machinists or auto mechanics. Further, this method produced significantly more jobs for cosmetologists than it did for any of the other trades people.

8. Help of a vocational teacher produced significantly more jobs for machinists than it did for auto mechanics or cosmetologists.

9. Approximately two-thirds (66.5%) of the graduates acquired training related first jobs. These jobs were acquired significantly more rapidly than unrelated jobs.

10. Carpentry program graduates obtained the highest percentage of training related jobs (79.2%). Machine shop graduates obtained 71.0% related jobs, cosmetology graduates 69.1%, and auto mechanics graduates 50.5%. Auto mechanics graduates acquired related jobs significantly less often than graduates from any other vocational program studied.

11. Graduates who had made a definite career decision to enter the trade studied obtained related jobs significantly more frequently and significantly more rapidly than graduates who had indefinite career goals.

12. Over one-half (51.3%) of the graduates found their first job in less than two weeks.

13. Significantly more male graduates than female graduates found jobs within the first two weeks after graduation.

14. There was no significant relationship in the time required to find jobs between metropolitan and suburban graduates.

15. Less than one in ten (8.3%) of the graduates had ever moved for the purpose of taking a job. No significant relationships were found in mobility patterns between male and female graduates or between graduates from metropolitan or suburban areas or among graduates from different vocational programs.

16. Over one-third (38.9%) of the graduates were still on their first job twenty months after graduation. Four out of five held their first job more than three months or were still on it. No significant relationships were found in job retention rates between male and female graduates or between those from metropolitan or suburban areas or among graduates from different vocational programs.

17. No significant relationship was found in the job retention patterns of graduates between those who had made definite career decisions and those who had not.

18. Graduates who acquired related jobs retained their jobs significantly longer than those who acquired unrelated jobs.

19. Significantly fewer auto mechanics program graduates had made definite career decisions than graduates from other programs.

20. There was no significant relationship in the percentage of graduates who acquired related jobs between those who had their parents' support in the selection of a vocational program and those who did not.

Conclusions

The following conclusions were derived from the findings of this study:

1. Training in the use of job acquisition methods would be of value to the graduates not only in finding their first jobs but throughout their working lives. The advice for graduates to learn more job seeking techniques was given by several researchers and writers (Corwen, 1976; Jameson, 1974; Abraham, 1964; Kleiner, 1959; and Reeves, 1957). In a very recent study Wegmann (1980) described several very successful job-search training programs. The present study not only supports the conclusion that many vocational graduates lack the knowledge and skill to use a variety of job acquisition methods but further that they lack the ability to use some methods of job acquisition that appear promising in effectiveness and in yielding training-related jobs. Graduates would acquire jobs more quickly and a higher percentage would find training-related jobs if they were

instructed in the use of these methods. However, some vocational schools apparently have failed to equip graduates with these skills and may not be attempting to supply these services.

2. The degree of career commitment displayed by vocational program candidates is a valid predictor of the probability of those candidates getting training-related jobs upon graduation. The greater the career commitment of the candidates upon entering vocational training the better their chances of acquiring training-related jobs, acquiring them more rapidly and retaining them longer. Auto mechanics program candidates require special attention with respect to these relationships. Allen (1967) found a significant relationship between vocational training, vocational objective and job placement. However, no mention was made of the differences in sensitivity to this problem between vocational programs.

3. Cooperation between the vocational schools and the state employment service currently appears ineffective. If the value of the vocational training that the graduates have received was appreciated by the employment service and if the number of expected graduates from each vocational program was supplied to the employment service, placement planning could be more effectively handled. This type of cooperative plan is feasible, would serve the needs of the vocational schools, the graduates and the state employment service. Johnson (1977) cited assets of the state employment service such as trained personnel and superior labor market information. She also stressed the need for the employment service to have a pool of job seekers available to employers.

4. The vocational teacher was recognized as the most effective individual helping graduates find jobs. Further, these jobs were nearly always related jobs. The vocational teachers may see this activity as part of their job or may be responding to their interest in their students. However, the necessity for this service to the graduates to continue is recognized as it was by Pucel (1973), Eninger (1967) and Kaufman (1967).

Recommendations

Recommendations Based on the Conclusions of This Study

To the extent that the vocational graduates in this study are representative of vocational graduates from other high schools, the following recommendations seem warranted.

1. Curriculum should be developed which would provide instruction in the use of a variety of job acquisition methods.

2. Vocational students should receive instruction in job seeking as part of their vocational program. To fail to do this is to fail to complete the assignment for which vocational education is responsible.

3. The job seeking instruction should emphasize the job acquisition methods that were found by this study to be most effective for the particular vocational program graduates.

4. Vocational counselors should give more attention to helping students make career plans.

5. Career commitment should become a prime criterion in screening vocational program candidates. Special attention should be given

to auto mechanics candidates in this regard before enrolling them in the program.

6. The instruction in career planning should be part of all vocational curriculum.

7. Placement planning between the vocational schools and the state employment service should be organized. The opportunities of a partnership here are obvious and essential to the full success of vocational programs.

8. The contribution of the vocational teachers to graduates' placement should be formally recognized by the schools. Incentives to encourage vocational teachers to continue and improve this service should be established.

Recommendations for Further Research

1. The present study should be refined and replicated for use with graduates who have been out of school a longer period of time and have more employment seeking experiences.

2. The present study should be refined and replicated for use with nonvocational high school graduates as a segment of the study population. This would make it possible to compare the job seeking skills and experiences of vocational and nonvocational graduates.

3. The present study should be refined and replicated for use with a larger population so that sufficient data can be collected on the use and results of infrequently used job acquisition methods.

4. After training programs in the use of job acquisition methods have been in service for some time an experimental study should be conducted to assess the value of this training.

5. Studies should be made of the use of special job acquisition methods where these are in use. An excellent example of special job acquisition methods is the organization of "Tech-Days" in the state of Georgia.

6. Vocational schools that have or establish cooperative plans with state employment services to aid in the placement of graduates should be identified. These should then be studied through organized research studies.

7. A study should be conducted to determine if a perceived goal of advisory committees is to help place students.

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APPENDIX

The University of Toledo

2801 W. Bancroft Street
Toledo, Ohio 43606

College of Education
(419) 537-2488

Dear Vocational School Graduate:

One of the foremost concerns of vocational educators is the success of graduates. Your success in your job is a measure of the effectiveness of the vocational program from which you graduated. In order to improve vocational programs of the future we need your help. You are now an experienced expert on the subject of how you found employment and how well your vocational course has served you.

Will you please share your valuable experience with me? I am conducting a research project to determine successful ways for vocational graduates to find jobs. In the enclosed questionnaire a number of methods of looking for jobs that have been used by others are described. I would like to know of your experiences with these methods as a vocational program graduate and your understanding of them.

No information will be compiled about any individual. Your name and address on the return envelope will be used only to verify that you have sent back a questionnaire. The questionnaire will be removed from the envelope without examination and will become part of the intermixture of questionnaires which will yield the valuable information necessary for the success of this research.

I thank you very much for taking part in this research. Perhaps vocational leaders and future vocational students will owe you a debt of gratitude for your help in making this research possible.

Sincerely and appreciatively,

John M. Phillips

John M. Phillips
Assistant Professor
Department of Vocational Education

The University of Toledo

2801 W. Bancroft Street
Toledo, Ohio 43606

College of Education
(419) 537-2488

Dear Vocational School Graduate:

Will you please share your valuable experience with me? As you may recall, I am conducting a research project to determine successful ways for vocational graduates to find jobs.

No information will be compiled about any individual. Your name and address on the return envelope will be used only to verify that you have sent back a questionnaire and to send the research summary report to you. The questionnaire will be removed from the envelope without examination and will become part of the intermixture of questionnaires which will yield the valuable information necessary for the success of this research.

No one has ever studied the use of job acquisition methods exclusively for vocational graduates. I am interested in vocational students and graduates. Will you please make this research possible by filling out the questionnaire and returning it in the enclosed postage paid envelope?

Thank you for taking part in this research.

Sincerely and appreciatively,

John M. Phillips

John M. Phillips

QUESTIONNAIRE

JOB SEEKING METHODS

Please indicate your experience with the following methods of looking for a job by circling the letter corresponding to the description that best indicates your experience with each method.

A. I was not aware of this method of looking for a job.

B. I am aware of this method but I have never used it.

C. I have used this method of looking for a job.

	NOT aware	Aware of but NOT used	Have used
1. NEWSPAPER ADS Answer help wanted ads in the paper.	A	B	C
2. TRADE PUBLICATION (MAGAZINE) Answering help wanted ads in trade magazines	A	B	C
3. TELEPHONE SOLICITATION Using the telephone book yellow pages as a guide and calling the places where you would be interested in working	A	B	C
4. VISITING PLACES OF EMPLOYMENT Visiting various places of possible employment, introducing yourself and asking for a job.	A	B	C
5. DIRECT MAILING TO EMPLOYERS Mailing letters of application to employers for whom you would like to work.	A	B	C
6. HELP OF A RELATIVE Through a relative arranging a job interview for you.	A	B	C
7. HELP OF PERSONAL FRIEND Through a friend of yours arranging a job interview for you.	A	B	C

	NOT aware	Aware of but NOT used	Have used
8. HELP OF A FORMER EMPLOYER Through a former employer for whom you may have worked full or part time.	A	B	C
9. SELF EMPLOYMENT Creating a job for yourself by starting a business of your own. If you had this experience please indicate whether it was full time____ or part time____.	A	B	C
10. STATE EMPLOYMENT SERVICE By registering with the state employment service and being directed to a job by them.	A	B	C
11. CLUB OR CHURCH ORGANIZATION Through the help of a member of an organization or through the efforts of the organization as a whole.	A	B	C
12. COMMERCIAL EMPLOYMENT SERVICE By registering with a commercial employment service to whom you agree to pay a fee to them for finding you a job.	A	B	C
13. INDUSTRIAL PERSONNEL SEARCH SERVICE By registering with a commercial employment service in which the employer who hires you pays a fee to the employment service.	A	B	C
14. A CAREER CONFERENCE Through a meeting of a group of employers and job seekers arranged by a commercial employment service or a vocational school.	A	B	C
15. JOB WANTED ADS By placing a job wanted ad in the newspaper describing the kind of job you are seeking.	A	B	C
16. HELP OF HIGH SCHOOL TEACHER Through a high school teacher, other than a vocational teacher, arranging a job interview for you.	A	B	C

		NOT aware	Aware of but NOT used	Have used
17.	HELP OF VOCATIONAL TEACHER Through a vocational teacher arranging a job interview for you	A	B	C
18.	COOPERATIVE WORK/STUDY PROGRAM Through a job you had while you were in high school that was supervised by a work/study officer.	A	B	C
19.	SCHOOL COUNSELOR OR PLACEMENT SERVICE Through the effort of your school's counselor or placement service.	A	B	C
20.	SCHOOL VISIT OF EMPLOYER By being hired by an employer who visited your high school or vocational school.	A	B	C
21.	THROUGH THE ADVISORY COMMITTEE Each vocational program has an advisory committee of local businessmen. These committee members sometimes hire vocational graduates or refer them to other employers.	A	B	C
22.	OTHER If you have found a job by a means other than any of those described above please explain how.	A	B	C

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23. Through which of the methods of looking for a job <u>that you have used</u> did you find your first job after graduation?

    Please write the number of the method from the list above, here._____

PLEASE ANSWER THE FOLLOWING QUESTIONS BY CIRCLING THE CHOICE THAT BEST REPRESENTS YOUR EXPERIENCE.

24. How long did it take you to acquire your first <u>full time</u> job after graduating?

    1. Less than two weeks
    2. Two weeks to a month
    3. Between one and three months
    4. Over three months

25. How long did you hold your first <u>full time</u> job after graduation?

    1. Less than one month
    2. One to three months
    3. Three months to one year
    4. I am still working in my first job after graduation

26. Was the work on this first full time job the same as the work you learned to do in your vocational course?

    1. Exactly the same
    2. Nearly the same
    3. Only a little of it was the same
    4. None of it was the same

27. Had you decided on a definite job you wanted, or trade you wanted to work in, when you entered your vocational program in high school?

    1. Yes, in the trade of the vocational program I entered
    2. Yes, but not in the trade of the vocational program I entered
    3. No

28. Do you have or have you ever had a job where the work was nearly the same as the work you learned to do in your vocational course?

    1. Yes
    2. No

29. Did you ever move in order to accept a job?

    1. No
    2. Yes, 50 to 100 miles
    3. Yes, 100 to 200 miles
    4. Yes, over 200 miles

30. Was your father or mother ever employed in the same trade you studied in your vocational course?

    1. Yes
    2. No

31. Will you encourage your children to take a vocational course some day?

    1. Yes
    2. No

32. Did your parents encourage you to take your vocational course?

    1. Yes
    2. No

33. Are you ?

    1. Female
    2. Male

34. You were born in 19_____.

35. Are you?

    1. White
    2. Black
    3. Other

36. From which vocational program did you graduate?

    1. Auto Mechanics
    2. Carpentry
    3. Cosmetology
    4. Machine Shop

VITA

John M. Phillips, son of Anna M. Phillips, an elementary school teacher, and Samuel P. Phillips, a motion picture theater owner and manager, was born in Philadelphia, Pennsylvania. He received his high school diploma from Sell-Perk High School in Bucks County, Pennsylvania. He earned his Bachelor of Science in Education degree in 1974 and his Master of Science in Education degree in 1975 from the State University of New York, College at Buffalo.

He served as staff engineer and supervisor for Houghton College in Houghton, New York. He taught vocational heating and air conditioning at The Loguidice Occupational Center in Fredonia, New York, and at Jamestown Community College in Jamestown, New York. He entered the Graduate School at The University of Tennessee, Knoxville, in January 1976 and was awarded an EPDA Fellowship through the State of New York and the U.S. Office of Education. He served as assistant professor in the department of Trade and Industrial Teacher Education at The University of Toledo, Toledo, Ohio, and Director of Career Education at Northwest Community College, University of Alaska, in Nome, Alaska. He received the Doctor of Education degree with a major in Vocational-Technical Education from The University of Tennessee, Knoxville, in August 1980. He accepted an assistant professorship in the department of Trade and Industrial Teacher Education at the University of Eastern New Mexico, Portalis, New Mexico.

He is a member of Iota Lambda Sigma, Onicron Tau Theta (Charter Member), The American Council of Industrial Arts Teacher Education, The American Vocational Association and The National Indian Education Association.

He is married to Alice Elaine Fitzgerald Phillips. They have one daughter and four sons.